Exploring of Teachers' Critical Thinking in Pedagogical Context: In Indonesian EFL Teachers' Perspective

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Abstract

Teachers in all subject areas, including English, must impart the methodology of critical thinking to their students. One of the 21st century's skills is this idea. Teachers must integrate the idea of critical thinking into their lessons. This study aims to analyze how well EFL teachers in Indonesia integrate critical thinking, taking into account learning design, learning resources, conceptual mastery, implementation, and assessment. EFL teachers from junior and senior high schools made up the 120 respondents in this survey, which was used as the research technique. The EFL instructors polled have all completed professional certification training. According to the findings, up to 77.47% of teachers created lesson plans that included the idea of critical thinking, and just a small fraction didn't. Up to 77.5% of those who assembled educational materials did so with the idea of critical thinking in mind; 76.6% were open-minded; up to 80% were employed in learning; and up to 68.3% used assessment. The idea of critical thinking has generally been included by teachers into English learning resources and exercises. It is necessary to conduct this research in order to assess the effectiveness of teachers who use critical thinking approaches in the classroom. Each of the topics that have been examined both quantitatively and qualitatively should be able to be articulated in further detail with additional study.

Keywords: *Critical Thinking; EFL Teacher; Pedagogy*

Introduction

In essence, critical thinking has been around since 2500 BC. Socrates developed a teaching technique called Socratic Questioning that emphasizes the need of diligently finding evidence to challenge ideas and presumptions (Fisher, 2011). The thinker Thomas Aquinas (Summa Theologica) built his thinking to guarantee that it met the tests of critical thinking, always systematic thinking, and by the Middle Ages, a systematic tradition of critical thinking had emerged in writing and teaching (Ennis, 1996). The development of new philosophers throughout the Age of Enlightenment is another significant addition to critical thinking (Enlightenment). With the concept of "critical thinkers" in education, which stresses the significance of critical attitudes, we have come to appreciate the force and character of critical thinking in the 20th century. With a critical mindset, everything provided for acceptance is put to the test or the assumptions are put to the test to see if they match reality or not. Critical thinking comes from education and training (Alagozlu, 2017) (S. Haryati, S. Siswanto S. Sukarno, A. Muhlisin, 2022). A

sequence of thoughts and perceptions interact continuously as part of the process of thinking. Only what is vital and what it implies in life is remembered by the mind, or memory, which saves everything else. As a result, a person can examine the knowledge acquired, grow creatively, and improve their ability to solve problems and make decisions.

Thinking is a process that involves searching for concepts or ideas by applying various logical summaries. When thinking, people base the meaning of the relationship between the various components of the information on themselves (Dixon et al., 2004). Thinking is often described as the process of weighing past experiences with present considerations and conclusions in order to make decisions, address issues, and create new things. In another sense, creativity can be produced by thinking (Marzano & Kendall, 2008) (Brookfield, 2008). In the human behavior, (Tomasello et al., 2005) argues that thinking is a process of sensation, perception, and memory, with thinking involving laming (visual or pictures) and the existence of a conclusion-drawing process coupled with a problem-solving process. Therefore, thinking is a crucial step in making a judgment (Allen Matthew, 2004). When a person's thinking is based on experience or knowledge, he or she tends to be critical of the situations they face.

Students get the chance to practice their abilities to learn in critical thinking education. Each instructor is required to create a learning plan using the Bloom Taxonomy framework, paying attention to the fundamental competences to be taught, in order to strengthen this idea (Minakova, 2014). The specific learning curriculum is referenced in these fundamental capabilities. Teachers create indications based on higher-order thinking capabilities from these fundamental qualities (HOTS) (Marin & Pava, 2017). The capacity for critical thought is one of the HOTS indicator's ideas. When a student can study a problem and apply what he has learned to a new scenario, that student is said to be able to solve problems (Polly et al., 2014). High-order cognitive capabilities are the terms used to describe these skills. High-order thinking skills are the ability to integrate, modify, and change previous knowledge and experience in a critical and creative way when making decisions to solve problems in new situations.

