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How are critical thinking skills on indonesian language learning on minimum competency assessment (AKM) literacy based?

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Abstract

Critical thinking skills are needed by students in Indonesian language learning in elementary schools as a provision in solving problems in their lives later. This study aims to provide knowledge to educators and other researchers about the current conditions related to critical thinking skills possessed by grade VI students in elementary schools in Indonesian language learning in terms of assessment instruments adapted from Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions. This study uses a quantitative design used to measure the extent of critical thinking skills in the form of literacy test questions adapted from Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) questions and then modified so that they contain indicators of critical thinking skills and indicators of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions. And qualitative design to process data from ethnographic studies through analysis of interviews and observations used to explore the causes of low critical thinking skills. The results showed that critical thinking skills in grade VI students were still in sufficient criteria. Of the six FRISCO critical thinking skills indicators, only the focus, inference, and situation indicators are included in the good criteria and the reason, clarity, and overview indicators are still included in the sufficient criteria, so that the final average of the six critical thinking skills indicators is included in the sufficient criteria. This is due to students reading the question no matter what. This is because students read the questions incompletely so that they do not understand the questions asked. The length of the reading contained in the story causes learners to find it difficult to find information that is really important. Learners only focus on the first sentence in each paragraph with the aim that the question can be done quickly. Therefore, it is necessary to familiarize Indonesian language learning using assessment instruments based on Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions so that students are accustomed to thinking critically.

Keywords: *Critical thinking skills; Indonesian language learning; literacy; Minimum competency assessment (Asesmen Kompetensi Minimun/AKM).*

INTRODUCTION

There are several studies that have been conducted to explore critical thinking skills in elementary school students. Previous research revealed that using the discovery learning model can improve the critical thinking skills of elementary school students in Indonesian language learning (Eriansyah & Baadilla, 2023). Furthermore, the analogy learning model affects the critical thinking skills of grade III elementary school students in Indonesian language subjects (Farida et al., 2022). The importance of critical thinking skills also affects the language and reasoning skills of students (Hayati & Setiawan, 2022). However, no research has been found that focuses on finding data on critical thinking skills and their causes in Indonesian language lessons in elementary schools in terms of students' ability to solve literacy problems. Therefore, the difference between this research and previous research is that this research focuses on analyzing critical thinking skills and their causes in Indonesian language learning for grade VI students in elementary schools, without being linked to other aspects.

The purpose of writing this article is to explore the extent of the critical thinking skills of grade VI students in elementary schools (SD). So that it can provide an overview to

readers in general and educators about the conditions that actually occur in elementary schools related to critical thinking skills. First, this article will discuss the definition of critical thinking skills and their indicators, then this article will discuss original data obtained from research conducted related to students' critical thinking skills in grade VI Indonesian language learning in elementary schools. This article will also discuss the causes of the low critical thinking skills of grade VI students in elementary schools focusing on Indonesian language subjects using instruments adapted from Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions.

According to Ennis in (Makrufah & Ismail, 2022) critical thinking is the process of assessing something correctly based on data that is already correct, then defining it with reflective thinking so that it is easy to understand, which is based on the skills of observing, inferring, generalizing, reasoning, and evaluating reasoning. Critical thinking is the ability to think actively in collecting various information and then understanding and evaluating what is obtained (Amami & Wahyuni, 2022). In line with that, Syafitri et al. (2021) revealed that critical thinking skills have a lot for education so that educational units are able to produce students who have competencies that are in accordance with educational objectives. According to Wahyu Ariyani & Prasetyo (2021) critical thinking students can adjust, change, organize and improve their thoughts so that they can make more informed decisions. From the definition of critical thinking put forward by several experts, it can be concluded that critical thinking involves a process of analysis and evaluation to make conclusions or express ideas and ideas. Critical thinking allows learners to develop a deep understanding of a problem, then think of alternative solutions that must be taken to solve the problem (Awaliya & Masriyah, 2022). In other words, critical thinking is a process or human activity in collecting various information then analyzing it to understand and conclude the information into a truth.

