



Critical Thinking in Indonesian Language Learning

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ABSTRAK

Guru mengalami kegagalan dalam reformasi pendidikan baik dalam perencanaan, proses pembelajaran, maupun evaluasi karena kesalahan dalam mengidentifikasi masalah teknis terutama dalam pembelajaran Bahasa Indonesia. Hal ini tentu berdampak pada kemampuan berpikir kritis siswa yang kurang. Penelitian ini bertujuan untuk menganalisis berpikir kritis dalam pembelajaran Bahasa Indonesia. Penelitian ini dilakukan dengan menggunakan pendekatan Mix Method. Jenis penelitian ini menggunakan Systematic Literature Review (SLR). Metode yang digunakan untuk mengumpulkan data yaitu dokumentasi. Sumber data yang digunakan menggunakan database Portal Garuda dan Google Scholar melalui bantuan Publish or parish 8. Teknik pengumpulan data Menggunakan Prisma Diagram. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan analisis kuantitatif. Hasil penelitian ini yaitu publikasi artikel mengenai berpikir kritis dalam pembelajaran Bahasa Indonesia dari beberapa tahun yang paling produktif pada tahun 2022 dan 2023 dengan jumlah total 17 artikel dan 34 artikel yang telah terbit dari database portal garuda dan google scholar. Pengintegrasian kemampuan berpikir kritis dan kreatif pada pembelajaran bahasa Indonesia di SD/MI dapat membantu meningkatkan kemampuan siswa dalam memahami, menghasilkan, dan menggunakan bahasa dengan lebih baik. Dalam penerapan mulai dalam perencanaan pembelajaran, proses pembelajaran, evaluasi pembelajaran memiliki implementasi dalam menerapkan berpikir kritis dalam pembelajaran Bahasa Indonesia.

ABSTRACT

Teachers need help in educational reform in planning, learning processes, and evaluation due to errors in identifying technical problems, especially in Indonesian language learning. This certainly has an impact on students' poor critical thinking skills. This research aims to analyze critical thinking in Indonesian language learning. This research was conducted using a mixed method approach. This type of research uses a Systematic Literature Review (SLR). The method used to collect data is documentation. The data sources used are the Garuda Portal database and Google Scholar, done with the help of Publish or Parish. 8. The data collection technique uses a Prisma Diagram. The techniques used to analyze data are qualitative descriptive analysis and quantitative analysis. The results of this research are the publication of articles on critical thinking in learning Indonesian from several of the most productive years in 2022 and 2023, with 17 articles and 34 articles published from the Garuda portal and Google Scholar databases. Integrating critical and creative thinking skills in Indonesian language learning in SD/MI can help improve students' ability to understand, produce, and use language better. In an implementation, starting with learning planning, learning processes, and learning evaluation, there is an implementation in applying critical thinking in Indonesian language learning.

1. INTRODUCTION

Education is a research center that is always undergoing rapid change, innovation and dynamic development. Developments can be seen in the changes that occur in the 21st century with rapid and difficult to predict changes (Efriyanti & Annas, 2020; Meilia & Murdiana, 2019; Primasari & Zulela, 2019). These changes in education create a paradigm shift in the 21st century curriculum requiring educators and students to be able to keep up with current developments in aspects of knowledge, skills and attitudes (Prayogi & Aesthetics, 2019; Syahputra, 2022). Education plays an important role in directing the abilities and controlling the direction of the younger generation so that they have special skills in facing the 21st century. The 4C skills in question are critical thinking and problem solving skills, creativity and innovation, communication and collaboration (Astuti et al., 2019; Meilani et al., 2020; Sapitri et al., 2022). This is what causes teachers to be required to provide innovative breakthroughs to achieve educational goals. The innovative breakthrough in question is updating the implementation of learning, such as in preparing learning plans, strategies, methods and learning techniques to help students meet 21st century skills (Hidayatullah et al., 2021; Marshel & Ratnawulan, 2020; Septikasari & Frasandy, 2018). Learning practices

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can be seen from Indonesian language learning, which is one of the mandatory subjects in Indonesia which is always being developed to suit the skills needed now, namely skills in the 21st century.

