

# Deep Dialogue Learning Model in Subject of Indonesian Language Learning for Elementary School

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**Abstract:** *This research aimed to analyze the professional competence of elementary school pre-service teachers and analyze implementation of learning using the Deep Dialogue/Critical Thinking model. The method used in this research was the mix method. The research subjects were Primary Teacher Education (PGSD) students of Jember University class D of 43 people. Data collection techniques used observation, documentation, and a questionnaire on teacher professional competence. The data analysis technique used in the first objective was descriptive analysis technique from Miles & Huberman consisting of (1) data collection, (2) data reduction, (3) coding, (4) data presentation, and (5) data verification. The data analysis technique in the second objective was descriptive quantitative by displaying the learning outcomes of Indonesian Language (Bahasa Indonesia) for Elementary School course. Testing the credibility of the data used member checks, increasing persistence, and adding references. The results showed that the students' ability to understand texts critically was not yet contextual. This was indicated by the performance of students who are able to remember the ideas written in the reference. Yet, actualization in Indonesian Language learning had not been achieved. On the other hand, students had not reached the competence to be able to distinguish concepts about learning strategies, approaches, methods and techniques.*

**Keywords:** Learning model; deep dialogue; critical thinking

## 1. INTRODUCTION

The development of science, technology and art (IPTEKS) has impact on changes in social and industrial life patterns in society. Digital data, meta data and big data are the new values that industries are fighting for. This situation is known as the Industrial Revolution 4.0. On another dimension, this has an impact on the dimensions of human life, either in the economic, social, cultural and educational fields. Education is related to all human dimensions, even though education can't carry out the function of each dimension. However, the existence of this education is the key to develop the quality of a nation (Tilaar, 2010).

The relation of education and all human life dimension (Tilaar, 2010) is in line with the idea of Permatasari (2015). The quality of a nation can be identified from the level of community literacy. Literacy is defined (Warsihna, 2016) as "melek/literate." With reading-thinking-writing activities, an individual is information literate, legal literate, technologically literate, environmentally literate, critical thinking, politically literate, moral literate. To find out the position of the literacy level in a society, it is important that literacy education is organized both at school and outside in a non-formal manner. As Permatasari's (2015); Warsihna (2016); Surangga (2017); and Joyo (2018) researches, the idea of literacy education is as an effort to improve the quality of the nation. This idea leads to reading-thinking-writing activities simultaneously and

contextually both conventionally and using information technology.

The development of a cultural literacy is directly related to the scientific discipline, such language, especially Indonesian Language. Regarding the expectation in learning Indonesian language, it requires mastery of 4 language skills, there are listening, speaking, reading, and writing as important points. Tarigan (2008) states that the four language skills form a unit called *catur tunggal*. The four skills are classified into 2 categories of skills in communication, namely direct and indirect. Direct communication skills consist of listening and speaking skills, while indirect communication skills consist of reading and writing skills. Therefore, cultural literacy is the estuary of learning Indonesian Language.

The quality improvement in Indonesian Language learning becomes concentration on developing literacy education. The implementation of education in the field is held strategically by the teacher. The position of the teacher is the spearhead of education. On the other hand, the component of teacher quality is in a position that is irrelevant to the social order of teacher professional competence. Thus, it needs efforts to develop the role of the teacher in the learning process. Leonard (2015) suggested that concrete actions should be taken in terms of designing training models for teachers in the competency of designing learning, designing research training models for teachers, and designing practical-foreign language acquisition training models for teachers.

Based on Leonard (2015), concrete action in terms of designing a training model for Indonesian Language Learning teachers seems to be matter that needs to be conducted to form literate learners. Thus, the focus of the training must be to develop the professional competence of Indonesian language pre-service teacher. These competencies consist of mastery of strategies, approaches, methods, techniques, and evaluation, as well as the content of the Indonesian language curriculum in elementary schools that is obtained from the process of reading, thinking, writing and carrying out contextual matters. Khair (2018) explains that Indonesian language learning must be understood as learning in text that has functional characteristics.

