

Socratic Thinking Learning Model Based on Contemporary Wayang Media as a Project to Strengthen Pancasila Student Profiles

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ABSTRACT

This study aims to develop a socratic thinking learning model based on contemporary puppet media as a project to strengthen the profile of Pancasila students at SMP Iskandar Muda in Medan city. The socratic thinking learning model is a form of attitude and action in responding to curriculum changes which are in fact the achievements of the Pancasila student profile by improving students' critical thinking skills, by asking questions, analyzing arguments, and exploring ideas in depth, this has an impact on student achievement at the level of evaluating information or learning that is oriented towards critical thinking skills. This approach emphasizes dialogue and discussion between students, which facilitates the exchange of ideas and perspectives. By discussing, students learn to listen, appreciate the views of others, and build better arguments. Socratic thinking skills are students' abilities in the art of thinking through thinking skills, asking and answering. So the socratic thinking model is an involvement that tends to be more interactive and participatory in the learning process. When combined with contemporary puppet media to activate the learning process in the classroom, it can create a comprehensive and holistic learning atmosphere, because the media introduces themes or concepts that will be discussed through stories raised in puppet shows can be a starting point for asking questions that encourage students to think critically about the values contained in the story, such as justice, courage, and cooperation. This is oriented towards the achievement of the Pancasila student profile. The research method used is a qualitative method with data collection through FGD, interviews and documentation. The analysis technique uses triangulation which combines several pieces of information from informants or teacher and student participants and then draws in-depth and meaningful conclusions. The findings are that schools must be able to design a coherent teaching and learning implementation program with the independent learning curriculum, so that the accuracy of the achievement of the Pancasila student profile is right on target with indicators of faith, devotion to God Almighty and noble character, independence, mutual cooperation, global diversity, critical and creative reasoning. Through contemporary puppet media, teachers are invited to build critical thinking in students in the imagine value stage so that they can describe the achievements of lifelong learners who produce skilled human beings who have the ability to analyze situations in real life. The Socratic thinking model and contemporary puppet media prepare students to face challenges and make informed decisions in the future. In the context of education in Indonesia, the combination of this model and media is in line with the strengthening of Pancasila values in the Pancasila student profile indicators holistically by forming individuals who are not only academically intelligent but also have good character, by activating discussion and reflection, supporting holistic learning by combining cognitive, affective, and social aspects.

KEYWORDS

Socratic thinking; *Contemporary puppetry*; *Pancasila student profile*.

1. Introduction

In the era of globalization and advancements in information technology today, the education system in Indonesia faces significant challenges in preparing students with skills that are not only academically relevant but also foster strong character and good morals. The Merdeka Curriculum that has been implemented aims to modernize education with a focus on shaping the Pancasila student profile, which integrates the values of Pancasila into student competencies. Although there has been progress in this direction, challenges remain in its implementation, particularly in enhancing students' critical thinking skills and character in accordance with the indicators of the Pancasila student profile.

In this context, the development of effective learning models becomes very important. One promising approach is the Socratic Thinking learning model, which emphasizes critical dialogue and in-depth discussion. This method not only serves to enhance students' critical thinking skills but also encourages them to be more active in the learning process (Elder & Paul, 2020). Socratic Thinking teaches students to ask thought-provoking questions, analyze arguments, and explore ideas in depth, which is crucial in the context of 21st-century learning. (Paul & Elder, 2007). In addition, the integration of traditional media such as contemporary puppetry offers great potential to enrich the learning process. Wayang, as one of Indonesia's cultural heritages, possesses a wealth of stories and values that can be used to motivate students and stimulate critical discussions. This media can bring to life the concepts being taught and create a learning atmosphere that is more engaging and relevant to students' daily lives. (Ibda, 2017).

In the context of education in Indonesia, especially in schools like SMP Iskandar Muda in the city of Medan, where diversity is a significant aspect of students' learning situations, there is an urgent need to update teaching methods to create a learning experience that is more effective and relevant to the values of society in a plural and complex life. One of the main challenges is how to integrate local and national values, the Pancasila student profile, into the learning process that prioritizes not only academic aspects but also the character of the students. To achieve this goal, an innovative

learning model that combines critical thinking approaches and local cultural media can provide an effective solution.

