Reconstruction of The Idea Integrating Critical Thinking Based Education on the Junior High School Curriculum

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Abstract. Indonesia as a developing country that has the level of social problems that high enough, requires education facility is based on the critical thinking. Education which is based on the critical thinking this will form the younger generation that has the capability of knowledge, attitudes, and skills to troubleshoot various social issues, good happens in himself, or that occurred in the community. Many research that gives the impression of the importance of this critical thinking based education so that they can become a consideration for education stakeholders in Indonesia to apply and integrate it in the system of the curriculum, and the teaching material content in the classroom. In order to assist the education stakeholders in implementing and integrating, then there needs to be a reconstruction of ideas and thinking about this critical thinking based education. Now the reconstruction method of ideas, in addition, based on the empirical fact about factual teaching in the age of high school, also based on the study and analysis of a variety of literature closely related to critical thinking based education.

Keywords: Critical Thinking, Education, Reconstuction, Idea, Curriculum.

A. INTRODUCTION

Some countries in the area of America, Europe and Asia have been so intensively to discuss this critical thinking based education, even those with progressive enough to integrate and apply it in the curriculum system, materials and teaching practice, since the start of the level of the age of learning the lowest until on higher education. After being evaluated, policy deployment and integration of education based on this critical thinking in addition to giving a positive impact for the development of critical character learners, but more importantly, increasingly dwindling social problems that occurred in the community. In addition to the purpose of instructional reached, where learners have a good control in terms of knowledge, but also the purpose of nurturing appear with good, where learners have the attitude and skills to solve the problems of both in himself and the problems in the community. Thus the social problems can be pressed and social life more comfortable. This situation impacts on not interrupting the development plan which has been programmed by the state.

In the context of Indonesia, efforts to reconstruct the idea of critical thinking based education become very current and relevant because of the need to resolve various social problems. The situation of Indonesian nation with the stages of the social problems that need very high enough facility to solve. According to us in the history of the establishment of human civilization, education activities to the facility is very strategic to fulfill needs. Therefore, efforts to reconstruct the idea of critical thinking based education to the urgent, except through the empirical studies, factual also see the literature contains various important ideas and depth of education based on the critical thinking. Reconstruction of this idea with the aim of the education stakeholders and the perpetrators can be aware of the importance of critical thinking based education to be integrated into the system and the concept of the curriculum/approach reaffirms education. In terms of the psychology of the age of learning, curriculum and learning materials in Indonesia, secondary schools become a potential and relevant in

integrating critical thinking based education.

B. METHOD

As a reconstruction of the idea of this article is using the method literature study and factual studies of empiric, made in general about the reality of teaching in secondary schools. Thus the methods used in this article is with the way : (1) made a study of the empirical fact of the factual (on the introduction) about the condition of the teaching in the secondary school age and phenomena that appear in the world of learning and the ideas that appear to redefine various phenomena. (2) to help provide an alternative to the phenomena authors make the study and analysis of various literature (on the Discussion), which is of course relate to the title of this article. In this case, the literature analyzed related to the theme of learning, ideas about critical thinking, studied carefully.

Furthermore, based on studies of the literature, the author makes elaborate so that formed the structure and systemic thinking that comprehensive in discussing the matter of this article. The author of the elaborating some thought the actual and relevant thinking about critical thinking and then correlated with the phenomenon of learning that occurred at the age of student learning secondary schools.

C. RESULTS AND DISCUSSION

In the reconstruction of the flow of ideas, the authors divide the discussion of this in three important point, namely (1) empiric description about educational practice based on the critical thinking; (2) critical thinking as an integral part of the education; and (3) critical thinking and the reconstruction of learning release. In addressing the two this section is, of course, has nothing to do with one another, which cannot be separated from the reconstruction of ideas about teaching critical thinking based on the secondary schools.

1. Empiric description of critical thinking based educational Practice

To get description about education practice critical thinking, we made a study of some of the results of the empirical research in both the international level and at the local level. Analysis of various this research will answer two things, namely: (1) whether based education critical thinking is very relevant and important to be integrated into an educational curriculum, for example in the secondary school? ; (2) whether practice-based education critical thinking has been effectively applied in secondary schools? Two things to the point of the threshing floor for us to perform the reconstruction of the idea about this critical thinking based education.