That research revealed the importance of literacy skills development in a comprehensive sense. Solehuddin (2019) suggested that the implementation of learning must be contextual and long before learning is carried out, the teacher should prepare the context for learning. In line with this, (Hamied and Musthafa (2020) suggested that the implementation of language learning in its next development is multilingual and multicultural context of Indonesia. On one hand, students will learn Indonesian history. In addition, the government will realize how important Indonesian Language to be developed. The starting point is learn from what has occurred and what has been experienced socially and empirically, critical reviews and analysis have been done. Literate Pre-service teachers are the goals that must be prepared to achieve it.

The Deep Dialogue/Critical Thinking learning model is a relevant pedagogical technology in terms of developing teacher professional competence. Besides having to carry out textual literacy activities, Deep Dialogue/Critical Thinking also provides a means to test ideas and improve them. The characteristics of Deep Dialogue support this activity because two-way communication activities are manifested in interpersonal relationships, mutually open, honest, and rely on kindness. Critical Thinking focuses on thinking activities carried out by operating intellectual potential to analyze, making judgments, and making decisions appropriately and carry out correctly (Arthana, 2010). The characteristics of the Deep Dialogue/Critical Thinking learning model quoted from the Global Dialogue Institute (2001) include: (1) students and teachers are actively involved in learning, (2) optimization of the potential intelligence of students, (3) focus on mental, emotional, and spiritual, (4) using a deep dialogue approach to critical thinking, (5) students and teachers can be good listeners, speakers, and thinkers, (6) it can be implemented in everyday life, and (7) it emphasizes more on values, attitude, and personality.

The focus of this study is development of professional competence of Indonesian language pre-service teacher consisting of mastery of strategies, approaches, methods, techniques, and evaluation as well as preparation of lesson plans and simulating Indonesian language learning.

These activities represent the application of the Indonesian language curriculum and learning outcomes. The deep dialogue/critical thinking model is used as a learning atmosphere and stimulus for cultural literacy practices. The assumption of this activity is that it represents a cultural literacy in classroom learning. The representation of the learning atmosphere focuses on 4 language skills, there are listening, speaking, reading, and writing as well as acting relevant. The objectives of this research are first, to describe the application of the Deep Dialogue/Critical Thinking learning model in the learning process of Indonesian Language Learning for Elementary School course; Second is analyzing the professional competence of students after following the instructional in a row.

## **2. METHOD**

Method used in this research was mix method. Dependent variable in this research was professional competence of Indonesian language pre-service teacher, that consisted of mastery of strategies, approaches, methods, techniques, and evaluation as well as preparation of lesson plans and simulating Indonesian language learning. While the independent variable was the deep dialogue/critical thinking model. The research subjects were students of Primary Teacher Education amounted 43 students in class D, 11 male students and 32 female students. The research was conducted on March 4-11, 2020.

The analysis technique used in the first objective was descriptive analysis using Miles & Huberman's analysis techniques that consisted of (1) data collecting, (2) data reduction, (3) coding, (4) data presentation, and (5) data verification. This analysis continued until the data was saturated. The data analysis technique in the second objective was quantitative descriptive by displaying the learning outcomes of the Indonesian Language Learning for Elementary School course. Furthermore, it was presented to be re-analyzed descriptively. For Testing the credibility of the data, researchers increased persistence, added references to literature, and conducted member checks.

## **3. RESULT**

The results showed research findings obtained from research data. First was the professional competence of Indonesian language subject pre-service teacher; second was the implementation of Deep Dialogue/Critical Thinking model learning. The data from this assessment was a representation of the level of student literacy that concerned the carrying capacity of relevant and strong references, logical-systematic argumentation and critical power in responding to information obtained from observing deep dialogue activities. The following below is a list of the results of observing the practice of deep dialogue in 6 meetings.