Indonesian plays an important role in the state language, one of which is in the field of education. Indonesian as the official language of educational instruction has gained a greater share as the language of educational instruction in the implementation of the 2013 curriculum (Agustina, 2021; Andriyana et al., 2021; Krismasari et al., 2019). In the 2013 Curriculum, the development of the Indonesian language subject curriculum uses a text-based language learning approach. In this approach, it is hoped that students will be able to produce and use texts in accordance with their social goals and functions. Indonesian is taught not just as language knowledge, but as a text that carries the function of being a source of self-actualization for its users in an academic socio-cultural context (Nani & Evinna, 2019; Nani & Hendriana, 2019). The implementation of Indonesian language learning in the Merdeka Curriculum refers to the principles of learning in the Merdeka Curriculum. One of the learning components in the independent curriculum is the implementation of differentiated learning (Manalu et al., 2022; Marisa, 2021; Nugraha, 2022). Differentiated learning is an adjustment to students' interests, learning preferences, and readiness in order to achieve increased learning outcomes (Faiz et al., 2020; Gusteti & Neviyarni, 2022). Indonesian as a unified language, Indonesian aims to hone language skills and develop students' personalities. Critical thinking skills In learning Indonesian it is important for an individual to analyze information, evaluate arguments, and make the right decisions in learning (Kusmiarti & Hamzah, 2019; Rohman et al., 2022).

However, the problem that occurs today is that teachers often experience failure in educational reform both in planning, learning processes and evaluation due to errors in identifying technical problems. This is reinforced by previous research findings which state that there are still many teachers who have difficulty determining the appropriate learning model to apply in Indonesian language learning (Krismasari et al., 2019; Nani & Hendriana, 2019; Priatna & Setyarini, 2020). The incompatibility of the application of the model with learning certainly has an impact on students who have difficulty learning (Fatma Dewi et al., 2019; Nur Lailila Kusmiyati, 2021; Triwulandari et al., 2021). Furthermore, teachers try to develop their students' critical thinking skills by integrating them into subjects; do not teach them separately, resulting in inappropriate educational practices. Learning that is too overlapping with the same material and skills may hinder progress in critical thinking (D'Alessio et al., 2019; Dolapcioglu & Doğanay, 2022; Rosidin et al., 2019). Learning that is too overlapping with the same material may interfere with experiences that allow students to build critical thinking skills. Previous research findings also reveal that there are still many teachers who have difficulty designing good learning activities (U. Farida et al., 2017; Maulidiya & Nurlaelah, 2019). Several current problems also show that they often do not have critical thinking skills and have difficulty applying them effectively.

The independent curriculum also has learning outcomes in students' critical thinking skills (Benyamin et al., 2021; Wijayanti & Siswanto, 2020). Learning Indonesian is closely related to critical thinking and teaching in the independent learning curriculum. In this case the Merdeka Belajar curriculum emphasizes developing critical thinking skills in students, including in teaching Indonesian. This curriculum provides opportunities to be more independent and innovative in teaching, with the aim of developing students' critical thinking, independence, creativity, cooperation and global diversity (Khusni et al., 2022; Manalu et al., 2022). This curriculum encourages the use of a variety of teaching methods and approaches, including learning pedagogy, which can help students develop critical thinking skills by analyzing and interpreting various types of texts. Based on these problems, there are several forms of learning strategies to direct students to think critically, namely problem-based learning (Devi & Bayu, 2020; Pratiwi & Setyaningtyas, 2020), discovery based learning (Aprilianingrum & Wardani, 2021; Winoto & Prasetyo, 2020), and blended based learning (Alfi et al., 2016). Other strategies are teaching High Order Thinking Skills (HOTS) continuously, conducting questions and answers and discussions on a class scale, teaching concepts explicitly, providing scaffolding (Mubarok & Anggraini, 2020; Wahyuddin et al., 2021). The advantage of training students to think critically is that apart from providing support in the learning process, it can also train students to optimize their potential in order to achieve self-actualization so that it can help students develop their critical abilities in the context of Indonesian language learning.

Apart from these efforts, further research is still needed to understand how the process of preparing learning plans, carrying out learning activities with various media, strategies, and innovative learning tools, as well as evaluations to see students improving their critical thinking skills is still needed. Additionally, there is a need to explore the impact of these strategies in different educational settings and disciplines. By addressing this gap in the literature, this research aims to analyze critical thinking in Indonesian language learning.