King identifies critical, logical, reflective, metacognitive, and creative thinking as high-level thinking abilities. Students that use critical thinking will be able to identify ideas or ideas clearly, debate persuasively, solve issues, put together explanations, form hypotheses, and comprehend difficult things in a more understandable way, according to Newman and Wheelage ((Erna et al., 2021). (Syahrial et al., 2019) said that critical thinking happens when a person links new information to information he has already stored in his memory and/or reorganizes and develops information to reach goals or find answers to difficult situations.

Before implementing interventions to encourage students' critical and creative thinking, English teachers need to create a welcoming, encouraging, and nonthreatening classroom environment that can boost student motivation. Numerous instructors have noted that an environment that is conducive to learning is crucial for effective learning. Teachers of English should take into account the students' needs, linguistic abilities, textbooks, and curriculum (Suciati et al., 2022). Liu emphasized that teachers should frequently use cooperative learning to the best of their abilities, speak less so that students have more time to think, think deeply in front of students, use appropriate questions to investigate various facets of their thinking, use concrete examples to illustrate abstract concepts, and generally design all activities so that students should consider the best course of action (Liu et al., 2014a). Teachers can help students improve their critical thinking skills (Marin & Pava, 2017), by encouraging active learning, which can lead to an effective and long-lasting education, encouraging well-supported conclusions, and drawing on the students' own experiences.

Pierce suggests that teachers who want to develop their students' thinking skills should concentrate on the following: a) strengthening students' metacognitive skills; b) using effective questioning strategies; c) teaching students to use spoken and written language frequently and informally; d) demanding to create design tasks that require thinking about the content as the main goal; e) teaching

explicitly how to do the thinking necessary for the task; and f) creating a thinking-focused classroom environment (Pierce & Stacey, 2004). According to Correia, English teachers should combine active reading activities that require students to read between the lines of texts in addition to multiple-choice questions and true/false statements, such as note-taking and summary writing, in order to improve their students' writing skills (Ogle & Correa-Kovtun, 2010). To do this, he advises that students collaborate in pairs or groups, with or without teacher direction, to come to agreements on how to respond to questions (Ogle & Correa-Kovtun, 2010).

Referring to the previous researcher's assertion, the English language education teacher must maximize his capacity for student mentoring. The improvement of students' critical thinking abilities, particularly in speaking and writing abilities, is one measure of a teacher's performance in the classroom (Masduqi, 2011). A skill for the twenty-first century is the capacity for critical thought (Akib & Muhsin, 2019). The younger generation has the capacity to examine everything that happens in their immediate environment.

A cognitive skill called critical thinking was created to help pupils learn more creatively. Thinking skills are important for constructing and deciding a case through a variety of factors, including writing (Ennis, 1996). The significance of thinking is emphasized so that students understand the linguistic structure in abilities like narrative writing and taking attitudes while making judgments. These abilities are based on proper claims, supporting arguments, supporting data, and statements that are supported by conclusions (Toulmin, 2003). This caused the notion to be introduced to kids in schools throughout the world. In order to improve students' critical thinking abilities for the development of cognitive domains in learning, teachers play a crucial role in educational institutions. Teachers must integrate the cognitive, affective, affective, and psychomotor domains of learning.

Several studies have looked at how the idea of critical thinking is used in learning. (Yang, 2012) investigates how pre-service teacher training affects how students perform in the classroom and develops critical thinking abilities and dispositions. The study's empirical findings demonstrate that, in these two instances, teachers effectively create integrated instruction of critical thinking to help students build their critical thinking abilities and attitudes while raising student accomplishment. A finding of (Turpin & Durham, 2017) on integrating cultural inquiry and critical thinking in an online EFL environment as a previews study looked at culture and critical thinking. The findings of his study indicate a new approach for online learning due to unanticipated connections between the course material, educational philosophy, and best practices. (Putra et al., 2021) did a study that looked at the integration of metacognition and critical thinking in EFL learning environments. Based on the findings of his research, he concluded that pupils might think more profoundly and transcend their mental boundaries with the aid of critical thinking and metacognitive preparation. They may learn more as a result than they would have otherwise.