**Table 1. The result statistic description of Deep Dialogue/Critical Thinking practice assessment**

Data	Nilai
Mean	82.22
Median	82
Modus	82
Standard Deviation	2.111
Highest score	88
Lowest score	78

Based on table 1 above, it can be known that the professional competence of Indonesia Language pre-service teachers for elementary school had not yet reached the high standards expected. In addition, the competence of each student who took the Indonesian language for Elementary School course did not have a significant difference even though the standard deviation is not 0.

**Table 2. The result statistic description of Deep Dialogue/Critical Thinking practice**

Interval	Category	Result	
		Frequency	%
-79	Low	3	7%
80-84	Moderate	36	83.7%
85-89	Sufficient	4	9.3%
90-94	High	0	0

**Table 3. Implementation of Deep Dialogue/Critical Thinking**

Meet-ing	Indicator	Description of Accomplished Indicators	Percentage of Lecturer Clarification
1	Understanding the regulation of lectures	Accomplished. Discussions about lecture contracts between lecturers and students related to discipline, material, and evaluation in lectures.	60%
2	Explaining the principles of Indonesian Language learning based on the curriculum	It was less accomplished while differentiating between the principles of Indonesian language learning from one another. References related to the principles of learning Indonesian in the form of books are difficult to find, the majority books are on blogs that can't be used by students as their reference.	70%
3	1. Describing the structural approach; 2. Describing an integrated approach; 3. Describing the communicative approach; 4. Describing process skills; 5. Describing the scientific approach	Accomplished. There are several references that are used by students in strengthening their arguments, both in the form of books and articles in research journals.	50%
4	1. Explaining the method of learning to read and write introduction; 2. Explaining oral language learning strategies; 3. Explaining written language learning strategies.	It was less achieved while differentiating the meaning of learning strategies, methods and techniques	75%
5	1. Explain Indonesian Language learning media for elementary school; 2. Explaining the theory of material	Accomplished. It is proved by a description of making learning media of Indonesian language subjects for elementary school.	40%

95-100	Very high	0	0
Total		43	100

Table 2 above shows that Students' abilities related to the carrying capacity of relevant references, logical-systematic arguments and critical power in responding to information were in the medium category, as a whole. In the observation sheet, this group was included in the middle order thinking skill category.

Second, the following explanation will describe the implementation of the deep dialogue/critical thinking model. The learning process was carried out in 8 meetings. The first meeting was about lecture contracts and initial lecture orientation. The second to the seventh meetings of learning activities was carried out with deep dialogue/critical thinking. The eighth meeting was conducted the Mid-Semester Examination. This section focused on a comprehensive student competency assessment. The following is a table of the implementation of the Dialogue/critical Thinking model.

	development adoption model;		
	3. Explaining the theory of material development adaptation models;		
	4. Explaining the theory of developing the material model of writing individually		
6	1. Describing the process and outcome assessment; 2. Describing test and non-test assessments	Accomplished. There are official documents related to the basic framework to evaluation of learning in the curriculum and they are able to display the assessment application in the 2013 Curriculum used.	50%
7	Analyzing 2013 curriculum 1. Describing the characteristics of the 2013 curriculum 2. Explaining the contents of the 2013 BI Curriculum 3. Describe the structure of the 2013 curriculum of Indonesian Language for elementary school.	Accomplished. There is an official document regarding the guidelines for implementing the 2013 Curriculum from the government as material for discussion of the content and structure of the 2013 Curriculum of Indonesian language subjects for Elementary School	30%
8	<b>Midterm-test: Developing learning tools of low grade and high class of Indonesian Language subject for elementary school (making syllabus, lesson plans and BI SD learning media)</b>		

The implementation of the Indonesian language for Elementary School course consistently used Deep Dialogue/Critical Thinking. Students literacy skills regarding the carrying capacity of relevant references, logical-systematic argumentation and critical power in responding to the information obtained were in a low position, especially at the beginning of the meeting. Students used references obtained from blogs and websites that can't be tested for reliability. In addition, students used a lot of subjectivity in responding to audience questions. Thus, the lecturer had to provide careful direction and sufficiently dominate the transfer of information.

