Jurisprudential Inquiry Based on Edmodo to Improving Students Critical Thinking in Citizenship Education Courses

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A B S T R A K

Penelitian ini bertujuan untuk membuktikan dan menganalisis penerapan metode penyelidikan yurisprudensi berbasis media pembelajaran elektronik Edmodo untuk meningkatkan keterampilan berpikir kritis mahasiswa pada mata kuliah Pendidikan Kewarganegaraan. Jenis penelitian menggunakan penelitian tindakan kelas dengan mengembangkan model dari Stephen Kemmis & Robin McTaggart berupa siklus perencanaan, tindakan dan pengamatan, dan refleksi. Subjek penelitian sejumlah 32 mahasiswa. Teknik pengumpulan data menggunakan instrumen observasi terstruktur dan tes uraian bebas. Teknik analisis data menggunakan descriptive statistics frequencies dengan bantuan aplikasi SPSS 24 untuk mengolah data hasil angket observarsi berpikir kritis mahasiswa, pengujian one sample t test dengan SPSS 24 untuk melihat hasil ketuntasan belajar mahasiswa, dan pengujian nonparametric test - binomal test dengan SPSS 24 untuk melihat hasil ketuntasan belajar mahasiswa secara klasikal. Hasil penelitian diperoleh bahwa tingginya tingkat berpikir kritis mahasiswa pada mata kuliah Pendidikan Kewarganegaraan dengan menerapkan metode pembelajaran penyelidikan yurisprudensi berbantuan aplikasi Edmodo. Pembelajaran Pendidikan Kewarganegaraan tidak lagi menjadi mata kuliah yang membosankan bagi mahasiswa karena dosen dapat menerapkan metode pembelajaran dan media pembelajaran yang dipadukan secara inovatif, kreatif, dan efektif.

A B S T R A C T

This study aims to prove and analyze the application of the jurisprudential inquiry method based on the Edmodo electronic learning media to improve students' critical thinking skills in the Citizenship Education course. This type of research uses classroom action research by developing a model from Stephen Kemmis & Robin McTaggart in the form of a cycle of planning, action and observation, and reflection. The research subjects were 32 students. The data collection technique used a structured observation instrument and a free description test. The data analysis technique used descriptive statistics frequencies with the help of the SPSS 24 application to process the data from the student critical thinking observation questionnaire, the one sample t test with SPSS 24 to see the results of student learning completeness, and the nonparametric test - binomal test with SPSS 24 to see the results classical student learning mastery. The results showed that the high level of critical thinking of students in the Citizenship Education course by applying the jurisprudential inquiry learning method assisted by the Edmodo application. Learning Citizenship Education is no longer a boring subject for students because lecturers can apply learning methods and learning media that are combined innovatively, creatively, and effectively.

1. INTRODUCTION

Globalization includes economic, political, and cultural dimensions as international integration in the flow of information exchange, world culture, policies, and the interdependence of trade production so that relations can develop between countries (Almeida & Chase-Dunn, 2018; Moghadam, 2021). Globalization in improving economic distribution can affect the value of political participation between nations around the world and the spread of cultural values certain so that become world culture (Ermawan, 2017; Beesley & Bastiaens, 2020). Development current intensive globalization occurred at the beginning of the 20th century with development of information and communication technology has entered a new era called the industrial revolution 4.0. The industrial revolution 4.0 is known as the digital technology revolution towards the internet era for all data and services. The presence of the industrial revolution 4.0 brings the impact of changes and progress in the fields of economy, politics, culture, especially 21st century education systems that promote competency skills for the future include creativity, critical thinking, collaboration and communication. Science development knowledge and technology in the learning process is the main component in order to give broader knowledge and changes in

values and attitudes irrational society be rational (Kolesnichenko et al., 2019; Cetrulo & Nuvolari, 2019; Simatupang, 2020).