However, despite the great potential of both approaches, effective implementation remains a challenge. It is important to explore how the combination of Socratic Thinking models and contemporary puppet media can be practically applied in school environments, particularly in supporting the achievement of the Pancasila student profile. This research aims to develop and evaluate a Socratic Thinking learning model based on contemporary puppet media at Iskandar Muda Junior High School in Medan City. with a focus on strengthening the Pancasila student profile.

Contemporary media wayang provides a bridge between education and diverse local cultures. Wayang, as part of Indonesia's cultural heritage, contains stories and values that are relevant to students' daily lives. By using this medium in learning, students not only study academic material but also internalize cultural values such as justice, courage, and cooperation, which are part of the Pancasila student profile. The integration of local values in learning can strengthen students' cultural identity and build a sense of pride in their cultural heritage.

The Socratic Thinking approach and contemporary puppet media can create a more interactive and participatory learning environment. Discussions that focus on open-ended questions and the use of puppet stories can enhance student engagement and make learning more interesting and meaningful. This is important for enhancing student motivation and creating a more holistic learning experience. (Creswell, 2013). In the context of Medan, where cultural and social diversity is high, this method allows students to learn in a relevant and personal context in accordance with the achievements outlined in the independent learning curriculum, which includes indicators of faith, devotion to the One God, noble character, independence, mutual cooperation, global diversity, and critical and creative thinking.

2. Scope and Methodology

This study employs a qualitative approach to explore and evaluate the implementation of the Socratic Thinking learning model based on

contemporary puppet media at Iskandar Muda Junior High School in Medan City. The qualitative approach was chosen to gain an in-depth understanding of how this model is implemented and its impact on strengthening the Pancasila student profile. This research design employs an exploratory qualitative design with a focus on case studies. This design allows the researcher to explore phenomena in depth within a specific context, namely Iskandar Muda Junior High School in Medan City. This method helps in exploring experiences, perceptions, and outcomes related to the implementation of the learning model (Creswell, 2013). The research was conducted at Iskandar Muda Junior High School in Medan City. This school was chosen because of the desire to implement the Socratic Thinking model and contemporary puppet media in the learning process, due to the diverse characteristics of the school community; the school has a unique curriculum implementation. The research conducted (Firmansyah & Fridiyanto, 2021) at Iskandar Muda School shows that all of its students come from various ethnicities, religions, and economic backgrounds, allowing for an egalitarian education. Furthermore, the idea of multiculturalism is evident in the physical form of Iskandar Muda School, which features places of worship from various religions, including a mosque, church, temple, and monastery that are built permanently and stand side by side within the school environment. There is also a combined class, where students from various religions: Islam, Christianity, Buddhism, Hinduism, and Confucianism come together to study religion. In this combined class, each teacher explains the material collaboratively, sharing topics such as love and compassion. All religions teach love and compassion. Each teacher elaborates on the aspects of love and kindness related to their respective faiths.

This research collected data through focus group discussions (FGD), interviews, and documentation with informants and participants, including school principals, teachers, media experts, content material experts, and students. Teachers and students are made participants in a class to practice the Socratic thinking learning model and contemporary puppet learning media. (Stake, 2010). Data was collected through three main methods: Focus Group Discussions (FGD) were conducted with school principals, media experts, content/material experts, teachers, and students to gather insights about their experiences with the learning model. This

discussion helps in identifying challenges, successes, and areas for improvement. (Morgan, 1996). In-depth interviews were conducted with teachers, students, and the principal to gather detailed information regarding the implementation of the learning model and its impact. This interview provides a more personal and in-depth perspective. (Seidman, 2006). Data was collected from documents such as lesson implementation plans, teaching materials, and observation notes to provide context and additional evidence regarding the application of the learning model. (Bowen, 2009)

Data analysis techniques through triangulation to ensure the validity and reliability of findings. The analysis process includes: Transcribing interviews and focus group discussions, and categorizing the data based on the main themes that emerge (Huberman, 2014). The categorized data is then analyzed to identify themes relevant to the research objectives. This helps in understanding how learning models influence the learning process and the achievement of the Pancasila student profile. (Braun & Clarke, 2006). The use of triangulation to combine information from various sources (teachers, students, and documents) to ensure comprehensive and accurate conclusions. (Denzin, 2017)

Researchers are actively involved in the data collection and analysis process, with an awareness of personal bias. With this methodology, the research is expected to provide a deep understanding of the application of the Socratic Thinking learning model based on contemporary puppet media and its impact on strengthening the Pancasila student profile at Iskandar Muda Junior High School in Medan City.