At the next meeting, student discussions had improvement slowly. Students began to argue reasonably and made relevant references. Although the delivery was not very smooth, credible references had been used. The references referred to were books, scientific articles and popular scientific articles in scientific journals and magazines. This went on simultaneously and continued to improve based on clarifications from the lecturers.

The note related to learning activity was that students' ability in understanding text critically was not yet contextual. It means that students were able to remember ideas written in reference, but the actualization of Indonesian language learning had not been achieved. On the other hand, students had confusion in understanding and differentiating concepts about learning strategies, methods and techniques. This was affected by the limitation of references and the limited resilience of students in searching information. Most of them used subjective reasoning in analyzing concepts. Yet, students were more motivated and skilled in learning media. This fact showed that the characteristics of these students tended to be visual things rather than textual and practitioners rather than think deeply.

#### 4. DISCUSSION

##### Relevance of Deep Dialogue/Critical Thinking Model

Indonesian Language Learning course determines social order as outlined in the achievement of the competency, "students can understand the essence of Indonesian language learning for elementary school and have a positive attitude in developing Indonesian language learning for elementary school" that specifically aims to enable students to master strategies, approaches, methods, techniques, and evaluation of Indonesian language learning for elementary school". Based on Vygotsky (Ormord, 2008), learning outcomes that specifically contain the objectives, thus, students can master strategies, approaches, methods, techniques, and evaluation of Indonesian language learning for elementary school indicates that there are expectations regarding the potential abilities that students must achieve. The specified competency achievements indicate a higher order thinking skill position that must be developed as an ability possessed by students. The verb "analyze" has implications for the learning framework, the teacher's efforts to teach and the assessment components that must be prepared (Rukmini, no year). As the title of the book *A Taxinomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, In this position, "analyzing" is a term that refers to the active efforts of individuals or groups to use their actual abilities (Ormord, 2008) to act to describe objects, both in the factual, conceptual and procedural domains (Rukmini, no year). As two important things explained by Dramawan and Sujoko (2013) by referring to Anderson and Krathwohl (2010) that, 1) verbs represent cognitive processes described in cognitive research theory and results, 2) verbs are types of processes that commonly found in the formulation of objectives and plans for teacher teaching units.

The competence accomplishment of "Students can understand the nature of learning Indonesian in elementary school and have a positive attitude in developing Indonesian language learning in elementary schools that specifically aims to enable students to master strategies, approaches, methods, techniques, and evaluation of Indonesian language

learning for elementary school" indicates the cognitive processes that must be represents the trajectory of student thinking in the critical realm. As the operational verb is a derivative of the verb to analyze includes several things, namely, to audit; solve; confirms; detect; diagnose; select; detailing; to nominate; diagram; correlate; rationalize; test; enlighten; explore; envision; conclude; find; examine; maximizing; instruct; edit; hook up; choose; measure; train; and transfer (Wulan, no year). The operational verb above is a cognitive process schema that requires students to act critically towards objects to gain new knowledge. This critical action requires cognitive devices or tools to arrive at the stage of accessing objects, namely the actual abilities that students already have. This cognitive is often called the cognitive tool (Ormord, 2008).

According to Vygotsky, This cognitive tool is represented as language, in terms of inner speech. Students and/or other individuals form their inner speech to define and access objects according to their ability to think about objects. Responding to this case, Suprijono quoted Vygotsky's opinion explaining spontaneous understanding and scientific understanding. Spontaneous understanding is understanding obtained from everyday experience. This notion is not defined and structured in a logical systematic. Scientific understanding is the understanding obtained from class. This definition is a formal meaning that is logically defined in a broader system. In the learning process, there is a development from spontaneous to scientific understanding.