Science progress knowledge and technology as a result of the industrial revolution 4.0 the benefits are very much felt during the pandemic Corona Virus Disease 2019 (Covid-19) which is currently happening in the world, especially in Indonesia. The impact of the Covid-19 pandemic in the field of education requires distance learning which aims to protect and prevent transmission to students from the adverse effects of Covid-19, as well as ensure the fulfillment of psychological and social support for teachers, students and parents. Higher education in Indonesia during the Covid-19 pandemic implemented an online distance learning model using information and communication technology in audio and audio visual ways through computers, laptops, or smartphone connected to the internet network to facilitate interaction between lecturers and students (Alemnge, 2018; Wijaya et al., 2021). Research shows that 86% of youth aged 18-29 years are users of social media and 92% of youth aged 18-29 years have access to smartphones which have become an element of youth's life for continuous online activities (Smith, 2017; Anderson & Jiang, 2018). This shows that school-age youth or students are the most accessing the internet by using smartphones and social media. The activeness of students in using internet access needs to be balanced with choosing correct and factual information as wise citizens. Information and communication technology systems offer opportunities to complement, enrich, and transform the education system in the face of the new challenges of the 21st century. Information and communication technology facilitates access to education that is can build the knowledge and technical skills that students desperately need, open perspective new for teachers, improve the quality of learning and the quality of the profession, and improve education administration (Arthanat et al., 2019; Triyanto, 2020).

The flexibility of online distance learning is an advantage factor for students to be able to complete learning assignments without time and place changes, have broad access to materials for the development of students digital literacy, the existence of various forms of interaction that allow group discussions to be created in each virtual class, as well as the use of strategies active learning to stimulate student initiative and involvement. Flexibility built into the model distance learning online allows students to learn at speed and convenience (Wyszomirska et al., 2021; Alemnge, 2018). The distance learning process must still include the domains of knowledge (cognitive), skills (psychomotor) and attitudes (affective) which must run in a balanced manner. Based on Bloom's taxonomic classification, the cognitive domain is divided into knowledge, understanding, analysis, application synthesis, and evaluation. The psychomotor domain is divided into perception, readiness, response, natural reactions, complex reactions, adaptation, creativity. The affective domain is divided into acceptance, participation, espoused values, organization, characterization (Mohammedid & Omar, 2020; Paraweswara & Dewi, 2021). The three domains of the learning process are in accordance with civic education which focuses on moral, value, social, cultural and insightful education of the archipelago based on Pancasila and the 1945 Constitution and develops intelligence in spiritual, rational, emotional, social and responsibility aspects as citizen. Civic education focuses its attention on morals which are expected to shape students into good citizens who know their rights and obligations as school citizens and law abiding citizens (Suyahman et al., 2020; Tjeppy, 2021).

Civic education has a very important role to prepare students to practice skills cognitive, affective, and psychomotor in order to be able to think critically, analytic, and act democratic public matters in accordance with the values of Pancasila so that it becomes a compulsory subject for personality development in higher education. Civic education positions students as civil society with identities and experiences that can inform students ideas about important problems and how they can be solved. The teachers role can also help students develop a common understanding of injustice along with its root causes problem (Swalwell & Payne, 2019; Rukmini et al., 2021). Civic education building active citizens develop the skills and dispositions necessary to live a democratic way of life including a disposition of justice or equality, collaboration, concern for the common good, and an authentic ethic of caring (Reichert & Print, 2018; Payne, 2018). Civic education learning in higher education is emphasized on results-based education by equipping 21st century knowledge and skills in critical thinking, decision making and collaboration skills identified as very important for 21st century graduates so that can solve real world problems, communicate effectively, and work ethically and fairly in multidisciplinary and multicultural collaborations. Higher education has been tasked with providing educational opportunities to students to obtain the necessary results in facing this challenging and fast-paced world (Cicek et al., 2019; Fitriati & Prayudi, 2021). Lecturers as educators in higher education are required to update pedagogical trends in the development of 21st century skills so that students have high critical thinking skills to critically analyze and interpret online news, social media posts, websites and videos as information sites, knowledge construction and social interaction are increasingly governed by interactive digital media technologies (O'Halloran et al., 2017; Fitriati & Prayudi, 2021).