Critical thinking skills can encourage learners to think reflectively about a problem, analyze problems, and determine the causes and consequences that arise from decisions that have been taken (Hayati & Setiawan, 2022). Through critical thinking, learners process their thoughts so that they do not just accept the information they get. Critical thinking skills are one of the 21st century skills that teachers need to develop in the learning process. 21st Century skills integrated in knowledge, communication and attitude and mastery of ICT can be developed through: (1) critical thinking and problem solving skills; (2) creativity and innovation skills; (3) communication skills; and (4) collaboration skills (Setiawan et al., 2022), (Eka Sari et al., 2023), (Umam & Jiddiyyah, 2020), (Nurhayati et al., 2024). So it can be said that elementary school students must have critical thinking skills as an educational goal and provision for their future lives.

Reading literacy is not only about the ability to read without knowing the content or meaning of reading, but the ability to understand the concepts contained in reading (Agustini et al., 2022). According to (Sari, 2018) literacy skills are related to reading skills that focus on the ability to understand information analytically, critically and reflectively. Literacy in elementary school can be interpreted as the ability of students to understand and process information when reading and writing (Fahrianur et al., 2023). Good literacy skills will train 21st century skills such as critical thinking, creativity, innovation and can foster good character for students (Halim, 2022), (Khakima et al., 2021), (Akbar, 2017). Based on these references, it can be said that literacy is the ability to read with the aim that students can understand, analyze, criticize, and reflect on a reading.

Through the indicators of critical thinking skills expressed by Ennis in Makrufah & Ismail, (2022) some basic indicators of critical thinking skills can be abbreviated as FRISCO, namely: F (focus), R (reason), I (inference), S (situation), C (clarity), and O (overview). Focus is a person's ability to explain the main part of what is being done (Purwanto &

Winarti, 2016). Reason is a person's ability to express arguments to strengthen the conclusions drawn (Zubaidah, 2010). Inference is the process of drawing an outline by explaining logical strategies in making decisions (Novianti, 2020). Situation is a person's ability to master the situation and be able to control the situation (Rahmah, 2023). Clarity is a person's ability to describe the meaning or terms used (Zakhia et al., 2022). Overview is a person's ability to re-examine all processes in ensuring a truth (Lestari & Siswono, 2022).

The critical thinking indicators are in line with the indicators of reading literacy questions in the Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM), namely: (1) find information (access and retrieve), (2) understand (interpret and integrate), and (3) evaluate and reflect (Kemdikbudristek, 2022). Through the indicators of critical thinking skills and indicators of literacy questions on the Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM), it is hoped that this study can answer the questions: what is the level of critical thinking skills of grade VI students? and what are the causes of the low critical thinking skills of grade VI students?

RESEARCH METHODS

This research uses a mixed method design with the type of sequential explanatory design, namely research conducted in two stages. First, quantitative data by collecting evaluation scores, then the results are analyzed so that they can be used to measure the extent of critical thinking skills in the form of literacy test questions adapted from the Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) questions and then modified so that they contain indicators of critical thinking skills and indicators of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions. The next stage is qualitative design to process data from ethnographic studies through analysis in the form of interviews and observations used to explore in depth the causes of low critical thinking skills to strengthen quantitative results data. (Sugiyono & Lestari (2021)

Data collection procedures in research on quantitative designs use evaluation questions that are done by 34 students who are in grade VI as research subjects. As for the quantitative design in the form of a list of interview questions, and observations made to sample students 5 students whose evaluation scores are the lowest and 5 students whose evaluation scores are the highest. These learners attend a public school in Banjar City, West Java. These learners were chosen as research subjects because they came from the class where the researcher served as a teacher, so the problems related to critical thinking skills were really found and felt by the researcher in the Indonesian language learning process. Research preparation was carried out in early March 2024,

The next stage was to compile assessment instruments in the form of Indonesian test questions that contained indicators of critical thinking skills and indicators of literacy Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) questions which were carried out in the second week of March 2024. The data collection process was carried out in the third week of March 2024 and obtained by giving 6 questions. Each question represents one indicator of critical thinking skills.

