SYSTEMATIC LITERATURE REVIEW: HOW TEACHERS CULTIVATE CRITICAL THINKING CHARACTER DURING A PANDEMIC

Riza Nur Wahyudi[1], Muhamad Taufik Hidayat[2*]

[1,2]Universitas Muhammadiyah Surakarta
[2]mt.hidayat@ums.ac.id

Abstract

Teachers still need help teaching students critical thinking skills. Several factors cause difficulties in instilling essential thinking skills, including the selection of models and methods and the need for more internet connection stability. The purpose of this study was to reveal (1) What are the learning methods for instilling critical thinking in Indonesian Elementary School during pandemic? (2) What critical thinking indicators are developed in the learning? (3) What are the results of the methods used in instilling critical thinking? The review method used in this paper was a systematic literature review. The search for articles on Google scholar used the help of the Publish or Perish application. The selection and screening stages were carried out by analyzing the article's title, keywords, abstract, background of the problem, author's question, and results and discussion. The results of this study showed that (1) Teachers used varied learning methods during the pandemic, such as e-learning, online classes, and blended learning. (2) The critical thinking indicators developed are formulating problems, analyzing, concluding, evaluating, building basic skills, providing a further explanation, and managing strategies. (3) The learning methods used during the pandemic can instill students' critical thinking characteristics based on several indicators. However, several learning methods still need help instilling critical thinking skills. In conclusion, in training critical thinking skills, several methods can instill students' necessary thinking skills, and some ways cannot instill students' critical thinking skills.

Keywords: critical thinking; character building; learning methods

Abstrak

Guru masih kesulitan dalam mengajarkan keterampilan berpikir kritis dari siswa.Beberapa faktor yang menyebabkan kesulitan dalam menanamkan kemampuan berpikir kritis diantaranya yaitu pemilihan model, metode, dan kurang stabilnya koneksi internet yang digunakan. Tujuan kajian ini adalah untuk mengungkap 1. Bagaimana metode pembelajaran untuk penanaman karakter berpikir kritis di Indonesia selama masa pandemi 2. Indikator berpikir kritis apa yang dikembangkan dalam model pembelajaran 3. Apa hasil dari metode yang digunakan dalam menanamkan kemampuan berpikir kritis. Metode tinjauan yang digunakan dalam kajian ini adalah *a systematic literature review*. Pencarian artikel pada Google scholar menggunakan bantuan aplikasi Publish or perish, karena dengan menggunakan bantuan aplikasi tersebut akan memudahkan dalam mencari artikel. Tahapan seleksi dan penyaringan dilakukan dengan menganalisis judul artikel, kata kunci, abstrak, latar belakang masalah, pertanyaan penulis, serta hasil dan pembahasan. Hasil kajian ini menunjukkan bahwa (1) Guru menggunakan metode pembelajaran yang bervariasi selama pandemi seperti, *e-learning*, online class, dan blended learning. (2) indikator berpikir kritis yang dikembangkan adalah merumuskan masalah, menganalisis, menyimpulkan mengevaluasi, membangun keterampilan dasar, memberikan penjelasan lanjut, dan mengatur strategi. (3) Metode pembelajaran yang digunakan selama masa pandemi ada yang dapat menanamkan karakter berpikir kritis siswa berdasarkan beberapa indikator berpikir kritis yang digunakan namun ada beberapa metode pembelajaran yang masih kesulitan untuk menanamkan kemampuan berpikir kritis. Kesimpulannya, dalam melatih kemampuan berpikir kritis ada beberapa metode yang dapat menanamkan kemampuan berpikir kritis siswa dan ada juga metode yang tidak dapat menanamkan karakter kritis siswa.

Kata Kunci: berpikir kritis; penanaman karakter; metode pembelajaran

Introduction

Teachers still need help teaching critical thinking skills to students during the Covid-19 pandemic. Regardless, learning must continue and in dealing with this, the teacher must adapt to the current situation so that learning can continue even though students are not at school. Factors that cause difficulties in teaching critical thinking skills include, among others, the selection of media, methods, classroom conditioning, and other things such as material and assessment (Fitriani et al., 2021). Critical thinking is an essential skill that students must master. During the pandemic, students studied online using several media or online classes. The teacher encounters various new problems during online learning, such as an unstable internet connection and not mastering gadgets (Handayani et al., 2021).