Students who have critical thinking skills in seeing civil issues can form civilians who are active in the implementation of civil, social and political rights. Civil engagement can develop a combination of knowledge, skills, values, and motivation to make a difference in peoples lives through political and nonpolitical participation processes at local, national, and even international levels (Lana & Petitpierre, 2017; Tardeli, 2021). Active student involvement can enhance and support active learning practices by requiring additional skills, including: (1)

knowing how to communicate that is not confrontational in terms of listening, debating, defending opinions, considering the opinions of others; (2) have the ability to identify and find innovative solutions to discussion problems that deviate from the normal path; (3) know how to choose and reach a solution as the will of the majority and find a solution that is acceptable to the minority (Lana & Petitpierre, 2017; Stark et al., 2018). Therefore, students as agents of national change need to have a social control role over the various problems that are happening by providing suggestions, criticisms, and solutions through the knowledge, skills, and civic attitudes that have been obtained from the civics education learning process.

Students in participating in civic education lectures tend to be passive, as seen from many students who do not respond when the lecturer opens a question and answer session and only 4 students out of 32 students actively ask questions related to things they do not understand or express opinions. Learning activities during the Covid-19 pandemic are carried out online through the google meet application so that lecturers cannot monitor all student activities who turn off the camera while learning is in progress. The results of the researcher's observations are supported by the results of field studies carried out by empirical facts that citizenship education courses are often considered boring and monotonous for the majority of students in various study programs, not least for students of Pancasila and Citizenship Education study programs. The reason is that the learning process for civic education courses does not utilize the surrounding environment as a medium of learning resources in the learning process which is full of theoretical content that is boring for students. The gap between theory and practice in learning is caused by too much focus on theory and too little on practice. The practical learning process is also not effective if without obtaining understanding support from the lecturer so that students cannot study the material provided and do not have the capacity to integrate information with existing knowledge (Indriyani, 2019; Puri, 2020; Tobias, 2021). The results of another field study conducted by the 2nd semester Elementary School Teacher Education students of Class A at the Kusuma Negara State Teacher Training and Education College have critical thinking that has not been maximized. During the learning process, students have not been able to express their criticality about the material discussed in the nation's character education course. At the time of observation, the basic competence is to analyze the process of character building in humans and learning activities to condition the environment that supports character formation. Students are asked to express their opinions and there are only 5 students who are able to understand the problems given, are able to provide relevant facts using information from sources such as journals or electronic books, and are able to convey examples of ongoing cases. Critical thinking skills are important to develop students abilities to become critical and active citizens in a democratic society (Iriansyah, 2020; Cohen, 2021).

The lack of critical thinking in higher education can turn into a long term challenge. The problem of critical thinking skills is caused by the weakness of the learning model which is still monotonous and student centered so that the ability is still lacking in answering questions with reasons, asking questions when they do not understand the material presented, analyzing questions, concluding problems, and evaluating problems. Lecturers should equip students to solve problems, analyze problems and be able to express their opinions so that the goal of training is to develop critical thinking skills in everyday life (Heru et al., 2021; Kleemola et al., 2021). Some of the results of research field studies can be identified that the main supporters in the learning process of civic education are innovative, creative, and effective learning methods and learning media that can attract interest in learning and active student involvement. Lecturers must play a role in creating opportunities to increase student engagement which is one of the important factors that must be emphasized in effective learning strategies that can be carried out through discussion so that students participate, listen, engage, collaborate, seek investigations and constructive solutions (Ali & Hassan, 2018; Miller, 2018).

The ideal learning process should be student centered, not teacher centered. Learning focuses more on students to participate actively and lecturers as facilitators who direct the development of students knowledge, skills and character so that an educative interaction process is expected. The learning process at the higher education level should not only focus on material transfer, but should be improved on students critical thinking processes in dealing with various cases that are currently happening. Students using critical thinking skills can identify appropriate, relevant, and accurate information related to the informed results. There are three waves in critical thinking: First, critical thinking is understood as reflective thinking that requires special skills to make judgments. Second, critical thinking dispositions, such as empathy, open mindedness and curiosity because being a critical thinker is more than just having special skills but also requires a tendency to apply these skills. Third, critical thinking is considered as criticality which implies critical reasoning, critical self reflection and critical action (O'Halloran et al., 2017; Verburgh, 2019).

