

**THE USE OF DOUBLE LOOP PROBLEM SOLVING LEARNING METHOD
SOLVING METHOD IN IMPROVING RELIGIOUS LITERACY**

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ABSTRACT

Religious learning should have a huge impact on improving religious literacy. However, in the process of learning religion in the classroom, it is found that many students are silent and passive during learning and do not want to be involved in discussions to solve problems faced by society. In addition, many religion teachers still apply conventional learning methods that emphasize indoctrination and memorization. This leads to many students not understanding religion properly. They become uncritical, apathetic, overly fanatical, intolerant, and radicalized. Therefore, the author proposes that the double loop problem solving (DLPS) learning method can be used in learning religion so that students are able to address and solve problems actively, strategically, logically, creatively, innovatively, critically, and analytically. Therefore, the purpose of this study is to describe how to use the DLPS learning method in religious learning in improving religious literacy. The method used in this research is a qualitative research method with a literature study approach. The results of this study are that learners use DLPS level 1 to critically investigate problems and come up with temporary solutions based on immediate causes; learners use DLPS level 2 to solve problems and find stronger solutions based on the discovery of root causes (higher causes); educators need to sharpen skills in applying the DLPS method. The conclusion is that DLPS is useful to shape learners to have religious literacy so that they do not easily judge and judge something, and are skilled in analyzing problems and generating solutions adequately.

Keywords: double loop problem solving, Christian religious education, religious literacy

1. Introduction

Religious learning should have an impact on improving religious literacy. However, the author observes that in the classroom learning process, low religious literacy is often found in students. This is shown by the attitude of those who are more silent and passive in class learning, and do not want to be involved in discussions to discuss problems encountered in everyday life. The lower religious literacy of students is also due to the fact that many religious teachers teach using the lecture method, indoctrination patterns and prioritize memorization. This causes many students to not understand religion well. They can be become uncritical, apathetic, overly fanatical, intolerant and radical people.

It is realized that attitudes towards religious issues, such as the existence of God, the purpose of creation, worship, prayer, faith, repentance, forgiveness, confession, spirituality and life are

influenced by many factors. This is consistent with Eric Mensah's assertion that attitudes are determined by information or knowledge received through religious doctrines, education, different types of schools (mission and nonmission), living environment (urban or rural), school environment, home environment, age, poverty level, gender, ethnicity, and religious affiliation. Specifically, through education, they receive a variety of disciplines that will provide different perspectives by which to assess various religious issues. In the context of education, the formation of attitudes towards subjects, teachers, school activities and issues must go through a process. As a result of these influences, positive and negative attitudes are formed in learners. Negative attitudes towards religious issues should not be ignored as it frustrates the purpose of religious education (Eric Mensah, 2019).

Therefore, the author proposes that the double loop problem solving learning method (hereinafter abbreviated as DLPS) can be used in religious learning so that students are able to address and solve problems actively, strategically, logically, creatively, innovatively, critically, and analytically. The DLPS method was developed by Chris Argyris (1923-2013), a Harvard professor, in 1976. This method is mainly used to solve complex and unstructured problems where at the end of learning, learners are asked to determine the solution to the problem that has been analyzed in the first loop. It is recognized that this method is still mostly applied to the field of Mathematics, but it can actually be used in other sciences (Phillip, 2010; Kurniawan, et al., 2022). Initially, Argyris along with Donald Schon and his friends developed a theory of action related to organizations. The theory emphasizes that science should not be in an established position, but must continue to be developed so that it can make a practical contribution to a better life for society. Learning should be a lifestyle in the form of research to generate thoughts and actions that are useful in detection and correction (Clark, 2021).

As it has been stated that this method can also be used in other sciences, including in the field of religious education, the purpose of this study is to describe the use of the DLPS learning method in religious learning in improving religious literacy. The method used in this research is qualitative research method with literature review.

This research results in the use of DLPS at two levels of work, namely: level 1 to investigate the problem critically and come up with a temporary solution based on the immediate cause; and level 2 to solve the problem and decide on a stronger solution based on the discovery of the higher cause of the problem. For effective use of the DLPS method, educators must strengthen their skills.