The results of the test analysis were then strengthened by the answers to the in-depth interview results. This interview is used to verify the results of students' answers based on indicators of students' critical thinking skills. The next technique is to make observations during Indonesian lessons, more precisely 7 lesson hours in one week, namely the fourth week of March 2024. After the data is collected, then the researcher analyzes the data by triangulating the data obtained from the analysis of students' answers to Minimum Competency Assessment Asesmen Kompetensi Minimum/AKM) questions using critical thinking skills indicators, the results of interviews and observations, and studies on critical thinking skills. Based on previous research used by Setiana & Purwoko (2020),

the following are the criteria for critical thinking skills based on test results :

Table 1
(Critical Thinking Skills Criteria Based on Test Results)

Value	Interval Value	Criteria
A	80,0 < skor ≤ 100,0	Very good
B	60,0 < skor ≤ 80,0	Good
C	40,0 < skor ≤ 60,0	Fair
D	20,0 < skor ≤ 40,0	Less
E	00,0 < skor ≤ 20,0	Very Less

RESULTS AND DISCUSSION

The results of the analysis of students' answers to questions adapted from AKM questions based on critical thinking indicators are shown in the following table:

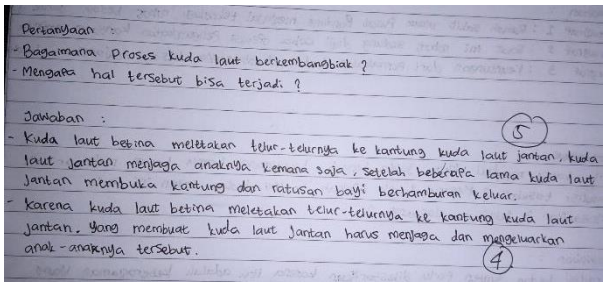
Table 2
(Test Results Based on Critical Thinking Skills Indicators)

Indicator	AKM Indicator	Average	Criteria
F (Focus)	Find information (access and retrieve)	76,1	Good
R (Reason)		58,7	Fair
I (Inference)	understand (interpret and integrate)	65,8	Good
S (Situation		60,6	Good
C (Clarity)	Evaluate and reflect	49,0	Fair
O (Overview)		43,9	Fair
Average		59,2	Fair

Based on the data in Table 2, the focus indicator has an average score of 76.1 and is included in the good criteria; the reason indicator has an average score of 58.7 and is included in the sufficient criteria; the inference indicator has an average score of 61.3 and is included in the good criteria; the situation indicator has an average score of 51.9 and is included in the sufficient criteria; the clarity indicator has an average score of 49.0 and is included in the sufficient criteria; and the overview indicator has an average score of 43.9 and is included in the sufficient criteria indicating that this is an area that requires special attention for improvement. The highest average score is on the focus indicator, while the lowest average score is on the overview indicator. Overall, the critical thinking skills indicators obtained an average of 59.2 and included sufficient criteria. This means that students' critical thinking skills are still in the sufficient criteria.

In accordance with what is stated in the introduction, this study aims to explore the extent of critical thinking skills using FRISCO indicators (Focus, Reason, Inference, Situation, Clarity, and Overview) which are reviewed from questions adapted from Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) questions (Minimum Competency Assessment). So that the indicators of critical thinking skills are adjusted to the indicators of literacy questions on AKM issued by Kemdikbudristek in 2022.

According to Setiana & Purwoko (2020) the ability to focus is shown by writing the information known from the question and what is asked precisely, completely, effectively and efficiently. Indicators of critical thinking skills focus students must be able to understand the problems in the problems given by identifying information and problems and understanding questions. The indicator of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) questions related to the focus indicator is access and retrieve, namely finding explicit information in literary texts or information texts that continue to increase according to the level. The focus indicator obtained the highest average score of other critical thinking skills indicators, namely 76.1 which is shown in table 2. In detail, it can be explained that out of 34 students there were 14 people who answered correctly, completely effectively and efficiently. This means that students have been able to identify problems and understand the questions in the problem. Learners have been able to reexplain the information given in the question that contains how seahorses breed. The following is one of the answers of students with focus indicators whose answers are appropriate and complete. While the other 20 people have answers that are less complete and precise. Therefore, researchers conducted a search related to the causes of why students gave incomplete and precise answers by conducting interviews.