Critical thinking consists of high level cognitive domain skills and affective domains that has dimensions of truth seeking, open mindedness, analytical, systematic, self confident, curiosity, cognitive maturity. Critical thinkers are able to search for, understand, and evaluate relevant statements logically and rationally during the process of problem solving or decision making. Critical thinkers have the mindset to engage in exploratory and reflective thinking activities because critical thinkers in evaluating information must carefully to reach justifiable conclusions or find alternative ways to solve problems (Dumitru, 2019; Shaw et al., 2020). In order for the learning

process to take place effectively to improve students knowledge, skills, and character in critical thinking, innovative, creative, and effective learning methods are needed through jurisprudential inquiry learning methods. The jurisprudential inquiry method helps students to learn to think systematically about contemporary issues that are happening in society by providing ways to analyze and discuss social issues. The jurisprudential inquiry learning method trains students to be sensitive to social problems, take an attitude towards problems, and maintain that attitude with relevant and valid arguments (Japar, 2017; Dhini & Apriyanto, 2017).

The application of the jurisprudential inquiry method in citizenship education courses is expected to change the paradigm of students who initially consider civic education as a boring subject because they only study theories, turning into fun courses because the theories obtained are correlated with environmental problems by utilizing instructional Media. In particular, learning during the Covid-19 pandemic can take advantage of Edmodo based electronic learning media. Edmodo is an open and safe learning medium for teachers, students, and parents created by Jeff O'Hara and Nick Borg in 2008. Edmodo provides teachers and students with virtual collaborative learning inorganize and manage online classes effectively. Edmodo can also be used by students to interact closely with each other and contribute to fostering a positive classroom community (Ma'azi & Janfeshan, 2018; Nami, 2020). Edmodo has a function to share materials, conduct discussion forums, and various kinds of learning assessment features that can be selected according to learning needs and then grades can be given that can be seen transparently by students. Edmodo is designed for lecturers and students to communicate with each other in learning and monitor student learning progress.

This study aims to analyze the application of the jurisprudential inquiry method based on Edmodo electronic learning media to improve students critical thinking skills in citizenship education courses in dealing with and understanding various social phenomena that occur in the community so that they are able to solve cases wisely according to Pancasila values and can actively participate in building a democratic Indonesian society, especially during the Covid-19 pandemic. This research provides a new contribution to the development of learning innovation in civic education courses becausethe use of learning methods jurisprudential research and Edmodo learning media has not been widely applied in the research schools, while the learning method jurisprudential research and Edmodo learning media is commonly used by schools abroad. The contribution of this research can encourage the use of learning methods jurisprudential research and Edmodo learning media more broadly and innovatively for the development of civic education learning in higher education.

2. METHOD

This type of research using classroom action research has stages of planning, action and observation, and reflection. The action research cycle uses steps starting from planning a change, taking action and observing the consequence process of the change, reflecting on the consequence process, then replanning, taking action and observing, reflecting, and the cycle so on until it is considered successful by the researcher (Kemmis et al., 2014; McTaggart & Nixon, 2018). Classroom action research can be seen in Figure 1.
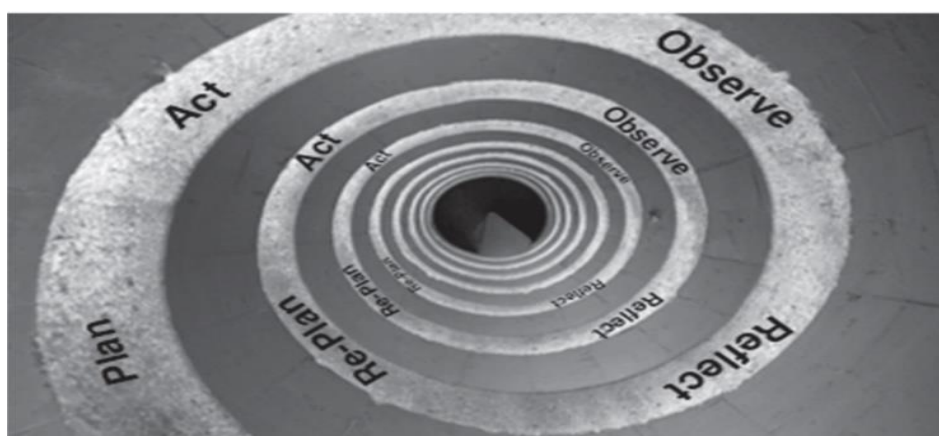