2. METHODS

This research was conducted using a Mix Method approach. The Mix Method approach is a process of collecting, analyzing and combining quantitative and qualitative research results into a complete research (Nadirah et al., 2022). The mix method was designed with the aim of obtaining data and obtaining answers in research. In the research process, quantitative data will be obtained from a database of articles related to critical thinking in Indonesian language learning which has used the prism diagram process with the SLR research type, then to obtain qualitative data by describing and expanding the data that has been previously obtained. This type of research uses a Systematic Literature Review (SLR), which is a literature review that tries to collect all empirical evidence that is in accordance with predetermined eligibility criteria to answer certain research questions (Putra & Afrilia, 2020). Then this method is also carried out by identifying, reviewing, evaluating and interpreting all available research. With this method, this research systematically reviews and identifies journals that follow the steps in each process.

The method used to collect data is documentation. The documentation method is used to collect data from secondary sources, such as documents, transcripts, books and scientific articles. The data sources used are the Garuda Portal and Google Scholar databases through the help of Publish or Parish 8. The Garuda Portal is primary data and Google Scholar is secondary data as comparative data. The data takes scientific articles contained in the Garuda Portal and Google Scholar databases through the help of Publish of Parish 8 which are related to critical thinking in Indonesian language learning. The data obtained from the database is in the form of PDF scientific articles, then synchronized into the Reference Manager (Mendeley). In the data taken from the Garuda portal, articles selected through the Prisma diagram will be grouped through tables which will then be analyzed using the Mix method. Then as comparative data taken from Google Scholar, the article will be done the same as done with Google Scholar, only the search and selection process is through Publish Of Parish 8 integrated into Mendeley in RIS form, then it will be visualized to make it more transparent through the VOSviewer software. has undergone a selection process using the Prisma flow diagram which will then be analyzed. Publication of articles discussing critical thinking in learning Indonesian from several of the most productive years in 2022 and 2023 with a total of 17 articles and 34 articles published from the Garuda portal and Google Scholar databases.

The data collection technique uses the Prisma Diagram, which is a tool and guide for carrying out a systematic literature review (SLR) to assist research in compiling and searching for literature that is described systematically. The collection technique using a diagrammatic prism reflects progress in identifying, selecting, assessing, and synthesizing studies. The aim of this research with data collection is to modify the structure and presentation of data items to facilitate the implementation of PRISMA. PRISMA (Preferred Reporting Items for Systematic Literature Reviews and Meta-Analyses, <http://www.prismastatement.org/>) guidelines in his research. PRISMA procedures include identification, screening, eligibility, and inclusion. This research uses the PRISMA diagram for transparency of data flow from collection to journal screening.

The techniques used to analyze data are qualitative descriptive analysis and quantitative analysis. In the research process, quantitative data was obtained from a database of articles related to critical thinking in Indonesian language learning which had used the prism diagram process with the SLR type of research, then to obtain qualitative data by describing and expanding the data that had been previously obtained. Quantitative data analysis technique by mapping the distribution of journal publications about critical thinking in Indonesian language learning using Microsoft Excel using slicer and pivot table analysis tools from the Mendeley Desktop selection process with the Publish Of parish tool which then searches based on (1) year of publication, (2) type/method of research, (3) research subject, (4) distribution of keywords. The qualitative data analysis technique used is the narrative method. The narrative method aims to describe critical thinking in Indonesian language learning. Analysis is the decomposition of a subject into its various parts and studying the parts themselves and the relationships between the parts to obtain a correct understanding and understanding of the meaning of the whole. Meanwhile, synthesis is a combination (mixture) of various meanings or things so that they form a harmonious whole. The results of synthesis are basically data, facts or information, or new ideas, which have never been written down by other researchers. In this research there are scientific articles which then group the data that has been extracted so that there are data and facts related to how to broadly see the relationship between critical thinking in Indonesian language learning.

3. RESULT AND DISCUSSION

Results

The results of research regarding critical thinking research patterns in Indonesian language learning using systematic literature review (SLR). The distribution of publications from 2009 to 2019, publications regarding critical thinking in Indonesian language learning, did not have any significant changes and 4 articles were still published. In 2020 to 2023, there was an increase in publications by 13 with a peak publication in 2022 of 6 articles, then experiencing a decline in 2023 with only 2 articles discussing critical thinking in learning. The distribution results on the Garuda portal are presented in [Figure 1](#).