Pertanyaan :
- Bagaimana proses kuda laut berkembangbiak ?
- Mengapa hal tersebut bisa terjadi ?

Jawaban :
- Kuda laut betina meletakan telur-telurnya ke kantung kuda laut jantan, kuda laut jantan menjaga anaknya kemana saja, setelah beberapa lama kuda laut jantan membuka kantung dan ratusan bayi berhamburan keluar.
- Karena kuda laut betina meletakan telur-telurnya ke kantung kuda laut jantan, yang membuat kuda laut jantan harus menjaga dan mengeluarkan anak-anaknya tersebut.

Figure 1.
Learners' answers on focus and reason indicators

Based on the answers to the results of interviews with students in Figure 2, most of them stated that they did not fully understand the question and the difficulty of rearranging sentences in accordance with the information contained in the problem. Transcripts of researcher interviews with sample students to explore focus indicators are shown in the following figure:

P : Coba kamu perhatikan cerita dan pertanyaa pada soal pada nomor 1!
PD : *mengamati soal nomor 1*
P : Menurut kamu, apa yang ditanyakan dari soal itu?
PD : Proses berkembang biak kuda laut bukan Bu?
P : Benar, tetapi mengapa jawabannya kamu seperti itu?
PD : Iya maaf Bu, saya kurang teliti membaca cerita kuda lautnya
P : Nah betul, seharusnya kamu membaca ceritanya dengan teliti ya, agar dapat menuliskan proses berkembang biak kuda laut dengan lengkap sampai melahirkan anaknya.

Figure 2.
Transcript of researcher interview with students on focus indicator

In the reason indicator, students are required to express reasons based on the evidence contained in the information. According to Hidayanti et al. (2020) in the reason indicator, students can provide clear reasons based on relevant information. From the average value shown in the reason indicator, out of 34 students there are only 6 students who answer correctly and completely. Based on Figure 3, students have been able to express their reasons based on the information obtained in the answer to question number 1. Based on this data, it can be said that most students are still unable to express their reasons based on the facts or information contained in the problem. Therefore, researchers must find the cause of why this can happen. To explore the causes, researchers conducted interviews with several students whose answers were still incomplete and incorrect.

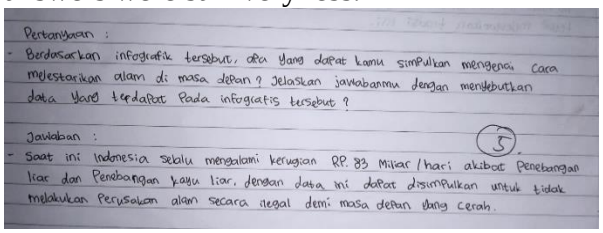
Based on the students' answers, they stated that they still felt confused to find the problem asked in the problem, making it difficult to express the reason why male seahorses gave birth to their children. The following is a transcript of the researcher's interview with the sample students to explore the reason indicator.

P : Coba perhatikan pertanyaa pada soal pada nomor 2!
PD : Iya bu.
P : Menurut kamu, apa yang ditanyakan dari soal itu?
PD : Hmm, mengapa anak kuda laut banyak yang mati ya bu?
P : Kurang tepat ya, karena soal nomor 1 menceritakan proses perkembangbiakan kuda laut yang menceritakan bahwa kuda laut jantan yang melahirkan anak-anaknya? Coba kenapa bisa terjadi seperti itu
PD : ooo begitu Bu? Brarti alasan mengapa kuda laut jantan melahirkan ya bu?
P : iya, coba kamu bisa mengungkap alsannya?
PD : biar aman bukan bu?
P : kurang tepat, coba kamu pahami lagi cerita yang ada di bacaan, kira-kira apa penyebab dari kuda laut jantan melahirkan.