Critical thinking in the classroom has been extensively researched, particularly in the cognitive area. However, there hasn't been much research done on how well-prepared and experienced teachers are in teaching the critical thinking idea. The majority of research in Indonesia itself is concentrated on media use and student learning methods. There is still relatively little research on how instructors really implement the idea of critical thinking in learning, particularly studies that concentrate on English language education teachers.

The purpose of this study is to shed light on how English teachers approach the teaching of critical thinking. The critical thinking implementation process includes learning planning, instructional resources, conceptual mastery, application in learning, and critical thinking evaluation

Method

A survey of English teachers who have completed a program for teacher certification was the research methodology. A total of 120 people responded to the questionnaires that were constructed using the idea of critical thinking. South Sulawesi, West Sulawesi, Gorontalo, West Java, East Java, Ambon, NTT, southern Kalimantan, and North Sumatra were among the Indonesian provinces from which the study's respondents came. To make it simpler for researchers to deliver questions via WhatsApp and email, the questionnaire was created using a Google form. Additionally, researchers requested that a group of English teachers hand out questionnaires to participants. The questionnaire's topics include the integration of critical thinking into the lesson design, instructional materials, conceptual mastery, implementation in instruction, and learning assessment. The overall set of research variables is computed, and the full questionnaire is statistically examined. To determine how much English language education teachers incorporate the idea of critical thinking in learning, the data analysis results are provided. In order to conduct the study, questionnaires were sent to participants by email and WhatsApp and asked them to complete a Google form. An email is automatically entered after the Google Form is completed for analysis. The analysis of the data and creation of publications and reports constitute the research's last phase.

Result

A questionnaire was created with Google Forms as the data collection tool to make it simpler for researchers to gather and analyze data. The information presented is the outcome of statistical analysis using questionnaire responses from informants. The research covers five main topics, including the application of the critical thinking principle in English teachers' lesson plans; the idea of critical thinking in instructional materials; teacher perceptions of the concept of critical thinking; learning activities; and evaluation of critical thinking learning. The following graph displays the findings of the data analysis:

1.Critical Thinking Concepts in Lesson Plans of Indonesian English

Teachers The information in the accompanying picture is the result of a survey of 120 teachers who took part in the Education professional development program. Figure 1 below displays the analysis of the data's findings:
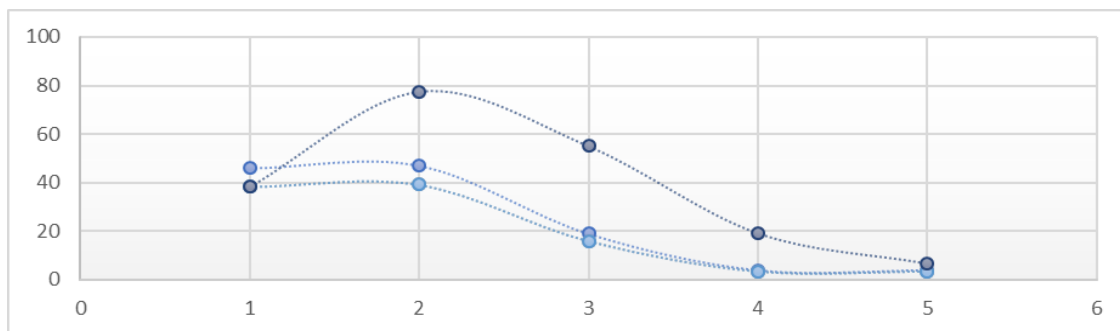

Figure 1. Principles of critical thinking in the lesson plan

A survey of 120 teachers who included critical thinking guidelines in their curriculum planning documents produced the information in Figure 1. The findings revealed that 77.47% of English teachers strongly agreed that the lesson plan included the idea of critical thinking, 15.8% thought it was neutral, and more disagreed. The idea of critical thinking has generally been included into the way that teachers have created English lessons.