3. Result and Discussion

The results of this study were obtained through qualitative methods that include Focus Group Discussions (FGD), in-depth interviews, and document analysis. This research assesses the implementation of the Socratic Thinking learning model based on contemporary puppet media at Iskandar Muda Junior High School and its impact on strengthening the Pancasila student profile. The findings from the focus group discussion indicate that the application of the Socratic Thinking model enhances students' critical thinking skills. Students demonstrate better abilities in asking questions, analyzing arguments, and evaluating information. Group discussions allow students to explore various

perspectives and build stronger arguments. The accuracy in selecting learning themes along with the application of media and models leads to a more optimal implementation of the teaching and learning process, positively impacting students' learning outcomes. Contemporary puppet media is well received by students because it provides relevant and engaging context. The wayang stories introduce values such as justice, courage, and cooperation, which contribute to a deeper understanding of the values of Pancasila. The Socratic thinking model can encapsulate activities of thinking, dialoguing, and expressing deep and meaningful thoughts.

The results of the interviews from teachers' experiences report that the Socratic Thinking model helps them facilitate more productive discussions and enhances student engagement. Contemporary media provides a useful tool for linking academic concepts with cultural values. So that students can fully and comprehensively grasp the process of internalizing values in relation to the appropriate models and media. Students' perception is that they feel more motivated and engaged in learning when using contemporary puppet media. They feel that the wayang stories make the subject matter more interesting and relevant, and help them understand the values being taught.

The analysis of the documentation in the lesson plan document shows that the integration of the Socratic Thinking model and contemporary puppet media requires careful planning. The use of puppet media must align with the learning objectives and be able to facilitate in-depth discussions.

From these findings, the discussion in this study elaborates on students' critical thinking skills and the effective Socratic thinking model in enhancing students' critical thinking abilities. By emphasizing dialogue and open-ended questions, students can be more active in the learning process and better able to analyze and evaluate arguments. This finding supports the literature that shows that dialog-based approaches like Socratic Thinking can improve critical thinking skills. The integration of contemporary puppet media as a learning tool not only makes learning more engaging but also relevant to the local cultural context. This media helps students connect the values of Pancasila with stories they are familiar with, reinforcing their understanding of those values. The integration of local cultural media in learning supports the idea that contextual learning can enhance student engagement and understanding.

The implications for the independent learning curriculum based on research findings indicate that a learning model that combines Socratic Thinking and contemporary puppet media aligns with the principles of the Independent Learning Curriculum, which emphasizes relevant and needs-based learning. This approach can serve as a model for the development of a more contextual and holistic curriculum. Student involvement and motivation through the use of contemporary puppet media have proven effective in enhancing their learning motivation and engagement. By making the lesson materials more engaging and relevant, students are more enthusiastic about learning and participating in discussions. This highlights the importance of linking learning to the cultural context and experiences of students.

The independent learning curriculum seeks to connect 21st-century skills, demonstrating how the Socratic Thinking model and contemporary puppet media can serve as effective tools for developing the skills needed in the modern era. The Socratic Thinking model can support students' mastery of 21st-century skills; Critical Thinking Skills: The Socratic Thinking model focuses on questions and dialogue, encouraging students to analyze arguments and critically evaluate information. This helps them develop the critical thinking skills that are highly sought after in the workforce.

Creativity in Problem Solving; Open discussions in this model allow students to think creatively in seeking solutions to complex problems. They are invited to explore various perspectives and ideas that can spark innovation. Collaboration Skills; Socratic Thinking emphasizes dialogue and interaction among students. This creates a collaborative environment that helps students learn how to work together, appreciate others' viewpoints, and contribute effectively in a team.