We begin with the research done by Yang SC and Chung TY (2009) in one of the SMP in Taiwan. This research showed that the development of critical thinking skills in class IX of X SMP is very precise and effective in helping to solve the problems that contributed to themselves and the community. When the intensive learning empowers the ability to think critically, then the learners will have increased capacity in terms of identifying, analyzing, find the truth, make decisions and solutions to various social problems. This research has been affirming research made by Genal Hove (2011) in New Castle UNITED STATES reveal that 79 % students in the classroom experiment an increase in critical thinking, while control classes free reach 21 %. The results of these statistics supported with qualitative results to the level of participation of students in the classroom experiment where the students have increased in some dimensions or standard in critical thinking such as: clarity, precision, accuracy, relevance, the depth and the ability to take the conclusion. Hove concluded that junior secondary school students have a strong potential in critical thinking. Therefore, curriculum and teaching in the schools need to develop the ability to think critically students. Students who control the ability to think critically will

appear better academic and non-academic in the school environment and the community. Junior High Students who have critical thinking skills tend to be able to be creative, innovative, interactive and communicative when trying to solve the problem.

While the research done by Payong and Tapung (2017) about learning at SMP in Ruteng Flores Manggarai NTT, shows the reality on the contrary. Learning conditions Junior Secondary Schools in the City of Ruteng not fully based on the critical thinking in dealing with the social issues. For example, a survey conducted on the part of the core learning activities show that 42,22% from 450 students holds teachers "never" implement learning activities that are able to stimulate critical thinking skills; 33,73% students hold "rare", 24,04% students hold "occasionally". While in the teachers, 36,84% from 38 people say that "never" carry out the learning activities that can stimulate critical thinking skills, 27,37% said "rare", and 35,79% said "occasionally".

The results of research on the top gives the impression that the teaching on the level of Junior Secondary Schools in the city of Ruteng not in accordance with one of the goals of the concept and practice of teaching in high school where the students must be able to have the ability to overcome the problems of his life. Though theoretically, learning activities must be social criticism facilities and as a media development criticism against social issues with developing the ability to think critically and problem-solving skills. Learning that empowers critical thinking skills will be the basis for the formation of a strong nation characters. Thus the society becomes more civilized and escapes from all forms of social problems that can interfere with the life and facilitate development in all fields, both at the local level and at the national level.

2. Critical thinking as an integral part of the Education

Critical thinking itself is one of the four characters that must be owned by the learners in the twentieth century 21, namely: communication, collaboration, critical thinking and creativity (Zevin, 2007, pp.21-22) , while critical thinking is also a demand when the world community in the twentieth century 21 get a great challenge and strong. Delors (1996) in *Learning: The Treasure Within* (lifted some kind of tension all too obvious on this century community, such as tensions between globalization and localization, between universality and individuality, between tradition and modernity, between competition and solidarity between the acceleration of expansion/knowledge and human absorption, and between the spiritual and material. Various this tension requires a person to develop competencies, capacity and capability and skills to criticize the various conditions and the social situation that became the impact of the various tensions and problems. To be able to have the ability to think critically is good and right and required qualified human resources, have the resilience and competitiveness, able to think and be a rational person, critical, solution alternatives, constructive, and produce transformative leaders.

According to Kinch (1974, pp.13-16) in the book of *Social Problems in the World Todays*, this social problem in the factual systemic impacts on the slip and the destruction of the order of the life of the community. Poverty, unemployment, criminality, natural disasters, Explosion population, natural destruction and the other is the problem of the social issues that arise as a result of the current fast globalization. In this case, there is no way to be released from the various problems unless the *stakeholders* nations must do studies and practical actions (Gelder, 2005). In order to anticipate and overcome these problems, government, community organizations,

including the perpetrators of education need to work together in synergy.