Figure 1. Action Research Cycle (Kemmis et al., 2014)

The population of the research subjects was 32 students of Class B Diploma 4 Electrical Engineering Study Program, Faculty of Engineering, Yogyakarta State University batch 2021 consisting of 24 male students and 8 female students. The sampling technique in this study was simple random sampling, ie the sampling of members of the population was carried out randomly without regard to the existing strata in the population (Sugiyono, 2019). The sample that can be taken is 32 students with an error rate of 5%. The data collection

technique uses a structured observation instrument that has been systematically designed about what will be observed using a Likert scale with a score of 5 (very high), 4 (high), 3 (medium), 2 (low), and 1 (very low). The grid of observation instrument is presented in Table 1. The observation instrument has been tested for validity and reliability. In addition, the supporting research instrument uses a free description test with completeness criteria reaching a value of > 80. The rubric of free description test instruments is presented in Table 2.

Table 1. Observation Instrument Students Critical Thinking Ability

Aspects of Critical Thinking	Indicator	Items
Interpretation	Students focus the problem according to the facts that occur	1
Analysis	Students provide strong arguments against the results of the discussion	2
	Students provide alternative solutions to problems	3
	Students choose the right solution to solve the problem	4
Explanation	Students describe concepts correctly and clearly	5
	Students use good and correct grammar	6
Evaluation	Students look for sources of information through trusted sources	7
	Students express views based on literature	8
Conclusion	Students convey the results of the discussion to other students	9
	Students present arguments with interrelated and integrated concepts	10

(O'Halloran et al., 2017)

Table 2. Free Description Test Instruments

No	Indicator	Maximum Value
1	Draft	20
2	Answer Description	20
3	The mindset	20
4	Grammar	20
5	Aspect	20

(Zubaidah et al., 2018)

The data analysis technique uses descriptive statistics to analyze data by describing the data that has been collected as it is without intending to make generally accepted conclusions (Sugiyono, 2019). The data analysis uses descriptive statistics frequencies with the help of the SPSS 24 application to process data from student critical thinking observation questionnaires. In addition, processing the data from the free description using the one sample t test with SPSS 24 to see the results of student learning mastery and the nonparametric test - binomal test with SPSS 24 to see the results of classical student learning mastery.

3. RESULT AND DISCUSSION
Result

Based on the results of initial learning observations, it shows that the learning process has not seen the results of increasing critical thinking for students of class B Diploma 4 Electrical Engineering, Yogyakarta State University Class of 2021 in civic education courses so that researchers apply learning actions using the jurisprudential inquiry method assisted by the Edmodo application as an online learning medium. The first cycle of learning actions was carried out starting from the planning, action and observation, and reflection stages. If the first cycle has not shown the results of increasing students critical thinking, it will be continued in the second cycle. The learning process in the first cycle was carried out by observing the students critical thinking level. The results of data processing using SPSS 24 in Table 3.

Table 3. Results of Observation of Students Critical Thinking

Student Critical Thinking Level	Frequency	(%)
Very low	0	0
Low	0	0
Currently	1	3.1
Tall	16	50
Very high	15	46.9
Total	**32**	**100**

Based on the results of the descriptive statistics frequencies test in Table 3, it shows that the high level of critical thinking of class B Diploma 4 Electrical Engineering students at Yogyakarta State University batch 2021 is 16 or 50% of the 32 students. The remaining 15 students or 46.9% have a very high level of critical thinking in civic education courses by applying an Edmodo based jurisprudential inquiry method. To find out the level of students critical thinking results in more detail, it is supported by a written test in the form of a free description which is tested on students with the condition that students learning mastery scores >80. The free essay written test includes learning materials that have been delivered on rights and obligations as citizens, including submaterials on the concept of human rights as citizens,