Critical thinking is one of the abilities that must be possessed by every student at this time. According to Anga et al., (2022), in the 21st century, students must think critically. Studies showed that critical thinking skills are essential for students to face global challenges (Elfrida et al., 2019; Sasmita & Maryani, 2022). Critical thinking is a person's ability to find a solution to a problem based on logical steps, so students' skills for critical thinking must be trained from an early age to be accustomed to solving a problem (Fahrurrozi et al., 2022).

Students who are less able to think critically will have difficulty facing a problem. Students have yet to be able to demonstrate their critical thinking skills due to the lack of variations in teaching materials during learning activities (Fitri et al., 2023). In the study by (Kuhn, 2015), a person makes decisions based on his critical thinking skills. One of the things that cause low critical thinking in students is remembering and memorizing material (Nurdiansyah et al., 2023). In learning, students must be accustomed to critical thinking. Students' critical thinking skills will emerge if they are trained in a continuous learning process (Fahrurrozi et al., 2022). Habituation of critical thinking can be done by giving some problems then students can provide solutions to these problems. Teachers as educators must have the skills to teach critical thinking to students.

Students' low critical thinking skills are characterized by the inability of students to use steps to solve problems, so they cannot solve them correctly(Fitriani, 2022). (Sosu, 2012) stated that the characteristics of a critical thinking disposition are critical openness and reflective skepticism. By thinking critically, students can accurately analyze various events and conditions and logically make the right decisions, analyzing lyze excess knowledge (Birgili, 2015).

Teachers have an essential role in developing the student's critical thinking skills. The teacher's role is significant in shaping students' personalities, so the teacher becomes a determinant in student development. (Al-ghadouni, 2021) stated that teacher training has an important influence on teaching critical thinking skills. Teachers in designing learning activities must be adapted to the ongoing situation so that the material presented can be received optimally. Teaching students according to their character can improve their academic achievement (Mahmoud, 2012).

During the Covid-19 pandemic, the implementation of learning in Indonesia changed where initially face-to-face turned into online learning (Budiman, 2021). Teachers used blended learning methods during the pandemic that combined online and offline learning

(Triyanto & Kurniawan, 2022). The teacher must immediately adapt to the current situation by designing an innovative learning model. In inquiry learning, students analyze, synthesize, and evaluate to impact students' critical thinking skills positively (Wale & Bishaw, 2020). The use of learning models aims to facilitate teachers in conveying material.

Several relevant articles used in the study for literature review materials focused on critical thinking skills in elementary school. Most of the relevant articles discuss the learning models used by teachers in training the critical thinking skills of students student.

In the literature review by Jannah & Atmojo (2022), forms of digital media innovation can be carried out using digital educational games, Adobe Flash Macromedia, digital comics, e-books, and educational applications such as the teacher's room, quipper school, and intelligent class. Second, literature review by Anjaya & Trifosa (2021) stated that technology-based research-based learning methods can develop critical thinking skills. Third, in the literature review by Kurniawan et al. (2020), one of the essential aspects in the era of independent learning is critical thinking, so supporting facilities must support students in accustoming students to critical thinking. Fourth, according to the literature review by Rahmadina, (2021), the teacher can stimulate the emergence of critical thinking from students through the cooperative learning model of the think pair and share type. Fifth, literature review by Komalasari et al. (2020) explained that learning methods to improve students' critical thinking skills include thinking pair share, social inquiry, problem-based, and project-based learning. Sixth, using a problem-based learning model can improve critical thinking skills in the literature review by (Oktavianingrum et al., 2020). Seventh, in the literature review by Jaya, (2021), the inquiry learning model can spur students to think critically in solving a problem. Last literature review by Fahrurrozi et al. (2022) stated that utilizing the problem-based learning method can help train and improve students' critical thinking skills.

During the Covid-19 pandemic, learning was carried out online. With this, knowing how to cultivate critical character in students during a pandemic is necessary. The purpose of this study is to reveal (1) What are the learning methods for cultivating critical thinking characters in Indonesia during the pandemic (2) What indicators of critical thinking are developed in the learning model (3) What are the results of the methods used in instilling critical thinking skills?

Previous literature reviews only discussed specific learning models used during the pandemic or only discussed one learning model. This study discusses the methods used by teachers during the pandemic to instill critical thinking skills in students. The findings of this study served as reference material on how to instill critical skills during a pandemic.

Research Methods

The method used in this paper was a systematic literature review. The type used in the study was mapping review (Grant & Booth, 2009). This study was conducted to identify transparently to find and evaluate articles by means of data extraction and analysis, then in the last activity, perform synthesis (Robinson & Lowe, 2015). This study was conducted from September 2022 to January 2023.