Education in all of the device and the form of its activities to become one of the best to help the government and the community in an effort to anticipate and resolve the social problem in this country. For known, many countries in this world, including developing countries that can prevent and overcome the various social problem in the country, when that when education empowered optimally. If, when education in a developed country and the opportunity to solve problems will very quickly, effective and efficient (Allen, 1987, pp.56-58). Education makes the subject of students (students) become smartphone, have competency, technical ability and social, *hard skills* and *soft skills*, capable of critical thinking that can be empowered and used to create the analysis, synthesis, evaluation, gives the decision and solutions to various problems in both himself and his social environment (Newmann, 1991, pp.324-326). .

According to Henderson & Hurley (2013: 248), education and teaching practice that empowers student thinking (*students enhancing critical thinking skills*) will contribute to the formation of a strong social order to one country, including involvement in various efforts to solve the various social problem (*social problems*). Speaking with the Halx & Reybold (2005, p.294) asserts that education has important power to solve various social issues that haunt the lives of the community in the developing world by involving students in resolve. The best way is to empower the abilities critics.

According to Bertrand Russell in his article entitled *Education for Democracy* (1939:530), a powerful nation socially orders not escape from the education efforts in building the critical character (*critical character building*) in its citizens, which is approach reaffirms grew in school children. The students will become human rational and critical to discuss various the interests of the development of democracy, including solving social

problems. This is in line with the mind of the Habermas (2002, p.19) in his book *Religion and Rationality: Essays on reason, God, and modernity,* revealed that become part of the cause of many social problems and difficult to come out of the problem of the problem is the forms of the irrationality of the society. According to Habermas (Eriksen, 2004, p.78), critical rational society must be built to overcome various forms of irrationality, with education and critical learning in schools. The knowledge and critical attitude students formed in such a way, and then they become a leading to transform. Therefore it will need to be built how to learn emancipator that give space for growing flowers critical thinking.

The concept and approach reaffirms critical education based on an understanding that integrated education and cannot be separated from the context of the social, cultural, economic and wider political. The education institution is not neutral, independent and free from the various interests, but rather become part of other social institutions to showcase the struggle of interests. Education must be understood in the framework of the business relationship between the knowledge of power and ideology (Ira Shor, 1945). The various interests of this is that will shape the face of the educational institution and affect a patients perception learners. Must be realized, A patients perception man cannot be separated from the wider social contexts. A patients perception man is very influenced by what is read and studied, school environment where humans learn, social environment place interact, family environment where he lives, information system, a political system that regulates the public life and other entities that also shape and influence the awareness of the individual.

In the context of the need to build awareness critical learners so that they are able to demystification ideological interests which surround the reality. Critical awareness is a keyword that is very important because, oppression, domination,

exploitation occurs because of the degradation of critical ability in humans (Kincheloe, 2008). What is meant by critical ability in here is the model of thinking that is able to reveal the hidden phenomena or beyond the assumptions that only based on general knowledge (*common sense*). this critical consciousness cannot be with how deposited from outside but must be born through a creative business from the learners themselves. In this case, critical consciousness cannot be grafted, but constructed through self-consciousness learners.

3. Critical thinking and the reconstruction of learning Free

The idea of critical education and critical thinking can be seen from the dialectic of ideas between the sect of the Frankfurt and the Postmodernist (Callawaert, 1999. Morrison, 1995). Frankfurt sects have the ideas and the belief that the project modernism dotted decline on the assumption of the need to lay the foundation of the basis for the life of a modern society with the hinges on the universalism reason, rights, and individual autonomy. While, postmodernist, solicited, do not believe what is called with universalism, are particularity, plurality, and diversity. The sect Frankfurt see truth as a fixed nature and cannot be changed again. The Real truth is the truth that remains and high roofs sheltering all forms of moving human life. Meanwhile, postmodernist asserts that there is no real truth because that is called with the truth that is, in fact, the only human interpretation of reality itself. The truth is nothing but the results of the construction of the language of man. Thus the postmodernist embraced relativism ideologies.

Refer to this dialectic of the sect of the critical education take constructive elements of the sect of the Frankfurt and the postmodernist, which then adapted to devise a form of education which is free and critical. Education is free and critical is made as a medium for social criticism and at the same time to be able to offer the possibility of detriment democratic public space (*democratic public spheres*) ((Morrison, 2003, Thahjadi, 2004). Two things that are stressed in this sect is self-empowerment (*self-academy*) and self-reflection (*self-reflection*) as a starting point to perform social transformation with side to the weak (*powerless*).