The criteria for testing the results of the free written essay test on students critical thinking levels used a one sample t test with a significance level of 0.05 (2-tailed). If t count > t table then H0 is accepted, if t count < t table then H0 is rejected. Based on the results of SPSS 24 data processing obtained t count (7,426) and t table (2,040). So t count (7,426) > t table (2,040), then H0 is accepted, meaning that the mastery of student learning outcomes for class B Diploma 4 Electrical Engineering, Yogyakarta State University Force 2021, reaches a value of > 80. After knowing the completeness of student learning outcomes, then the classical mastery test of critical thinking skills is determined with a minimum criterion of 70% of students who complete. Mastery of students critical thinking classical learning outcomes uses a nonparametric test - binomal test with a significance level of 0.01 (1-tailed) with the test criteria used if the probability value is > 0.01 then H0 is accepted, if the probability value is < 0.01 then H0 is rejected. Based on the results of SPSS 24 data processing, the probability value is 0.495 > 0.01, then H0 is accepted. Completeness of classical learning outcomes has met 70% based on statistical results of 23 students who obtained learning outcomes >80, while 9 students obtained learning outcomes <=80 totaling 30%.

Discussion

Planning stage classroom action research directs researchers to change actions so that the consequences of actions are more rational, productive, sustainable, fair and inclusive. Researchers need to think and decide about the limitations of the situation that can be done for learning. Researchers need to state the objectives to be achieved in learning and must have a reason that action research is used to address significant problems (Kemmis et al., 2014; McTaggart & Nixon, 2018). Planning this research needs to prepare a syllabus as a learning planning tool. Furthermore, it can determine the learning method so that learning runs effectively so that students can be involved in metacognitive activities. Indicators of the metacognitive oriented classroom environment students can reflect, plan, monitor, and evaluate thinking processes to achieve task goals. Students who learn and reason have an impact on metacognition because students directly observe how strategic knowledge and procedural knowledge are applied to action (Teng, 2020; Sagun & Prudent, 2021).

The learning method that will be used in this study is a jurisprudential inquiry method a replica of the judicial process, with the aim of enabling students to explore controversial issues in order to solve the problem. Solving complex problems in productive social order requires citizens who are able to talk to each other and negotiate about these differences. This learning process has the same way as a trial which must evaluate and weigh the evidence received (Cantu & Warren, 2016; Nahdiana et al., 2020). Jurisprudential inquiry was chosen as a learning method so that students can learn to think critically regarding contemporary cases that are happening in society by analyzing and taking attitudes, solutions, and actions to cases that occur. The learning media chosen were zoom meeting as a face to face medium and Edmodo as a medium for distributing teaching materials, class discussions, and learning assessments. Edmodo has security features to protect against unknown users from being able to participate in class groups. Using Edmodo is very easy and simple for teachers and students to use via computers, laptops, smartphones. Edmodo has many interactive functions, including agenda reminders for teachers and students, message board discussions, sending assignments for students. In addition, teachers and students can save and share reports or notes via folders so students can immediately get notes through the easy to reach library feature (Ma'azi & Janfeshan, 2018; Okumura, 2020).

Plans for learning materials that will be delivered to students about their rights and obligations as citizens. The teaching materials prepared are in the form of articles containing contemporary cases that occur in Indonesian society as material for student discussion. Teaching materials are also supported by books and laws and regulations. After all the learning materials are delivered to students, the final learning process is carried out with an evaluation of learning as an assessment of students understanding in acquiring knowledge and skills. Learning evaluation can also be used as information to assist teachers in making decisions about learning outcomes. Implementation of the assessment must have a written guide to see student learning outcomes. As for learning assessment uses an assessment instrument technique in the form of observation guidelines developed from critical thinking indicators including interpretation, analysis, explanation, evaluation, and conclusions so that can be a progressive student learning experience to build knowledge and critical assessment of what has been known before and what is being experienced (O'Halloran et al., 2017; Song & McCarthy, 2018). In addition, it is supported by a written test of free critical thinking that contains questions about the material rights and obligations as citizens.