2.Concept of Critical Thinking in Lesson Materials of Indonesian English Teachers

The principle of critical thinking in educational materials created by English instructors who have taken part in teacher professional program training is the following set of data. Figure 2 displays the data analysis findings.
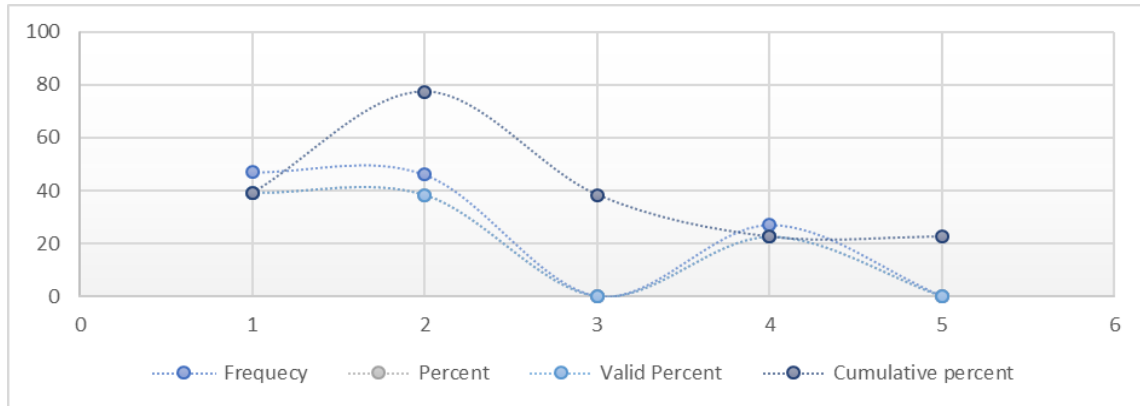

Figure 2. Implementation of the critical-thinking principle in instructional materials

Figure 2's quantitative data analysis findings revealed that, among the 120 respondents surveyed, the training materials did indeed incorporate the fundamentals of critical thinking. As many as 77.5% of respondents were in favour of including the idea of critical thinking in instructional materials. This is as a result of the concept of critical thinking being integrated into teaching materials created mostly by English language education teachers.

3.Teachers Have Broad Knowledge of Critical Thinking Concepts

This study also assessed the knowledge insights of English Language Education teachers linked to critical thinking in order to ascertain the relationship between the creation of learning plans and instructional materials. Figure 3 displays the survey responses of 120 participants. Next:
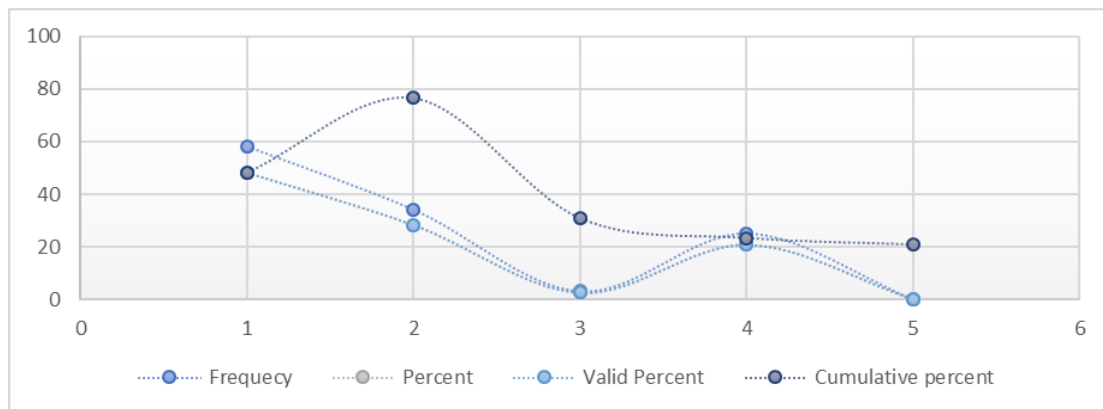

Figure 3. Awareness of the teacher's critical thinking skills.