One of the main themes of the sect of the critical education is about capitalism because of its influence in the life of a modern society. What is born from the womb of capitalism is the *culture of positivism* and rationality technocratic/instrumental, one form of culture and the model of thinking that influence over the direction of education (Brubacher rate, 1974, p.78). Because of the knowledge that mentions to learners in this culture is the knowledge that orients them to cope with the world of industrial society. The learning process is emphasized in an effort to decide and have the knowledge that intended to pursue profit. Be teaching as an arena imposes knowledge from those who consider knowing everything to those who do not know what (Calhoun, 1995). More than that, in culture positivism, knowledge tends to be separated from the process of formation. As though both can be separated. Knowledge is thought of as the "goods" which is ready to be swallowed up by learners without through the selection process and reflecting together. Whereas if we share the perspective of Paulo Freire (1984) In *The Gnosiological Cycle of Knowledge*, the process of formation of knowledge is dialectic is closely related to the process of acceptance (Delgaauw, 1988). Both cannot be separated. If separated, then the same learning to ignore important elements that need to be developed in learners, as critical reflection, curiosity (*curiosity*) and dialog.

Therefore, learning is stressed in critical education is how to understand, criticize, produce and use science as a tool to understand the reality of life and change it. The method used is the codification and

decodification. Codification refers to the process represents the fact that taken from the life of learners and then *problematizing*. While decodification is the process of reading the above facts through the two methods: descriptive and analytical mind. Descriptive phase is used to understand, borrowed the term Chomsky (1978), "surface structure", while analytical stage used to understand, "deep structure". Two methods that are made as a tool of analysis to understand the types of relationships between categories (ideology, race, gender, class) in understanding the reality, including in it the world of education.

From the perspective of critical education, school is believed to have played a significant role in shaping the political and cultural life (Banks, 1993). The school is the media to prepare and legitimize certain forms of social life. Meanwhile, the teacher is not regarded as the center of everything. It is not the sole source of the owner of the authority of the truth and knowledge. He is not the sole owner class. The relationship of the teachers of the disciples is not vertical is as happened in the factory that identifies the supervisor-subordinate or managers of workers, but is horizontal and egalitarian trajectory. Content and learning materials in critical education are not merely the sole prerogative of teachers, principals or the experts, without involving the learners. *The bottom-up* and participatory approach is selected in this construct the learning curriculum by making the life of learners as being the point of the threshing floor.

The learning process in a critical education more emphasizes on the aspects of the 'how think' (*how to think*) from 'think what' (*subtitled to think*). The emphasis on the aspects of *what to think* or learning materials are important, but the process or methodology to approach the matter is more important (Supardan, 2015; Bean, 1996). Thus the process of thinking, argue, argued, appreciating the opinion of others, during the period of learning is far more important than the subjects itself. Because in this process will occur criticism, *sharing*

ideas, mutual respect and the assessment and evaluation of knowledge. The emphasis aspects of *how to think* will be accomplished if the method is used in the learning process is the method dialogical, not lecturing method. Dialog is the means of humanist means to find identity as human beings, means to humanise man (Austrian Glaser proved, 1991). But it still must be remembered that any dialog about a knowledge or value in the classroom must be sterile from the efforts to reach a consensus. This meant that there was an opportunity for the students to think through perspective.

The activities of the dialog will produce will go on the process of developing awareness (*conscientization*) (Freire, 1984). Konsientisasi is a process where people have a critical awareness (*critical awareness*) so that are able to view critically the contradictions, corruption, and social imbalance in the round about and then no consciousness to attempt to change it (Henderson, 2013). Critical education considers that the purpose of education was actually is to increase awareness of the learners from the magical awareness and be naive, toward critical consciousness. In order to support the improvement of awareness, there are three basic steps in education (Gelder, 2000) : (1) *Naming*, namely stage asking something: *what is the problem?* This stage is to exercise to question something good is related to the text, social reality or political-economic structure. (2) *Reflecting*, namely by asking the fundamental question to search for will question: *why is it happening?* This stage is intended to students are conditioned to not think simplistic, but critical thinking and reflective. (3) The *Acting*, namely the search process an alternative to solve the question: *what can be done to change the situation?* This is approach reaffirms stages. Indeed, reflection and action are the two sides of the same coin one in critical education (*critical pedagogy*). The

three this stage is a unity that cannot be separated in the process of education.