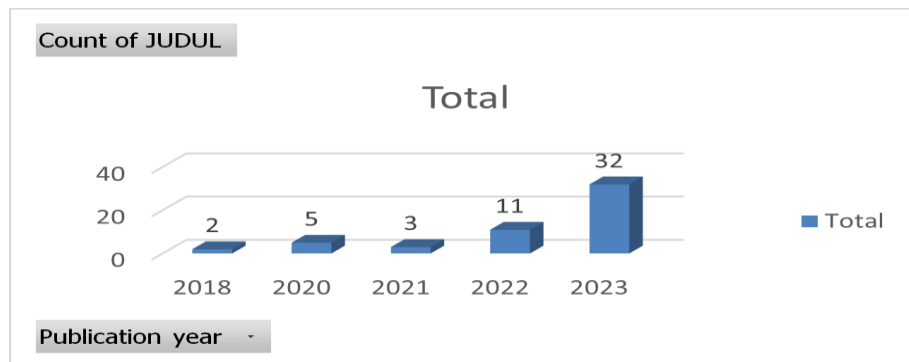


Figure 1. The Year of Publication of the Garuda Portal

Publications of journal articles in the Google Scholar database have increased quite significantly from 2018 to 2023. The decline occurred only in 2021 when 3 articles were published. However, the peak increase in articles discussing critical thinking in Indonesian language learning will be in 2023, when 32 articles will be published simultaneously in journals contained in the Google Scholar database. The distribution results on the Garuda portal are presented in [Figure 2](#).

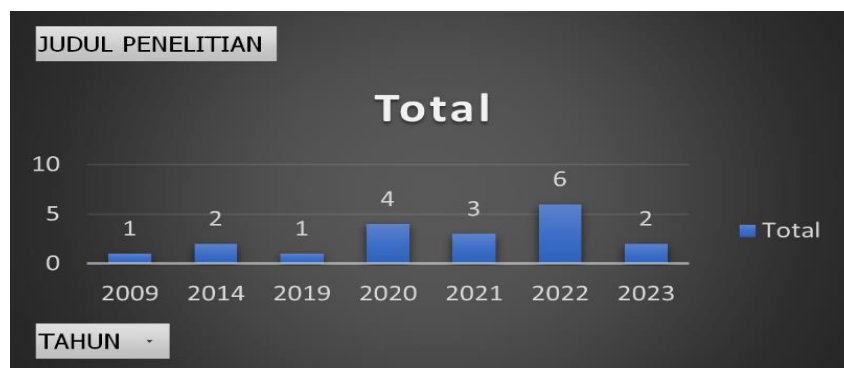


Figure 2. Google Scholar Publication Year

Based on the selection process using SLR and looking at the development of published articles about critical thinking in Indonesian language learning in [Figure 1](#), and [Figure 2](#), it shows how critical thinking skills are related to developments that can be seen in the changes that occur in the 21st century with rapid and difficult to predict changes. from all aspects of life. Skills in the 21st century, in question are critical thinking and problem solving skills. This is also in line with research on Critical Thinking Abilities in Learning." The results of this research are presented using general bibliometric indicators such as research productivity in terms of publication year, document type, subject area, keyword analysis, authorship, and citation analysis ([Sohilait & Kharisudin, 2023](#)). Overall, the increasing number of critical thinking skills in learning shows that they are very important in 21st century learning. Based on the results of research on critical thinking in Indonesian language learning published over a period of years contained in the Garuda portal and Google Scholar databases, it is hoped that this will become a focus in education to increase critical thinking research in comprehensive Indonesian language learning studies that are in line with the interests of the 21st century and in the future. The trend of keyword data used by the author in discussing critical thinking in Indonesian language learning is presented in [Figure 3](#).