Figure 3.
Transcript of researcher interview with students on reason indicator

Furthermore, in the inference indicator, students must be able to draw conclusions appropriately, and determine the right reasons that support the conclusions made. Indicators of inference critical thinking skills are related to indicators of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) interpret and integrate literacy questions which means inferring changes in events, procedures, ideas or concepts in the information text that continue to increase according to the level. According to Setiana & Purwoko, (2020), the indicator of inference is the ability to make conclusions correctly and be able to express reasons that are in accordance with the conclusions that have been made. Based on the data in table 2, the average value of the inference indicator reaches a score of 61.83. With detailed data showing that of the 34 students there were 3 people (8.82%) who had answered completely and correctly. In this inference indicator, the question contains conclusions that can be drawn regarding how to preserve nature in the future, according to the infographic contained in the question. Thus, there are only 3 students who are able to examine the question and then conclude based on the data contained in the infographic about how to preserve nature and

preserve the future completely and correctly. Based on this data, it can be obtained that most students still have low abilities in inference critical thinking indicators. This is because students do not understand the text contained in the problem so it is difficult to interpret the meaning of the reading and in the end the reasons put forward are not correct. To explore the causes, researchers conducted interviews with several students whose answers were still very less.


Pertanyaan :
- Berdasarkan infografik tersebut, apa yang dapat kamu simpulkan mengenai cara melestarikan alam di masa depan ? Jelaskan jawabanmu dengan menyebutkan data yang terdapat pada infografis tersebut ?

Jawaban :
- Saat ini Indonesia sekitu mengalami kerugian RP. 83 Miliar/hari akibat Penebangan liar dan Penebangan kayu liar, dengan data ini dapat disimpulkan untuk tidak melakukan Perusakan alam secara ilegal demi masa depan yang cerah. (5)

Figure 4.
Learners' answers on the inference indicator

Berdasarkan data tersebut, dapat diperoleh bahwa sebagian besar peserta didik masih memiliki kemampuan yang rendah dalam indikator berpikir kritis inference. Untuk menelusuri penyebabnya, peneliti melakukan wawancara kepada beberapa peserta didik yang jawabannya masih sangat kurang. Based on the answers of some students in Figure 4. it can be revealed that the cause of the low inference indicator is that there is no data on the problem asked, so that students cannot express conclusions from the infographic data. The following is a transcript of the interview results from one of the students:

P	: Coba kamu perhatikan gambar yang terdapat pada soal pada nomor 3!
PD	: *mengamati infografis pada soal nomor 3*
P	: Menurut kamu, apa yang ditanyakan dari soal itu?
PD	: Menulis kesimpulan dari gambar ya Bu?
P	: Benar, tetapi mengapa jawabannya kamu seperti itu?
PD	: *daaa* bingung bu liat gambarnya.
P	: Kenapa bingung?
PD	: Datanya yang mana ya bu? Yang harus diambil untuk jawaban?
P	: Yang ditanyakannya kan bagaimana cara melestarikan alam di masa depan, jadi kamu harus cari data yang berkaitan dengan apa yang harus kita lakukan untuk melestarikan alam?
PD	: O... iya bu, ini ya, kita tidak boleh melakukan penebangan liar. Tapi terus datanya yang mana?
P	: Berarti cari data yang terdapat kerugian jika kita melakukan penebangan liar.
PD	: oo, yang ini ya bu? Rp. 83 miliyar/hari
P	: Naah, benar.. seharusnya itu jawabannya yaa..

Figure 5.
Transcript of researcher interviews with students on inference indicators

In the clarity indicator, students are able to provide further explanation about the conclusions made and explain the terms contained in the problem (Hidayanti et al., 2020). This clarity indicator is related to the Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy question indicator, reflecting new knowledge gained from literary texts or informational texts on the knowledge they have that continues to increase according to their level. In this question contains the tradition of tedak sinten found in Central Java, learners are asked to express what they should do if they become one of the citizens in Central Java. Table 2 shows that the clarity indicator obtained an average score of 49.0. The score was obtained because out of 34 learners there were only 4 people who had answered completely and correctly. So, it can be said that most learners have not been able to provide further explanation about the conclusions obtained from the reading and have not been able to explain the terms contained in the reading. Based on the results of the interview, it was found that the cause of this could occur was because students were fooled by the questions asked. In addition, the cause is that students have not really understood the terms they just found.