The field of critical thinking education is broad. The database used in the search for articles was Google scholar because it has open access and makes it easy to download relevant articles to understand the application of critical education in elementary schools.

Searching for articles for schoolers used the help of the Publish or Perish application because using the help of these applications made it easier to find articles. The search was carried out by writing several keywords in the title and discussion and limiting the studies, namely in 2020-2022. The keywords used in the search such as; (1) Title = "Integration

Critical Thinking", Keyword = "elementary school pandemi" (2) Title = "Indonesian Critical Thinking", Keyword = "elementary school pandemi" (3) Title = "Strategi Pembelajaran Daring", Keyword = "Berfikir kritis sekolah dasar" (4) Title = "Penggunaan media berfikir kritis", Keyword = "sekolah dasar pandemi", (5) Title = "Pembelajaran e-learning berfikir kritis, Keyword = "sekolah dasar".

The searching for articles on Google Scholar used the Publish or Perish application found 34 articles. Furthermore, the articles were selected and filtered to obtain articles that fit the literature review. Irrelevant articles were identified as incompatible with cultivating critical thinking characters in elementary schools.

The selection and screening stages were carried out by analyzing the article's title, keywords, abstract, problem background, author's questions, results, and discussion. Then it was studied in depth, and got five published articles to answer the questions in this study. Articles in search are restricted to the years 2020-2022.

Data collection techniques were used to extract information about the sample and the method used. The preparation of the data is adjusted to the problems that exist in the introduction. The authors collected the data obtained to identify the answers to be written in this study, then designs a broader category by comparing the results of the literature in the next stage.

Based on the background that has been surveyed, the authors identified the links among critical thinking and the learning methods used during the pandemic.
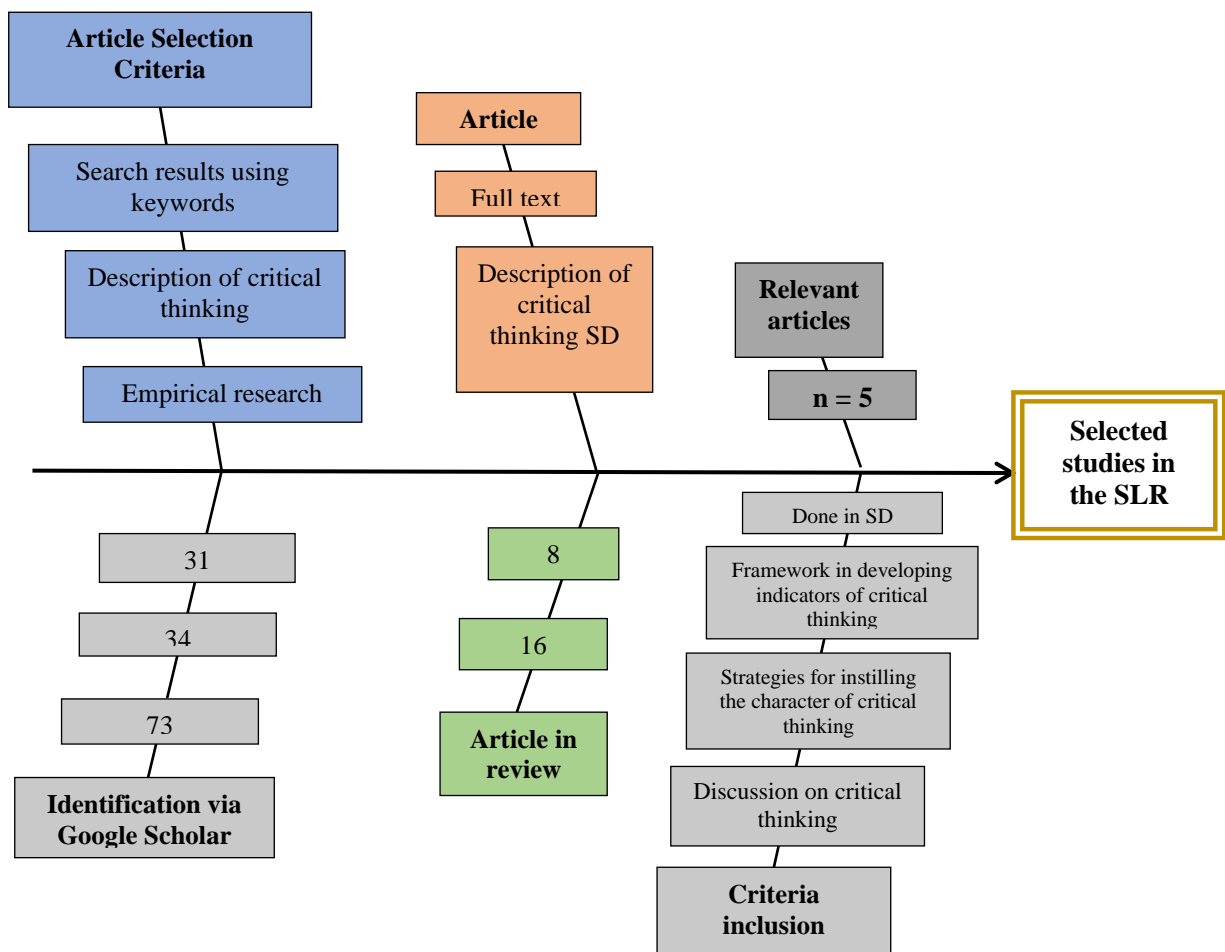

