

Critical Thinking, The Skills that Urgent to Increase

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ABSTRACT: This study describes the profile of students' critical thinking skills during the covid-19 pandemic at the Faculty of Education, State University of Surabaya. The data collection instrument used was a critical thinking ability test developed by Hariastuti by adopting the WGCTA (Watson-Glaser Critical Thinking Appraisal) model. respondents obtained through accidental sampling because the instrument is distributed in google form. The results showed that the critical thinking category of students was still in moderate condition so that efforts were needed to improve students' critical thinking skills.

KEYWORDS: critical thinking, accidental sampling, pandemic.

INTRODUCTION

The ability to think critically is one of the competencies that must be possessed by students, including students. Students must have critical thinking in order to be able to apply logical, critical, systematic, and innovative thinking. Critical thinking is one of the characters that is part of the process of forming the morals of the nation's children. To develop students' critical thinking skills, innovations need to be made both in learning activities (academic) and non-academic activities that facilitate the development of thinking skills. Critical thinking is a skillful activity carried out to meet intellectual ability standards such as clarity, relevance, adequacy, coherence, and so on. Critical thinking requires interpretation and evaluation of the sources of information obtained (Simamora, 2015: 2). Critical thinking is an aspect of ability that allows individuals to effectively solve various problems in everyday life. The importance of critical thinking for students is also expressed by Peter (2012: 39) that "Students who are able to think critically are able to solve problems effectively". Critical thinkers have the ability to consider various information obtained from various sources, to process information in creative and logical ways, to challenge, analyze and make conclusions that can be defended and justified, not based on subjective prejudices. Furthermore, Moon stated that critical thinking skills are needed to develop arguments, deconstruct ideas or synthesize various ideas related to complex ideas. In line with that, Watson and Glaser suggest a number of abilities that show critical thinking skills in a person, consist of the ability to make inferences, recognize assumptions, think deductively, make interpretations, and evaluate arguments (Pearson, 2012)

For almost two years, students undergo the online learning process. Online learning must be carried out as a change in the way of learning due to the outbreak of the Corona virus. In accordance with government policy, namely the implementation of the Learning from Home program which began in March 2020. The COVID-19 pandemic and the learning from home policy have raised many problems. Students complain that there are more and more learning burdens due to many assignments, decreased learning motivation, experiencing burn out, even on the part of lecturers they have to look for innovations in online learning methods and media.

Another issue that needs attention is how easy it is for students to be influenced by information that is not clear or hoax. The emergence of various broadcasts on social media about the corona which often causes fear and anxiety. Hoax news is easy to spread because it is not analyzed first. The habit of doing analysis will help improve critical thinking skills.

METHOD

This research is a survey research to obtain an overview of the level of critical thinking skills of students in Faculty of Education, State University of Surabaya (FE SUS). The study population was students from 8 departements at FE SUS (Guidance and Counseling, Educational Technology, Non-Formal Education, Special Education, Primary School Teacher Education, Early Childhood Teacher Education, Psychology, Education Management). The sampling technique used is non-probability sampling in the form of accidental sampling, which is a method of determining the sample by taking respondents who happen to exist or are available, namely those who fill out a google form. The number of respondents was 331 students. The data collection instrument used is a critical thinking test that has been developed by Hariastuti (2017) by adopting the WGCTA (Watson-Glaser Critical Thinking Appraisal) model which consists of five dimensions, encompass inference, recognition assumption, deduction, interpretation and evaluation of arguments. The instrument is distributed in the form of a google form, considering the condition is

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still a pandemic. The instrument has met the validity test and Cronbach's Alpha reliability test of 0.998. The data analysis technique used is descriptive analysis technique to describe the data that has been collected as it is.

RESULT

Respondents consisted of 32% students from Guidance and Counseling Department, 26% from Special Education Department, 12% from Technology of Education Department, 8% from Non-Formal Education Department, 4% from Primary School Teacher Education Department, 2% from Early Childhood Teacher Education Department, 2% from Management Education Department, and 14% from Psychology Department. The level of critical thinking skills is obtained from the correct answer score on the critical thinking test instrument which includes five indicators, comprise inference, recognition assumption, deduction, interpretation and evaluation of arguments. Each indicator is represented by three questions so that the instrument totals 15. The correct answer is given a score of 1 and the wrong one a score of 0. The level of critical thinking ability is classified into three categories, namely high (11-15), moderate (6-10) and low (0-5). From the respondents' answers, an average score of 9.18 was obtained, namely the medium category. The profile of students' critical thinking skills is shown in figure 3.1

Profile of Students Critical Thinking

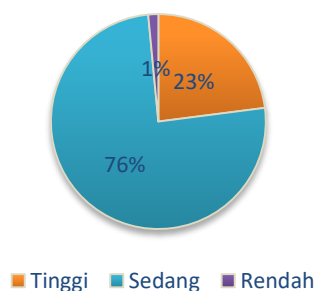


Figure 3.1. Profile of Students' Critical Thinking Skills at FE SUS

The data shows that most (76%) students at FE SUS have critical thinking skills in the medium category, there are even (1%) in the low category. While those who have good critical thinking skills (high category) are only 23%.

DISCUSSION

The results showed that 77% of FE SUS students had critical thinking skills in the medium category. Based on data analysis, it is known that the level of critical thinking skills of students indicated by the average critical thinking skills score of 9.18 is in the medium category. Thus, the students' critical thinking skills at FE SUS still need to be improved. Critical thinking is one of the soft skills needed in the 21st century era, in addition to three other life skills, enshroud creative thinking, communication and collaboration skills.

The demand for critical thinking skills in students is a shared responsibility by the academic community. Lecturers, heads of study programs and faculties as well as student coaches or assistants must direct student activities to develop their critical thinking skills. Meanwhile, from development research conducted by Changwong et al. (2018) produced a critical thinking learning/teaching model called PUCSC, which includes five learning steps, namely (1) preparation for learning management (P), (2) understanding and practice (U), (3) cooperative solutions (C), (4) sharing new knowledge (S), (5) creation of new knowledge (C). In the field of guidance, Hariastuti et al. (2017) proved in his research that students' critical thinking skills can be improved through guidance and counseling services with an indigenous approach.

CONCLUSION

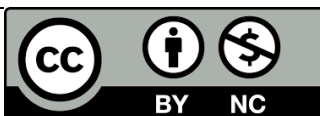
Based on research data, it is known that the critical thinking skills of FE SUS students is in the medium category. This condition certainly needs to be considered because in the 21st Century era students are required to have high critical thinking skills. So it is necessary to make efforts to improve students' critical thinking skills through academic and non-academic activities.

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