Certainly the stages of the above demand innovations and empowerment of intense themselves learners. The innovations and empowerment are very important because basically, critical thinking is one of the models of cognitive activities that require high skills in developing and apply it. In the history of the development of civilization of the nations of the world, critical thinking activities have been released as one of the objects in developing human characters and civilization community. This is based on the understanding that people who have the potential for intellectual property, allows he can think in examining his life and the life of the community. In the journey of the history of the nations of the world civilization, critical thinking activities is one of the strength in the reconstruct social life is good.

Critical ability of students is very important as part of the formation of the character as a good citizen, as revealed by the McLaren (1995, p.17): *Social critical thinking is necessary for the student to the achievement of good citizenship in a free society. Good citizenship involves responsibility to be an informed and rational participant in the civic affairs is implies capability to think as critically about public issues, candidates for public office, and decisions of government officials.* Critical thinking is very useful to cultivate the formation of citizenship in a free society. In addition capable of critical thinking as a good citizen, students are responsible to become the giver of rational information in charge of things that relates to the community. In this case, each student is required to have the ability to think critically about issues of public and various policies regarding the latrine community living.

Critical thinking skills it does not appear so only, but through the process of education and learning either at school or in the community. The schools provide space for students to think critically very help to grow and development of critical thinking skills, as revealed by the Ennis (1985)*: "Disseminates Lessons that stimulate questions and social criticism in pursuit of truth, is commensurate with the cognitively intact and personal development of students. Strategies and skills in social critical thinking acres keys to independent judgment and learning. Students gain enduring intellectual abilities, it can be used long after the amalgamation facts have been forgotten. They are empowered as learners and U.S. citizens to think and act more effectively".*

In the learning activities of the school students are stimulated to be able to ask questions and criticism in order to get the truth, according to cognitive development and personal students (Fisher, 2001). In this case, strategies and critical thinking skills are the keys to learning and independent assessment. students get a stable intellectual capability that can be used to explore the specific facts that have long been forgotten. The students empowered as learners and as citizens to think and act more effectively. In this case, as good citizens and true, Junior High school students also responsible for various problems to the nation and the country (Martoella, 1976). This responsibility requires a student to develop competencies and skills to criticize the various conditions and the social situation the effects of this tension. To be able to have the ability to think critically is good and right and required qualified human resources, have the resilience and competitiveness, able to think and be a rational person, critical, selective, positive, solution alternatives, constructive, innovative and produce transformative leaders.

D. CONCLUSION

In the context of the reconstruction of the idea, the authors need to assert two basic reasons why critical thinking-based education is very urgent and relevant to the age of learning Junior High School, namely: (1) In the concept of critical thinking is

contained elements of which are always encouraging and directing someone to develop the abilities of thinking high level (high order thinking). Critical thinking means able to connect knowledge, ideas, and ideas with the realities of social, especially how to troubleshoot various social problems that occurred in the community. (2) Development of critical thinking, billing ability to think high level in a man. The age of the high school learning is very relevant and suitable for developing models of the ability to think this criticism. The empowerment and the strengthening of the ability of this capability can facilitate them to think critically of many conditions and the situation of the surrounding community. On the technical level applicative, with his critical thinking skills, Junior High School students are able to explore, accommodate, elaborating and confirmed various social problems that are round about him.

However, critical thinking skills are not able to grow and develop so. Therefore, develop critical thinking skills through learning should be paid attention from the education stakeholders in secondary schools. For example, the teachers to be more involved in the training activities and empowerment in containers teachers working group, related to the development of learning devices such as syllabus, implementation plan, learning assessment instrument, methods and teaching models, source/media that contextual learning and relevant. By integrating critical thinking-based education in the curriculum system, materials, and learning activities, then the opportunity to empower the critical thinking skills students are more created. In such a condition, students can be empowered, for example, to solve social problems by following the steps such as identifying problems, analyzes the impact and causes, offers solutions, and act practical and directly in the address problems.

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