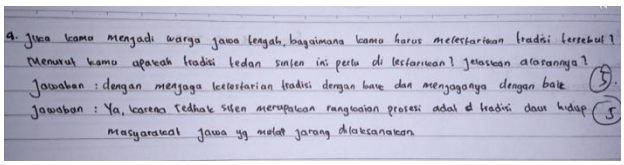

9. Jika kamu menjadi warga jawa tengah, bagaimana kamu harus melestarikan tradisi tersebut? Menurut kamu apakah tradisi tedan sinten ini perlu di lestarikan? jelaskan alasannya?
Jawaban : dengan menjaga kelestarian tradisi dengan baik dan menjaganya dengan baik (5)
Jawaban : Ya, karena tedhak sinten merupakan rangkaian prosesi adat & tradisi dawr hidup masyarakat jawa yg mulai jarang dilaksanakan (5)

Figure 6.
Learners' answers on the *clarity and overview* indicators.

The last critical thinking skills indicator is *overview*, where students check back thoroughly from start to finish. In this indicator, students need to read the problem carefully, then thoroughly re-correct the problem solving that can be taken. This indicator is related to the indicator of Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions, namely reflecting on new knowledge gained from literary texts or informational texts on the knowledge they have that continues to increase according to their level. The problem presented in this

indicator, there is a picture and a story, where students are required to check the reading thoroughly about the implementation of the Tedak Sinten tradition and express the reasons. Based on the data in Table 2, the *overview* indicator obtained the lowest score compared to other critical thinking skills indicators, which only reached 43.9. In detail, it was found that out of 34 students, only 4 students were able to answer completely and accurately. From the answers to the results of interviews with students, the same statement was found that students did not read the story thoroughly from beginning to end so that students could not answer completely. Learners stated that they felt bored having to read the questions, because each question had a long reading. They read the questions in a hurry so they cannot understand the contents of the reading low.

CONCLUSIONS

Based on the data from the analysis of the answers to Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions based on critical thinking skills, interviews regarding the causes of students answering questions that are less precise, and studying previous research related to critical thinking skills, it can be concluded that all indicators in critical thinking skills are still in the low category. Of the six FRISCO critical thinking skills indicators, only the *focus, inference, and sittuation* indicators are included in the good criteria and the *reason, clarity,* and *overview* indicators are still included in the sufficient criteria, so that the final average of the six critical thinking skills indicators is included in the sufficient criteria. This is due to students reading incomplete questions so that they do not understand the questions asked. The length of the reading contained in the story causes students to find it difficult to find information that is really important. Learners only focus on the first sentence in each paragraph with the aim that the problem can be done quickly.

The results of this study can provide an overview to educators that critical thinking skills implemented in Indonesian language learning in grade VI are still low. Assessment questions adapted from Minimum Competency Assessment (Asesmen Kompetensi Minimum/AKM) literacy questions can be used as instruments to measure the extent of students' critical thinking skills. Therefore, it is recommended that teachers as facilitators in the learning process provide more space for students to think critically by more often asking questions that can provoke students to express their opinions more along with the reasons used to strengthen the opinions expressed by students. Learners need to get learning that includes assessment or assessment based on critical thinking skills on a regular basis, so that students will get used to always thinking critically and can be trained to be comfortable to read such long readings, understand these readings and be able to apply these skills in their daily activities.

In this study there are also limitations including this study only involves students in one study group class, more precisely only 34 students are involved as subjects in this study. Furthermore, due to time constraints, the data collection process by means of observation was only carried out for one week, more precisely 7 hours of Indonesian language lessons. And data collection by means of interviews was only conducted with 6 sample students, this was done because there were similarities in the answers of students, meaning that the data had reached saturation.

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