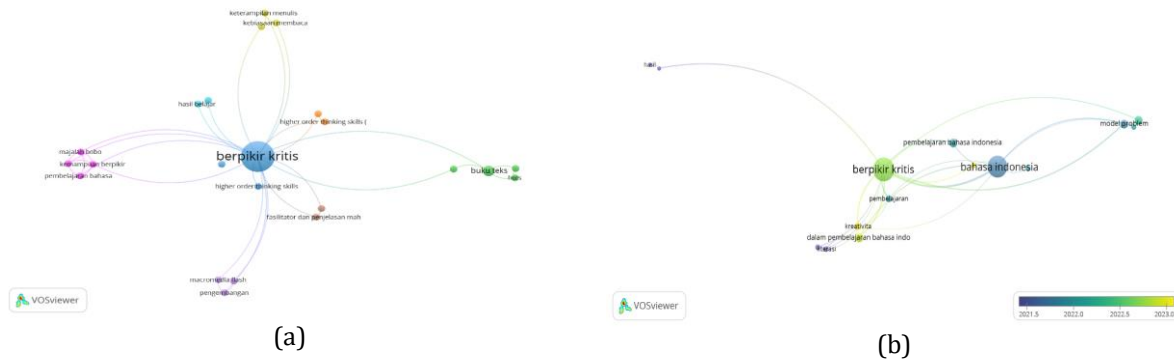


Figure 3. (a) The Distribution of Garuda Portal Keywords, (b) The Distribution of Google Scholar Keywords

The results of data analysis show that sequentially, the research subjects used were dominated by elementary school (SD) students. This was followed sequentially by junior high school (SMP) and senior high school (SMA) students, then followed by textbook research subjects, teachers, students, materials. As shown above, the first position that is widely used by researchers as research subjects is elementary school students showing 6 articles and 32 articles in Figure 6 which discuss critical thinking in learning Indonesian, and in second place are middle school and high school students with Figure 5, Figure 4 There are 8 junior high school student articles and 1 high school student article and 6 high school student articles that use the research subject. The rest published only 1 article and each rarely had several research subjects in learning that discussed critical thinking skills.

The research trends that discuss critical thinking in Indonesian language learning as shown in Figure 4 and Figure 5 mostly use qualitative methods which are in first place with Figure 4 having 6 articles and Figure 8 having 18 articles used in discussing the study of critical thinking in learning, especially Indonesian. Furthermore, the research method discussing critical thinking was carried out using a survey method with 2 articles in Figure 5 and an experimental research method with 13 articles. Then research methods regarding critical thinking are still common to use other methods, such as quantitative, ADDIE model, PTK, case studies, literature studies, and R&D.

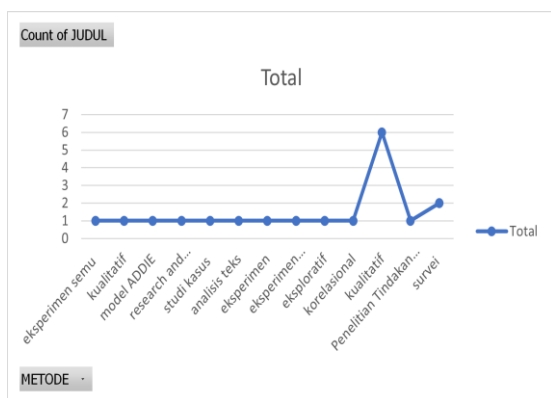


Figure 4. The Garuda Portal Method

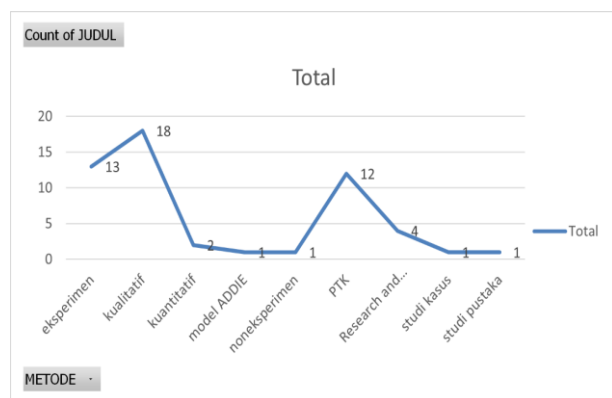


Figure 5. The Google Scholar Method

Discussion

The First, think critically in learning Indonesian at the elementary, middle, and high school levels. Critical thinking in learning Indonesian at the elementary school (SD) level is an important aspect that must be developed. Previous findings state that one way to improve critical thinking skills is that students need to be encouraged to convey their arguments (Dewi et al., 2017; Sapitri et al., 2022). This can be done by providing space for students to explore and express their opinions in class discussions. Other findings also reveal that teachers must avoid using monotonous learning methods and provide variety in teaching and learning activities so that students do not get bored and can continue to be stimulated to think critically (A. Farida et al., 2022; Rosidah, 2018). Effective classroom management will help students develop critical thinking skills (Dolapcioglu & Doğanay, 2022; Wati & Sari, 2019). This includes creating a learning environment that supports and facilitates the exchange of ideas. Teachers must use interactive learning

models to foster students' curiosity and improve their critical thinking skills. Learning models such as inquiry, problem-based learning, or project-based learning can encourage students to think critically and creatively (Liu & Pásztor, 2022; Rahmat et al., 2020).