2. Religious Literacy

In the midst of the rise of misleading and divisive messages, pluralistic religious communities are required to have high religious literacy. This literacy is not only understood as the activity of reading holy books or writing religious texts or books, but especially also the activity of understanding and assessing various sources of religious knowledge that require critical thinking skills so as to develop positive attitudes and actions. Religious literacy also enables a person to understand religious teachings and place these teachings in various cultural contexts, places, times and media for the sake of creating a harmonious and inclusive society. This can be realized if every religious believer has religious literacy, which is indicated by the ability to see and analyze the encounter between religion and community life (Titi Kadi, 2020).

Mustolehudin noted that there are 9 (nine) aspects of literacy practice, namely: a) the subject matter and problems that learners read or write about; b) the style, conventions and types of texts that learners read or write about; c) the technology used by program designers; d) the goals that learners want to achieve in reading or writing; e) the flexibility and constraints, time and place of learners reading or writing; f) the action and process of reading or writing; g) the position of learners when reading or writing; h) the role and identity of learners when they interact and collaborate in reading/writing. With the nine aspects of literacy practice, religious literacy activities should not be done carelessly, but must be done seriously and carefully (Mustolehudin, 2020).

Religious literacy is also one of the abilities to see and analyze the strong intertwining of religion with social, political and cultural life through various perspectives. In the process of religious literacy, understanding of texts that contain the core of religion, history, and religious traditions formed according to certain social, political and cultural contexts is sought. Then through religious literacy, one must see and address the various political, social and cultural dimensions of religion in particular time and space. Thus, religious literacy helps religious believers to experience interactive, dialogical and argumentative religious learning. Religious literacy is the combination of the ability to read religious texts, harmonize the information and knowledge in those religious texts, see and analyze in the interweaving of diverse contexts, and then use it in one's religious life. Religious literacy can contribute to the harmony of religious life. Good religious literacy can also connect to the formation of inclusive and tolerant religious understanding (Endang Sri Maruti, Muhammad Hanif, Muhammad Rifai, 2023).

3. Double Loop Problem Solving (DLPS) Method

DLPS is learning method that serves to compare problems with existing solutions; and question whether the solution is appropriate and correct. The solution in the first loop produces the temporary solution. In the second loop, the solution will be re-examined and questioned to then build a new set of solutions. This method questions and modifies solutions, procedures, policies, and problem-solving goals. DLPS allows learners to scrutinize and reflect on the previous context. Learners are asked to find barriers and success factors. In that way, new ways will be found to improve the context previously discussed in the first loop. DLPS accommodates different levels of causes of problem, including the mechanism by which problem occurs. DLPS helps learners to work on two different but interrelated loops. Solution loop 1 is intended to detect the easily known causes of problem and make its solution,. Learners then design and implement temporary solution. Solution loop 2 seeks to find the stronger cause or root of the problem, and then designs and implements the solution of the root of the problem (Lumowa and Kurniawati, 2017).

Based on the description above, DLPS as problem solving-centered learning has two loops in solving problems, namely: The first loop, learners identify problems directly and implement temporary solutions; and the second loop, finding the cause of the problem (looking for the root of the problem) and solutions that can be accounted for (Santyasa, 2005).

There are several stages of the DLPS method, namely:

a) Educators provide topics or problems to students in worksheets with the intention that they try to identify or understand the problem. At this stage, the educator motivates them to look for the cause of the problem directly by using their critical thinking skills.

- b) Learners investigate (detect) the direct cause of the problem and determine a temporary solution to the problem with help and direction from the educator.
- c) Learners re-examine or assess the success of the temporary solution and re-analyze the problem. At this stage, learners assess how effective the temporary solution is. In this case, the educator helps learners in assessing the temporary solution.
- d) Learners find out the root of the problem more broadly and more carefully. Then they analyze the root of the problem that has been determined. In this part, the educator helps learners in finding the root of the problem and deciding whether or not to analyze the root of the problem so that they can identify and establish a stronger cause of the problem.
- e) Learners are asked to come up with a solution to the real root of the problem. Learners determine the solution that can solve the problem completely. Educators function to help students conclude solutions to problems (Mandagi, et al., 2020) (Ariani, et al., 2020) (Permata, Sunarno and Harlita, 2021).

To be clear, it is necessary to understand that the direct causes of a problem are those that are easily known or observed. However, this DLPS method is mainly used to find out causes that are not directly known so that the solution is not easy to find. Therefore, through this method, learners are required to have an academic culture, such as skilled problem solving with the ability to think actively, strategically, logically, creatively, innovatively, critically, and analytically. When solving problems, learners are trained to be able to face challenges, choose ideas from many ideas to determine solutions (Permata, Sunarno and Harlita, 2021).