At the stage of action and observation, classroom action research collects data, filters whether it is going as planned and begins to analyze the data. Researchers can have some data on the results of actions that have been taken (Kemmis et al., 2014; McTaggart & Nixon, 2018). The actions and observations of this research were carried out for 4 meetings starting with the delivery of material, class discussions, to learning assessments. Civic education learning includes material on the rights and obligations of citizens, respect for human rights values, upholding the application of democratic values, as well as attitudes of solidarity, tolerance, and participation in a democratic society as a means of preparing young people to become active citizens and civilized. The learning materials presented on rights and obligations as citizens include the concept of citizenship education, the concept of human rights as citizens, the concept of obligations as citizens, contemporary cases of citizens rights and obligations during the Covid-19 pandemic, and the application of Pancasila values during the Covid-19 pandemic.

In the next learning activity, students divided 6 groups to discuss contemporary cases related to the rights and obligations of citizens during the Covid-19 pandemic. Students choose several topics, including: public health during the Covid-19 pandemic, community economy during the Covid-19 pandemic, public education during the Covid-19 pandemic, violence against women in during the Covid-19 pandemic, corruption by public officials during the Covid-19 pandemic, and the removal of critical murals against the Indonesian government during the Covid-19 pandemic. Students who are members of discussion groups through the Edmodo learning media and are tasked with analyzing existing facts related to the selected case, analyze what values were violated in the case, analyze what are the rights and obligations as citizens in the case, describe opinions by taking a pro or constance regarding the case, provide solutions to cases. Elements of high quality civic education are discussions of important and contemporary issues that can encourage students to solve societal problems through cooperative learning.

The learning is adapted to the stages of the jurisprudential inquiry learning method consisting of 6 stages, namely case orientation by directing students to controversies or cases and introducing relevant concepts, facts, and materials, problem identification by giving students the opportunity to synthesize facts into public issues and identify values and questions, take a position by letting students take positions on cases or controversies and outlining their reasons, explore underlying beliefs by providing a means for students to check their position by identifying ingrained values and setting priorities, improve and qualify positions by providing a forum for students to restate or clarify their positions and apply them to similar situations, and test assumptions by letting students determine the predicted consequences of their position through authentic application activities (Cantu & Warren, 2016; Nahdiana et al., 2020). Each group conducts discussions online through the group feature in Edmodo that has been provided, then the results of the group discussion assignments are sent through the assignment feature in Edmodo. Each student who is part of the group conveys the results of the discussion through a zoom meeting and other students can think critically about the case by communicating their arguments and ideas. At the end of the discussion activity, the researcher provided feedback and conclusions about the discussion of the cases that had been discussed.

Critical thinking is closely related to the goals of higher education to teach knowledge, develop skills, and cultivate attitudes and character of critical thinkers as an important way of life. Everyone from time to time faces confusion about what to believe, what to do in everyday life, even asking questions about knowledge and truth claims. Having the ability to think critically can lead critical thinkers to a satisfactory resolution of such confusion rather than inadequate reflection or spontaneous reaction (Hitchcock, 2017; Danvers, 2018). Critical thinking skills are very important in realizing quality education in the 21st century. Teachers design and provide innovative and creative teaching that can stimulate students critical thinking optimally so that students can become competent critical thinkers (Munastiwi, 2021; Santín & Torruella, 2020).The high level of students critical thinking in the first cycle reinforces previous research that the advantages of using the jurisprudential inquiry learning method make the learning atmosphere more active, fun, and can condition students to learn to identify, analyze and make decisions or determine positions in the cases discussed. Learning group discussions with the jurisprudential inquiry method, students can clarify cases and make notes and then present arguments according to students thoughts (Purnamasari et al., 2017; Nahdiana et al., 2020).

In the aspect of learning media, the advantages of using Edmodo intensive online learning is needed in the Covid-19 pandemic era because all teaching and learning activities must be done at home. The use of educational social sites such as Edmodo can fulfill these needs which has been proven to increase student interest, motivation, cooperation and student achievement. Edmodo system helps students to collect assignments using Edmodo which is very efficient and friendly in nature because everything is delivered online by informing students about assignments which only need to access it via mobile and most of the students nowadays have their own mobile (Azmi & Ashari, 2017; Munastiwi, 2021).The implementation of online learning during the pandemic has reflected a 21st century modern society that is able to survive in various conditions and situations. It can be concluded at the action and observation stage of this research that the learning method of jurisprudential inquiry assisted by the Edmodo application can improve class B Diploma 4 Electrical Engineering students at Yogyakarta State University Class of 2021 to think critically at high levels of seeing and assessing problems in the community

and can provide solutions for the common good. Students who have high critical thinking skills can prepare to become future citizens who participate active so that it leads to the transformation of civilized citizens.