The examination of data from 120 respondents is shown in Figure 3. It can be argued that English Language Education teachers already have high skills for the development of critical thinking concepts because the data analysis results demonstrate that 76.6% of teachers have comprehensive insights into critical thinking in learning, and only 20% do not.

4.Critical Thinking Concept Used in English Teaching Activities

In order to investigate how the idea of critical thinking is applied in English language instruction at the junior and senior high school levels, 120 English instructors from different parts of Indonesia were polled for this study. Figure 4 below displays the data analysis findings.
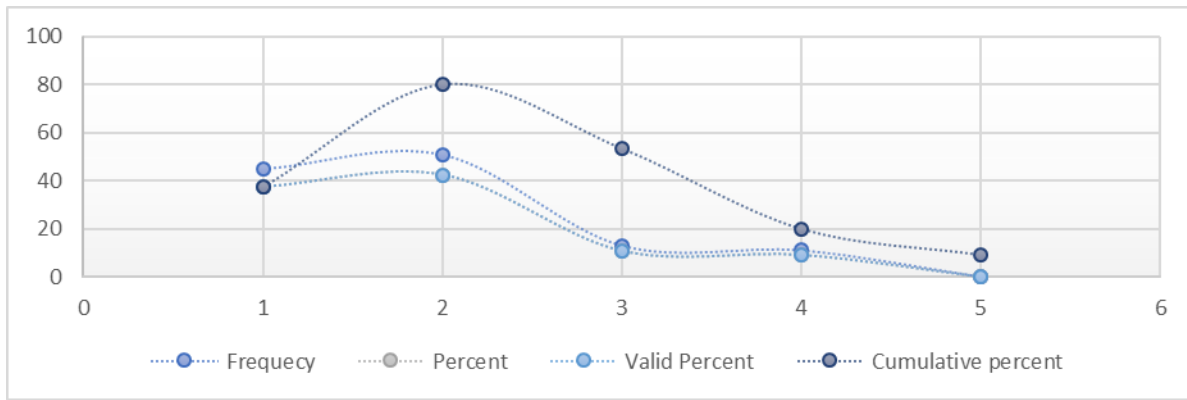

Figure 4. Implementation of critical thinking in English language learning

Based on the information in the graph in figure 4, 96 teachers, or roughly 80% of the respondents, strongly agreed and concurred. Only 11% of the teachers were neutral, and 9.2% of the teachers disagreed. This demonstrates how the concept of critical thinking has been integrated into middle and high school English language instruction by the average teacher.

5.Evaluation of English Language Proficiency Using the Critical-Thinking Model

Up to 120 English teachers from different parts of Indonesia were questioned to learn more about the evaluation procedure for the idea of critical thinking. Figure 5 below displays the findings from the survey:
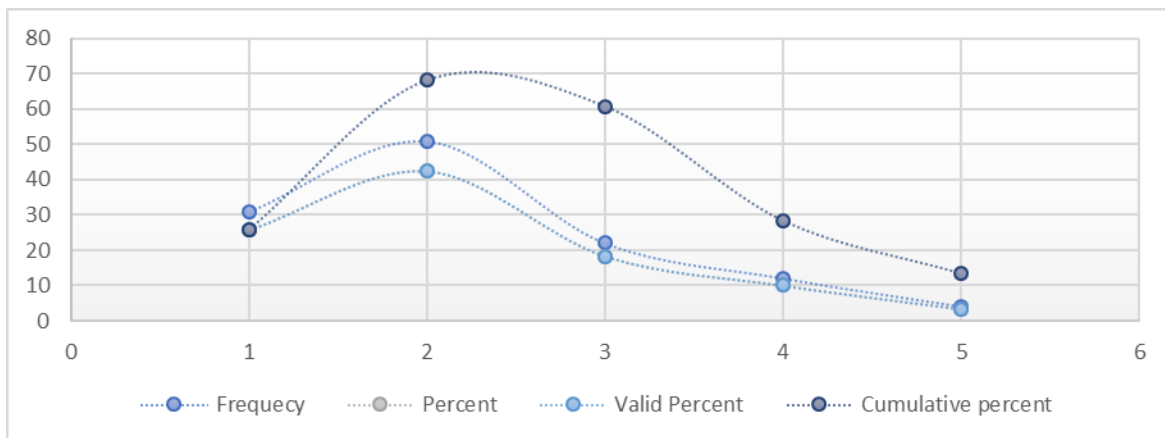