The DLPS method is very well used in learning because there are a number of strengths of this method, namely: 1) Enabling learners to think critically and creatively in identifying problems, describing, analyzing them, and finding solutions to problems completely with others collaboratively; 2) Train learners to easily adapt to new situations and be able to anticipate changes; 3) Add insight for learners in terms of the objectivity of using DLPS learning to improve learning outcomes; 4) Appreciate scientific values and motivate to conduct simple research that is beneficial for learning improvement; 5) Improve the pedagogical abilities of educators (Amin and Sumendap, 2022; Ariani, et al., 2020; Kurniawan, et al., 2022). DLPS provides opportunities for learners to gain knowledge, experience, and various alternative solutions.

No matter how good a method is, it still has its weaknesses. Likewise, the DLPS method has weaknesses, namely: 1) Not all subjects can use the DLPS method when learning is only practice or repetition; 2) Not all learners are able to use the DLPS method because it depends on the level of development of the learners; 3) When using the DLPS method, learners must be prepared to be psychologically strong because they may experience frustration and stress if they are less able or less skilled in solving problems and evaluating the results of their observations; 4) the use of this DLPS method requires considerable time and preparation (Amin and Sumendap, 2022). Another drawback is that the use of this method requires a longer time allocation compared to other methods.

4. The Use of DLPS to Improve Religious Literacy

Double-loop learning is necessary to explore alternatives that liberate and challenge the status quo, including taken-for-granted norms, values and beliefs. Learning that questions the values, assumptions and norms that influence learning is called deuterolearning or "second-level learning" (Clark, 2021). The application of the DLPS learning method in improving religious

literacy includes two levels that focus on problem solving, must go through a two-loop process, namely:

a) DLPS Level 1

Problem solving that takes place in one loop is called single-loop learning. In single-loop, learning achieves goals based on existing values, assumptions and norms, and that is perceived as sufficient. An example of using the DLPS method in the context of religious learning is below.

1) Educator provides worksheets to learners that contain problems or topics related to religion to be discussed and solved. For example, the issue of transgender which is unacceptable according to many religious people.

2) Learners recognize or understand the transgender problem that has been given by the educator in the worksheet. Learners try to think critically to find the factors that cause the emergence of the transgender phenomenon.

3) Learners find out (detect) the immediate cause of the transgender problem and determine a temporary solution. For example, the temporary solution is that the transgender phenomenon in religious norms based on the holy book is a grave sin and misguidance. Learners provide a number of logical-theological reasons that can be justified based on religious teachings. Educator helps learners determine the cause of the problem and provide temporary solution.

b) DLPS Level 2

At this level, the values, assumptions and norms used at level 1 can be reconsidered through personal and collaborative reflection and research. Educator should guide their learners in solving problems by considering many perspectives so that they have adequate insight and knowledge in assessing religious issues. They also need to be directed to obtain sufficient reading sources through the school library and digitally/online. The DLPS method has unconsciously increased learners' reading interest and improved educators' skills in preparing for learning.

As a continuation of the example topics discussed in the DLPS 1 section above, the following can be done at level 2:

1) Learners are asked to re-examine or evaluate the temporary solution that has been made to find out whether the temporary solution is correct and appropriate. Educators assist learners in evaluating the temporary solution.

2) Learners are asked to find and analyze the root causes or broader causes of transgender behavior. They find that transgender behavior is also caused by physical deformity from birth, some are caused by hormonal problems, some are caused by inappropriate parenting, and so on.

3) Learners are asked to provide solutions to the real root causes of transgender behavior. Educators help learners to create solutions to the problem. Solutions can be generated from theological, pedagogical, sociological, psychological and medical reflections-analysis, and so on.

5. Conclusion

- DLPS is useful for shaping students to have religious literacy so that they are not easy to judge and judge something, and are skilled in analyzing problems and producing adequate solutions.
- DLPS method helps learners in solving problems by considering many perspectives so that they have adequate insight and knowledge in assessing religious issues. They also need to be directed to get sufficient reading sources either through the school library or digitally/online.
- The DLPS method has increased learners' reading interest and improved educators' skills in preparing lessons.

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