Figure 1. Study Stages

Results and Discussion

During the pandemic, learning that was initially carried out face-to-face changed to online, so no learning was carried out in schools because it was feared that it would be one of the things that caused the transmission of the Covid-19 virus. During online learning, of course, the teacher can use several learning methods to convey material to students.

Based on studies on critical thinking skills during a pandemic, teachers use several different learning methods. The results of the study are several learning methods that show the achievement of indicators of critical thinking in students through the methods used. Study by Arif et al., (2021) showed that answering quizzes using the Quizizz method which contains crosswords from the website can form students' critical thinking skills. The next study by Wibowo et al., (2022) stated that problem-based learning strategies through Zoom meetings could increase students' curiosity to encourage students' critical thinking. Last, in the study by Wahyuningtias et al. (2021) stated that critical thinking and student learning outcomes in social studies material are influenced by the blended learning model with the help of the telegram application. During the pandemic, the teacher could develop several indicators of students' critical thinking.

In study by Agustina & Hidayati (2022), one of the learning methods teachers use during the pandemic is e-learning. E-learning is a learning method that is applied with the help of digital media to make the teaching and learning process more effective, where learning can be done without distance and time limits. Several indicators developed by the author during online learning include, (1). Analyzing, namely skills in describing a problem, (2). Synthesize by developing essential parts in the learning material into a new summary, (3) Recognize and solve problems (4). Conclude. The indicators developed in instilling critical thinking skills also vary. Studies conducted by Nikmah et al., (2021) stated three indicators of critical thinking: analyzing problems, evaluating, and providing conclusions. From some of these studies, indicators of critical thinking include formulating problems, answering problems, and conducting evaluations.

From the articles I found, there were five articles that discussed indicators of critical thinking in analyzing problems. Analyzing a problem is understanding all the components of a problem using in-depth thinking. Agustina & Hidayati (2022) stated that analyzing includes students' skills in describing a problem based on student assumptions. In the study by Arif et al. (2021), students can pay attention to Quizizz questions and crossword puzzles to correctly answer the questions. In online learning with the PBL method through Zoom meetings, the teacher gives a problem to students that will support critical thinking skills, where students will analyze the problems displayed (Wibowo et al., 2022). Teachers can invite students to do problem analysis by posting questions and allowing students to answer (Nimah et al., 2021). In the study by Prafitasari et al. (2021), analysis can be done by identifying the elements of the problem.

Concluding is one of the indicators developed in training students' skills in critical thinking. Concluding is writing briefly, including the essence of the problem. The activities of the human mind and mind are based on the knowledge within him to conclude something (Agustina & Hidayati, 2022). Apart from that, a study by Arif et al. (2021) stated that inferring includes making deductions and inductions and then considering the results. After analyzing the problem, students will draw conclusions and then make a decision (Wibowo et al., 2022). Nikmah et al. (2021) showed the indicators of critical thinking, the last is writing conclusions.

Evaluating includes activities to review the decisions that have been made or a series of activities to confirm the answers that have been made. According to Agustina & Hidayati

(2022), evaluating is a skill to assess something with various criteria. After analyzing the problem, an evaluation is conducted (Nimah et al., 2021). The results are evaluated by rechecking (Prafitasari et al., 2021).