Figure 5. Assessment of English language skills using the concept of critical thinking

Data analysis from 120 respondents revealed that teachers typically used critical thinking tests, and 68.3% of respondents agreed with this assertion. The others are less than 13.3%, while the neutral ones are 18.3%. Thus, in general, teachers, especially those who have taken teacher certification training, have implemented critical thinking tests in English language acquisition.

Discussion

For teachers in Indonesia, including those teaching English as a second language, the incorporation of the notion of critical thinking in the learning curriculum serves as a model. As a result, the concept is used throughout the entire learning tool's design and development. To evaluate how the idea of critical thinking is applied in the classroom, this study polled 120 English teachers at the middle and high school levels. The teacher's reaction to the use of critical thinking in learning planning, teaching materials, breadth of knowledge, learning activities, and learning evaluations is key in this study.

1. Critical Thinking in The Lesson Plan

Making the learning process successful in the classroom begins with creating a plan for its implementation. As a result, the learning planning design acts as a scenario to accomplish the intended objectives. A lesson plan is deemed realistic if it can be used by the teachers (Ripani et al., 2018) (James T. Broadbear, 2013). The development of pupils' critical thinking abilities is one of the objectives of English language study (Billah et al., 2021). As a result, learning activities that sharpen students' use of logic in thought must be included in lesson plans. The study of data collected from 120 informants reveals that teachers in Indonesia have generally planned lessons around the idea of critical thinking. A whopping 77.47% of English teachers base their lesson plans on the idea of critical thinking. The Ministry of Education organized professional certification training for these teachers. The teacher has done a good job of preparing the actual teaching.

This is consistent with study by (Azhary & Ratmanida, 2021), which shows that lesson plans are skillfully created to raise students' capacity for dialogue, teamwork, creativity, and critical thought. The assertion made by a researcher that an effective lesson plan has a significant impact on the teaching process and a student's individual growth supports the findings of this study (Fujii, 2016) (Ripani et al., 2018; Xhakaj et al., 2017). According to research findings, instructors in Indonesia have included the idea of critical thinking into their lesson plans. To create a strong generation, critical thinking, one of the 21century competencies, must be developed from an early age. Critical thinking abilities also serve as a sign of how well a set of lesson plans is working (Azhary & Ratmanida, 2021; Gülten, 2013; Masduqi, 2011).

2. Critical Thinking in Teaching Materials

Teaching materials are one of the learning resources that must be prepared. While some educational materials include resources for critical thinking, they frequently lack further critical thinking resources (Sismiati & Latief, 2012; Sukarni et al., 2015). The learning imparted is tied to the teaching materials. Therefore, it is necessary to produce instructional materials in accordance with the learning design. Aligning the curriculum with students' needs and interests is a crucial step in the development process (Novawan et al., 2020; Sukarni et al., 2015). Learning themes that can guide students to engage in critical thinking through learning activities are good teaching resources. According to the data analysis's findings, most English language education teachers have developed their lesson plans using a critical thinking framework. Only 22.5% of the 120 teachers under investigation did not create teaching materials using a critical thinking approach, leaving 77.5 percent. Therefore, it can be assumed that the lesson plans and teaching materials have moved in the same way to make it simpler to implement them in the class. The demands of students must be met in the construction of teaching materials, particularly in the area of critical thinking. The generated materials are to be taught through an emphasis on contextualized use, and there is a requirement to set up a condition for successful language acquisition, this study is in line with) (Sismiati & Latief, 2012).