The Second, the teacher's role in critical thinking in Indonesian language learning. Several research findings reveal that teachers must facilitate discussions and activities that encourage students to think deeply and critically (Kavenuke et al., 2020; Mutakinati et al., 2018). Teachers must be examples of critical thinking by demonstrating effective ways of thinking and analyzing information critically. Other findings also state that teachers must use interactive learning models to foster students' curiosity and improve critical thinking skills (Firmansyah & Rahmawati, 2020; Rahayu et al., 2020). Teachers need to integrate critical thinking aspects into the curriculum and learning materials. Teachers must provide questions that can hone students' critical thinking skills, especially in learning Indonesian. Apart from that, teachers need to motivate students to become more skilled and critical in learning, according to current knowledge needs (Liu & Pásztor, 2022; Rahmat et al., 2020; Tang et al., 2020).

The Third, factors inhibiting critical thinking in learning Indonesian. Previous findings revealed that factors inhibiting critical thinking skills in fifth grade elementary school students in Indonesian language subjects have points that inhibit critical thinking in Indonesian language learning, including 1) Students do not dare to convey arguments, 2) Teachers do not provide enough space for students to explore, 3) Use of monotonous learning methods, 4) Class management that does not support improving students' critical thinking skills, 5) Students are given less stimulus to argue well (Berjamai & Davidi, 2020). Apart from that, several other findings reveal that the factor inhibiting students' critical thinking skills is the selection of inappropriate learning approaches and strategies (Mutakinati & Anwari, 2018; Sidiq et al., 2021). The form and method of assessing learning acquisition used is not in accordance with the essential objectives of Indonesian language education. Apart from that, teachers are less creative in creating conditions that direct students to be able to construct the experiences gained in everyday life with the construction of knowledge in the classroom (Berjamai & Davidi, 2020; Pradana et al., 2020).

The Fourth, learning planning, learning process, and evaluation of critical thinking learning in Indonesian language learning. Increasing critical thinking must be included in formal education by integrating it in the Indonesian language learning curriculum, including in the Competency Standards and Basic Competencies which incorporate critical thinking skills (Nur et al., 2022). Integration of Critical Thinking Skills in the Curriculum; Increasing critical thinking must be included in formal education by integrating it into the Indonesian language learning curriculum, including in the Competency Standards and Basic Competencies which incorporate critical thinking skills. Teachers need to design challenging questions that address the need for critical thinking, such as questions that require analysis, evaluation and synthesis of information. In the learning process, supportive classroom management is needed (Ishartono et al., 2021; Primayana, 2019). Effective classroom management and providing good feedback between teachers and students can support improved learning outcomes and students' critical thinking abilities. By analyzing students' critical thinking skills through the use of HOTS (Higher Order Thinking Skills) questions in Indonesian language learning, the learning process is directed at strengthening high-level thinking skills.

The limitation of this research is that it only examines Indonesian language learning to stimulate students' critical thinking skills. The implication of this research is that it explores the integration of critical thinking skills content, thereby providing insight into how learning materials can be designed to include critical thinking indicators. Research on the development of end-of-semester assessment questions in Indonesian language courses highlights the need to improve the quality of exam questions to better stimulate critical thinking skills. Apart from that, Indonesian language analysis, which focuses on higher-order thinking skills (HOTS), provides information about how learning can be designed well to improve critical thinking activities. Research exploring the relationship between reading interest, critical thinking skills, and Indonesian language learning outcomes provides empirical evidence of the importance of these factors in education. This research can be used as a reference to learn more about how these factors interact with each other and influence learning outcomes.

4. CONCLUSION

Publication of articles discussing critical thinking in learning Indonesian from several of the most productive years in 2022 and 2023, with a total of 17 articles and 34 articles published from the Garuda portal and Google Scholar databases. In the previous year, there was still stagnation in the publication of articles discussing the theme of critical thinking in Indonesian language learning. In implementation, starting in learning planning, learning processes, and learning evaluation, critical thinking is applied in Indonesian language learning. Even though there are many inhibiting factors in realizing critical thinking,

of course many critical thinking skills are found in the plan, process, and evaluation of Indonesian language learning, which is the role of the teacher in implementing Indonesian language learning.

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