The reflection phase of classroom action research is based on the data that has been collected and can be further informed. The reflection stage is to explain and draw conclusions from the results of classroom action research to review the achievements and limitations of the first action and can reformulate the next action plan (Kemmis et al., 2014; McTaggart & Nixon, 2018). Reflection on this study was conducted to identify indicators of success in the first cycle in implementing Edmodo based jurisprudential inquiry learning methods in improving critical thinking for students of class B Diploma 4 Electrical Engineering, Yogyakarta State University Batch 2021 in citizenship education courses. The success indicator contains several results that students collect case information through reliable data sources, then focus on cases according to existing data or facts. During case discussion activities, students present the results of the discussion in a class forum based on some relevant literature by describing the concept clearly. Students in presenting arguments based on relevant concepts are accompanied by including the applicable laws and regulations. Students provide several alternative solutions to the case being discussed. Students in looking at the case then take a stand by choosing the solution that is considered appropriate to solve the case accompanied by giving a strong argument. The learning process becomes student centered because the lecturer acts as a facilitator to provide balanced and concrete views and decisions from the various views presented by students.

Critical thinking is one of the main goals in civic education as the basis of a rational and democratic society. In critical thinking, knowledge competence alone is not enough, students must have competence skills and characterto analyze real data and problems in a way that makes sense from the information at hand. Skill competencies include interpretation, analysis, evaluation, inference, explanation, and self regulation. While the competence of character to seek the truth, open mind, analytical, systematic, self confident, curiosity and cognitive maturity (Jennifer, 2017; Pnevmatikos et al., 2019). Emphasizing critical thinking to students is an important task of teacher education programs to achieve quality teaching and learning. Education systems around the world have a focus on enhancing students higher mental processes towards critical thinking and problem solving. Students who have the ability to think critically at school and in the community can potentially have positive attitudes be wise and contribute to make positive changeto the effectiveness of solving complex problems (Lorencová et al., 2019; Shamboul, 2022).

Effective teaching strategies in supporting critical thinking include case based learning centered on real life examples, problem based learning, experiential learning, critical incidents that encourage thinking and reflection to take risks with complex and challenging topics so that with critical thinking has received a lot of attention in the context of higher education which has been identified in relation to the quality of graduates having the ability to engage in critical thinking (Aloisi & Callaghan, 2018; Samson, 2021). The success in the first cycle resulted in the high level of critical thinking for students of class B Diploma 4 Electrical Engineering, Yogyakarta State University Batch 2021, which included all three critical thinking competencies, so this research was only carried out in one cycle. The application of the jurisprudential inquiry method in improving students critical thinking is considered very supportive of learning because students can think freely and openly about contemporary cases that are happening in the community with relevant and reliable literature sources. The jurisprudential inquiry learning method also gives a positive value to the character of students so that they can appreciate the attitudes and opinions of other students towards a case that may conflict with the attitudes and opinions that are believed.

The results of this study become suggestions for teachers to implement civic education learning which is no longer a boring subject for students if the lecturer can design learning methods and learning media that are combined innovatively, creatively, and effectively so that success can be obtained in accordance with the expected learning objectives. Learning citizenship education through the Edmodo based jurisprudential inquiry method can be very useful and interesting for critical thinking students who have rights and obligations as citizens to try to investigate and find solutions to public problems so that citizens who uphold democracy and justice will become citizens.

4. CONCLUSION

The learning model using the jurisprudential inquiry method has a very high effectiveness in improving the critical thinking skills of class B Diploma 4 Electrical Engineering students, Yogyakarta State University Batch 2021 compared to conventional learning models. The results obtained from the study also showed that civic education learning received a positive response from students with support for the use of Edmodo as a learning medium during the Covid-19 pandemic. The results of students high critical thinking in using jurisprudential inquiry methods have a direct impact on students experiences in the learning process to solve problems that exist in people's lives.

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