The verb 'analyze' has implications for the plan of the teacher's teaching unit that is situated cognition (Suprijono, 2015) that leads students to the process of assessing or judging (Paul and Elder, 2008). In this section, the teacher is required to be able to make a situation that students are naturally willing to take action of assessing judging as a representation of critical thinking on the social consequences of the order "to analyze." The object of student analysis includes constitutional irregularities that have occurred in Indonesia, especially deviations during the guided democracy government, the new order, reforms until now. The verb on the basic competence indicates the need for students to use their cognitive tools. In this case is the idealized concept of guided democracy government and Pancasila democracy. Thus, they are able to assess or judge the forms of deviations.

Social system that represents cognitive process as the description above places language as cognitive tool in understanding objects and tools to access or treat objects. The position and role of the teacher is to facilitate this situation to occur, as stated by Suprijono (2013). Besides, Ormord (2008) emphasized that the success of obtaining symbolic or mental devices (cognitive devices) significantly increases children's thinking skill. At this stage, the Deep Dialogue/Critical Thinking learning model is placed as a conceptual framework that is relevant to the social system of learning and cognitive processes as a consequence of the verb in the Basic Competence "to analyze." As explained by

Aunurrahman (2011), the learning model is a conceptual framework that describes a systematic procedure for organizing learning experiences to achieve certain learning objectives, and serves as a guide for learning designers and teachers to plan and carry out learning activities.

Deep Dialogue leads to a deep dialogue process and critical thinking leads to a process of analysis, making considerations and making decisions (Dewi, 2011). These two components of the cognitive process place language as an important point in learning activities, as Vygotsky did. Besides, Suprijono emphasized learning related to the social system of Deep Dialogue/Critical Thinking by expressing three ideas. First, knowledge is not a mere picture of the world of reality, but it is always a construction of reality through object activities. Second, the subject forms the cognitive schema of categories, concepts, and structures necessary for knowledge. Third, knowledge is formed in the structure of a person's concept. Concept structures form knowledge if the concept applies in dealing with one's experiences (Suprijono, 2013).

The principle of Deep Dialogue/Critical Thinking learning model leads to the use of cognitive tools as expressed by Vygotsky, that include language, zone of proximal development, and scaffolding (Ormord, 2008). First, language is a form of representation of thinking processes. The concept of language is an important aspect of Vygotsky's paradigm of constructivism. Suprijono revealed that language in Vygotsky's perspective is a social aspect, in which individual conversation is the beginning of the formation of inner speech that will be used as a tool in thinking (Suprijono, 2013). Inner speech is described as basic speaking ability. This statement indicates a relationship between speaking ability and thinking skill.

Second, the zone of proximal development is defined as the area of the child's closest development. The zone of proximal development explained by Suprijono (2013) is an area in which the spontaneous understanding of children and the systematic understanding of adults meets. This area shows the ability of children to grasp the logic of scientific understanding. According to Suprijono, the zone of proximal development is the area where the self-meaning of objects meets the logical-systematic meaning in the form of ideas, concepts and terminology used by adults or academic disciplines.

Third, the concept of scaffolding means scaffolding. The term scaffolding is often used in building construction. The scaffolding Ormord (2008) described,

"... the device that functions as a buffer for a building that is still wet until the building itself is strong enough to support the load of the building. As the stability of the building increased, the scaffolding become less necessary and it is gradually removed."

The statement explained that the scaffolding is a support for a new building that has not been yet stable. When it reaches stability, the scaffolding is removed gradually so

that the building stands independently. Based on the explanation above, learning emphasizes social interaction with peers and teachers, resulting in a thought process for interpreting and conveying meaning through language mechanisms because in the communication process, a meeting occurs between spontaneous meaning and systematic-logical meaning (Nugroho, 2017).