Formulating a problem is an initial activity before students solve a problem. Formulating the problem can be interpreted as an understanding of the problem given. Formulating a problem in a problem can be done by writing down what is known and asked (Prafitasari et al., 2021). In study by Wibowo et al., (2022), PBL activities will raise curiosity in students so that students will carry out investigations. Students understand the material provided to respond to and solve a problem (Agustina & Hidayati, 2022).

Synthesize means to combine or unite. It can also be interpreted as combining a material being studied in education. According to Agustina & Hidayati (2022), students combine and develop the material that has been received and then write a summary of the material. With this, students will find it easier to remember and understand the material that has been given.

Apart from showing positive results, there are also studies showing that there have been difficulties during the pandemic in teaching critical thinking skills. A study by Nikmah et al. (2021) showed that while using the PBL and inquiry models, the teacher has been unable to teach critical thinking skills because of several obstacles. In addition, learning using blended learning in elementary schools science learning still needs to be considered because there are obstacles when implementing it (Prafitasari et al., 2021). In conclusion, several teachers had difficulty instilling critical thinking skills during the pandemic.

Based on the author's findings, each school used different learning methods in instilling critical thinking skills. The three schools the authors found used e-learning to stimulate students' critical thinking. According to a literature review by Jannah & Atmojo (2022), students' critical thinking skills can be developed through digital media. Teachers should be able to instill critical thinking skills during a pandemic by using the help of digital media in learning. Because the help of digital media makes it easier for students to learn, this is to the character of Gen Z, where every child prefers to use technology so that students can learn without being limited by time and can do it anywhere.

Overall the indicators of critical thinking that are developed are formulating problems, analyzing, concluding, evaluating, building basic skills, providing further explanations, and setting strategies. A literature review conducted by Anjaya & Trifosa (2021) showed indicators of critical thinking, including understanding the problem, analysis, hypothesis, reflection, and conclusions. In the literature review by Rahmadina (2021), indicators of students' critical thinking can be done through 3 stages, namely, thinking, working together, and answering problems. Furthermore, Oktavianingrum et al. (2020) and Fahrurrozi et al. (2022) stated that giving students several problems and then being asked to solve them will train their critical thinking skills.

The authors found several learning models used by teachers during learning activities. In three schools, the authors found a problem-based learning model that was used to train critical thinking skills. With the PBL model, the teacher can give a problem to students. According to a literature review conducted by Fahrurrozi et al. (2022) and Oktavianingrum et al. (2020), PBL can train students' critical thinking skills. Solving a problem will help students to improve their critical thinking skills. In addition, students who are accustomed to solving a problem will also be accustomed to thinking critically.

In addition to using PBL, some teachers use the inquiry learning model. This was done because the inquiry learning model can accustom students to critical thinking. In line with the study by Jaya (2021) stated that the inquiry learning model can encourage students to search

for and find the problems in question. Active students indicate paying close attention to the material so that they can ask the teacher or peers about the material being studied; this can encourage students to think critically.

The inculcation of critical thinking will only sometimes go well; several schools experience obstacles in instilling the character of critical thinking in students due to several factors, including indirect communication to students and the carelessness of parents of students during online learning. This aligns with the literature review conducted by Komalasari et al. (2020), teachers still use conventional models in conducting learning so that learning is carried out in one direction. In conventional learning, students are less involved during learning activities.

In addition, the literature review by Jannah & Atmojo (2022) showed that inappropriate media causes students' critical thinking to be less than optimal, so teachers must choose suitable media to instill a critical attitude in students. The occurrence of an obstacle could be because the teacher does not use media or learning models that match the characteristics of the students. Besides, the teacher has not mastered or appropriately adapted to online learning, which causes difficulties while instilling the character of critical thinking.

Conclusion

Based on the description described above, the authors can conclude. Namely, teachers use various learning methods during the pandemic, such as e-learning, online classes, and blended learning. Then teachers develop critical thinking indicators in teaching, namely formulating problems, analyzing, concluding evaluations, building basic skills, providing further explanations, and setting strategies. There are learning methods used during the pandemic that can instill the character of critical thinking in students based on several indicators of critical thinking used, but there are several learning methods that still need to be improved to instill necessary thinking skills. This study has several limitations. First, they are related to the information only selected from a few articles to make the data less diverse. Second, the duration of the study is less than one year. Third, the author only takes about how to instill critical character in students in Indonesia. Further studies would be better if they use information searches from several countries. This study has three suggestions. First, the principal provides good facilities for instilling students' critical thinking skills. Second, teachers must be creative in instilling students' critical thinking abilities. Third, parents must pay attention to student development by supervising children during learning activities from home.

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