3. Understanding the Idea of Critical Thinking

Plans for learning and teaching that incorporate critical thinking must be backed up by a wealth of information. Teachers ought to encourage pupils' critical thinking abilities, claim (Marin & Pava, 2017; Tanriverdi et al., 2012). Through scientific literacy and the practice of science, the knowledge is formed. The findings of the data analysis demonstrate that teachers are well-versed in the idea of critical thinking. 76.6% of the 120 people who responded to a survey about the idea of critical thinking said they were familiar with it. Only a small portion of people lack familiarity with the idea. The incorporation of critical thinking in learning will be hampered by a lack of comprehension of the topic. In order to enhance pupils' learning, a teacher must develop scientifically. Contrary to what has been shown, (James T. Broadbear, 2013; Liu et al., 2014b; Marin & Pava, 2017) assertion that teachers are frequently untrained in critical thinking approaches is unfounded. The majority of English teachers, especially those who have taken teacher professional education training, are familiar with the critical thinking process. To increase teachers' professionalism and competence, the Indonesian government has implemented a number of regulations about using critical thinking in educational activities.

4. Critical Thinking in Learning Activities

The next step is to incorporate the lesson plan into learning activities after it has been created and teaching materials using a critical thinking methodology have been developed. One of education's objectives, according to (Hayes & Devitt, 2008), is to make sure students graduate with the ability to think critically. According to the established learning strategies, teachers must be able to instruct students in critical thinking methodologies (González-González & Jiménez-Zarco, 2015; Putra et al., 2021). The examination of the data revealed that, of the 120 teachers who participated in the poll, 96, or 80%, strongly agreed with the use of critical thinking learning approaches. This demonstrates how the concept of critical thinking has been integrated into middle and high school English language instruction by the average teacher. Critical thinking can be developed with strict discipline between teachers and pupils, claim (Danczak et al., 2017; Gülten, 2013; Ogle & Correa-Kovtun, 2010). Students must be disciplined taught to study about and examine social phenomena by their teachers.

5. Critical Thinking in Learning Assessment

Teachers must evaluate learning outcomes using critical thinking assessments for learning activities that use critical thinking approaches. An assessment is a tool used to gauge how well a learning process has gone. To address the demands of pupils learning to write, critical thinking tests must be created. To make it easier for instructors to do their jobs, various training activities and the creation of critical thinking assessments need to be considered, according to (Golobokov, 2015; Harsono, n.d.; Shechtman, 2014). The analysis of 120 informants produced the following findings: 18.3% were neutral, 13.3% disagreed, and 68.3% had constructed an assessment using a critical thinking technique. In general, teachers, particularly those who took part in teacher certification training, have implemented critical thinking tests in English learning (Liu et al., 2014b) claim that critical thinking evaluation is required for college graduates to be useful contributors to rating college students. To address the evaluation demands of students learning the idea of critical thinking, evaluations of critical thinking need to be devised. As a result, every device created has connectivity to other devices to facilitate effective learning.

Conclusion

The introduction of critical thinking approaches into the classroom is crucial since it relates to educating the next generation of top earners. Teachers must create a variety of teaching aids that can help students advance their academic skills as facilitators. So, in order to teach effectively, teachers must prepare the necessary learning materials. Results of surveys and data analysis on teachers' capacity to apply critical thinking approaches in instructional design, teaching resources, breadth of knowledge, their application in learning, and critical thinking assessments Results generally demonstrate that instructors,

particularly English teachers who have taken teacher professional education training, have grasped and applied critical thinking approaches in the produced learning aids. They have a lot of practical knowledge of critical thinking techniques.

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