#### **Characteristic of Democratic**

Democratic is citizens' competence as consequences in a democratic country. American history shows that the concern of citizens who are lack of democratic competence is an important point in pursuing the educational process. In 1994, the National Council for Social Studies (NCSS) published the document *Expectations of Excellence: Curriculum Standard for Social Studies* that emphasized the trajectory of thinking in providing civic education. Social Studies is placed as a subject that carries out the development of good citizen competences. According to Supardan (2015), NCSS explained that the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Based on this explanation, the characteristics of a good citizen are democratic, with the characteristics of being able to make reasoned decisions and inform them for all citizens of a culturally diverse country.

The characteristics of a good citizen of the State of "making reasoned decisions and informing them" require intelligence and attitude in responding to an object. As explained by NCSS (1994) in another document, "... promotion civic competence which is the knowledge, skills, and attitudes required of student to be able to assume the office of citizen in our democratic republic (Supardan, 2015)." Thus, it has a consequence, namely the obligation of teachers in terms of "... integrated study of the social sciences and humanities... provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences (NCSS, 1994 in Supardan, 2015).

Learning model of Deep Dialogue/Critical Thinking is applied to support social situation in learning as the consequences of democratic learning as the NCSS. Students showed aspects of intelligence and critical attitude first of a moment of silence. Students realized that the social situation was an immoral crowd and decide to slowly calm down, thus, the discussion run conducive. Second, intelligence and critical attitude were shown in the actions of each group to analyze the explanations of other groups and provided questions and responses. This includes the actions of citizens with democratic character because they use their intelligence to assess the scientific truth aspects of what is presented using relevant cognitive tools. Third is that intelligence, attitudes and good skills of citizens were represented in the

act of informing the results of their studies regarding the professionalism of Indonesian language teachers, as well as submitting critical questions that consequently assess information conveyed by other groups by comparing aspects of ideals that had been owned related to mastery of strategies, approaches, methods, techniques, and evaluations in the Indonesian language curriculum as well as designing learning and simulating it.

The NCSS description regarding the characteristics of good citizens was explained briefly with the narrative make informed and reasoned decisions for the public good as citizens of a culturally diverse. To reach at this stage, students need cognitive devices to develop the knowledge, skills, and attitudes required of student to be able to claim the office of citizen. Based on Ministry of Religion of the Republic of Indonesia (2010), character is the totality of personal characteristics that are inherent and can be identified in individual behavior that is unique, in a special sense these characteristics differentiate between one individual and another. To reach the stage of character internalization, Lickona formulates a component of character education that must be developed gradually, including Moral Knowing, Moral Feeling, and Moral Behavior (Wahab, 2011).

Based on the description above, Indonesian language for Elementary school courses using the Deep Dialogue/Critical Thinking model are able to develop student character up to the Moral Knowing stage as the most basic character dimension. Therefore, non-instant efforts are needed in developing student character according to social orders.

#### **Participation**

The implementation of the Deep Dialogue/Critical Thinking learning model is based on the reality in the field. The students' activeness in learning was indicated as lacking. Based on the research findings presented in the discussion of democratic character, it showed that students took active action to think according to the learning demands set by the lecturer. Active thinking is aimed at student activities, namely first, criticizing the ideas conveyed by certain groups in discussing the provisions of Indonesian language learning in the curriculum. Second, ask questions to correct reality. In this case, the task occupies a central position in creating a learning atmosphere and learning process.

### **5. CONCLUSION**

The use of The deep dialogue critical thinking model in the Indonesian language learning for elementary school course is assumed to be able to develop the professional competence of elementary school pre-service teacher consisting of mastery of strategies, approaches, methods, techniques, and evaluation of learning as well as the preparation of lesson plans and simulating them. The results show that the students' ability to understand texts critically has not been yet contextual. This is indicated by the performance of

students who are able to remember the ideas written in the reference. However, actualization of Indonesian language learning has not been achieved, on the other hand, students have not reached the competence to be able to distinguish concepts about learning strategies, approaches, methods and techniques. The affecting factor include (1) limited references, namely students only use a single reference, (2) limitations in the resilience of looking for or studying information, and (3) most of them use subjective reasoning in analyzing concepts. There are other facts showing that students are more motivated and skilled in learning media.

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