Communication Skills; Through dialogue focused on questions, students are trained to express their ideas clearly and effectively. These communication skills are important in various aspects of life, including in the workplace. Independence in Learning; This model encourages students to take responsibility for their own learning process, fostering curiosity and motivation to learn independently. This is in line with the principle of lifelong learning.

Global Awareness and Citizenship; Discussions generated in the Socratic model can encompass social, political, and environmental issues, which

enhance students' awareness of global challenges. This prepares them to become active and responsible citizens. Collaborative Problem Solving; In this model, students learn to work together in exploring solutions, fostering collaborative and analytical problem-solving.

By integrating the Socratic Thinking model into learning, students not only acquire knowledge but also develop essential 21st-century skills necessary for success in a constantly changing world. This model provides a framework that supports the development of critical and creative skills needed in their professional and social lives.

Linking learning with the Socratic Thinking model and contemporary puppet media can open new opportunities for developing 21st-century skills among students. Contemporary puppet media can be used as a tool to stimulate discussions in the classroom. Students can question the themes, characters, and moral messages in puppet shows, which encourages them to think critically and develop their own arguments. Wayang as a traditional art medium contains many cultural and social values. By using a Socratic approach, students can explore how contemporary wayang reflects current social issues, such as politics, identity, and justice, thereby enhancing their global awareness. Through puppet-based projects, students can be invited to collaborate in creating new performances or interpretations. This can encourage creativity and innovation, in line with the skills needed in the 21st century. Using contemporary puppetry allows for the integration of various disciplines, such as art, literature, and social sciences. The Socratic model can facilitate this interdisciplinary discussion, encouraging students to think holistically and connect concepts from different fields. Students can collaborate on a contemporary puppet project, which requires them to tackle creative and technical challenges. The Socratic model can help them explore various solutions through discussion and collaboration. Through puppet shows, students can learn how to effectively convey ideas and messages to an audience. This is important for the development of strong communication skills.

A discussion about puppet shows can encourage students to reflect on their experiences, both as performers and as audience members. This supports the development of independence in learning and thinking. By combining the Socratic Thinking model and contemporary puppet media, students can enhance their 21st-century skills in an engaging

and relevant context. This not only helps them understand cultural values, but also equips them with the skills necessary to succeed in an increasingly complex world, leading to lifelong education.

4. Conclusion

This research aims to develop and evaluate a Socratic Thinking learning model based on contemporary puppet media at Iskandar Muda Junior High School in Medan, with a focus on strengthening the Pancasila student profile. Based on the research findings, it can be concluded that enhancing critical thinking through the Socratic Thinking model has proven effective in improving students' critical thinking skills. Through dialogue and question-based discussions, students are able to analyze arguments, evaluate information, and develop deeper critical thinking skills. The use of contemporary puppet media is well received by students and teachers. This media successfully connects the values of Pancasila with the context of local culture through wayang stories, making the learning material more relevant and engaging for students. The use of local cultural media has proven to enhance student motivation and involvement in the learning process. The alignment with the independent learning curriculum makes this learning model support the implementation of the Independent Learning Curriculum by creating contextual learning experiences based on students' needs. This model contributes to achieving the Pancasila student profile by integrating cognitive, affective, and social aspects in the learning process. Based on the research findings, several recommendations for the development and implementation of this learning model are to apply the Socratic thinking model using contemporary puppetry media, which is expected to take into account the students' learning materials. The integration of this model with local context and culture can enhance the relevance and effectiveness of education in various regions. To ensure the effective implementation of the model, training for teachers on Socratic Thinking techniques and the use of contemporary puppet media needs to be conducted. This training can help teachers in designing and managing discussions as well as making optimal use of media. The development of more varied and innovative contemporary puppet media can help introduce cultural values in a more

engaging and relevant way. This includes the creation of puppet stories that are suitable for the context of modern education and the needs of students. Further research is needed to explore the long-term impact of this learning model on students' academic achievement and character development. Further research could also focus on variations in school contexts and local cultures in Indonesia. Involving the community in the learning process, through collaboration with puppet artists and community leaders, can strengthen the introduction of local values and enhance support for this learning model.

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