

Critical Thinking In Learning Perspectives On Educational Philosophy

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Students are encouraged to enhance their analytical and evaluative skills through critical thinking, an essential component of education. This publication aims to investigate the significance of critical thinking in the context of learning, with a particular emphasis on educational philosophy views. This article examines the philosophical perspectives underpinning critical thinking, defines the relationship between those perspectives and academic goals, and assesses the impact these perspectives have on pupils' intellectual and moral growth. A method of research that takes a qualitative approach. Examining the ideas of epistemology, logic, and methodology that form the basis of critical thinking is accomplished through applying a philosophical perspective. To provide theoretical contributions to the debate over the function of critical thinking in the educational process, the discussion encompasses perspectives from ancient and modern philosophers. Additionally, the practical consequences of an educational philosophy perspective on the creation of curricula and teaching methods that support the development of critical thinking in students are discussed in this article.

Introduction

Several studies that were conducted in the past have produced findings that indicate that critical thinking plays an essential part in the development of analytical and evaluative skills in today's students (Nuryanti, Zubaidah, and Diantoro 2018). Critical thinking is essential when it comes to finding solutions to issues, making decisions, and actively engaging in society (Husni and Ilahi 2023). In addition, previous studies have demonstrated that critical thinking has a favorable influence on academic attainment, the empowerment of students, and the formation of essential citizens. (Tasnur and Sudrajat 2020)

On the other hand, there needs to be more literature about a profound comprehension of the significance of critical thinking in educational settings, particularly from the academic philosophy perspective. By investigating the ideas of epistemology, logic, and methodology in critical thinking from the point of view of educational philosophy, this research intends to fill the void that the

previous study has filled. According to the author's best knowledge, there has not been any research that expressly treats critical thinking with a philosophical approach to evaluate its impact on educational goals, both in a theoretical and practical sense. As a result, this research will substantially contribute to the body of literature in education and philosophy by providing a more in-depth knowledge of the significance of critical thinking in educational settings.

This study aims to investigate the significance of critical thinking in the context of learning, particularly from the point of view of educational philosophy. This research seeks to find answers to significant problems, such as how epistemology, logic, and critical thinking methodology might be applied differently to learning methodologies. Whether viewed from a theoretical or practical perspective, the primary objective is to understand the role that critical thinking plays in accomplishing educational goals. As an additional objective, the purpose of this study is to investigate the influence that the application of critical thinking has on pupils' intellectual and moral growth. This research strives to fill a vacuum in the literature by examining the importance of critical thinking in learning. This analysis can provide helpful direction for building more effective curricula and teaching practices. The research intends to accomplish this by focusing on the perspective of educational philosophy. As a result, the purpose of this research is to make a significant addition to the understanding of how critical thinking might be incorporated into an educational setting to enhance the quality of the learning process.

Critical thinking plays an essential part in the learning process, and the educational philosophy viewpoint provides a profound conceptual space that may be utilized to comprehend the significance of this aspect of learning. Providing a solid theoretical foundation for describing how students might enhance their analytical and evaluative abilities, the ideas of epistemology, logic, and methodology in critical thinking, when studied from a philosophical viewpoint, give a robust foundation for critical thinking. Through the incorporation of prominent philosophers' perspectives, this study concludes that critical thinking is not only a skill that can be applied in real-world situations, but it is also a type of philosophical reflection on information, values, and truth. As a result, the significance of critical thinking in the educational process can be better comprehended by looking at it through the lens of academic philosophy. This is because educational philosophy offers a foundation for developing in-depth arguments concerning educational objectives and intellectual and moral significance in learning situations. To pave the way for the development of learning strategies that are more successful and meaningful, this analysis offers a provisional response to the requirement for a more in-depth comprehension of how the application of critical thinking might be improved through the utilization of a philosophical perspective.

Research Methods

To investigate the significance of critical thinking in the educational process from the point of view of academic philosophy, this study takes a qualitative approach and employs methods of philosophical analysis (Sugiyono 2016). The decision was made to choose a qualitative approach since it offers a substantial amount of room to investigate philosophical ideas and to investigate a profound comprehension of fundamental features connected to critical thinking. For this

study, philosophical analysis will be utilized to teach the ideas of epistemology, logic, and methodology in critical thinking and to analyze the impact these concepts have on accomplishing educational objectives.

First, a literature review is conducted to provide an in-depth examination of philosophical perspectives associated with critical thinking. Then, empirical evidence will be gathered by conducting in-depth interviews with educational philosophers and practitioners with prior experience incorporating critical thinking into the learning process. After that, the data will be assessed qualitatively, and a deductive method will be utilized to establish a connection between the actual findings and the essential philosophical principles (Hafni Sahir 2021).

The interview data will be combined with examining documents, such as school curricula or learning materials, which may indicate the implementation of critical thinking. In addition, this research will take into consideration a triangulation method. This technique will provide a more thorough understanding of how critical thinking is perceived and applied in educational settings. This research aims to present in-depth and contextual data addressing the significance of critical thinking in learning, particularly when viewed through academic philosophy. Hopefully, this research will be able to do this through the mix of methods and approaches shown here (Hikmawati 2020).

For this study, selecting a qualitative research method that takes a philosophical, analytical approach was based on the necessity of investigating and comprehending in greater depth the intellectual concepts that form the basis of critical thinking in education. This method provides the flexibility required to capture the complexity and nuance in epistemological, logical, and methodological notions. These concepts are difficult to measure using quantitative research methods. When conducting research, it is possible to investigate the many different interpretations and perspectives presented by educational philosophers and educational practitioners if qualitative research methods are used.

The philosophical analysis technique was selected to gain a comprehensive understanding of critical thinking principles since it enables in-depth research of philosophical texts, interviews, and other supporting documents. This technique has the potential to offer a wealth of information regarding the comprehension, interpretation, and application of critical thinking in the context of regular educational practice. As a result, combining qualitative methods and philosophical analysis will likely result in a more comprehensive and in-depth understanding of the significance of critical thinking in the learning process. This is because the research objective is to fill existing knowledge gaps in the literature on the philosophy of education.

Beginning with a stage of preparation, which includes the development of a conceptual framework based on philosophical literature on critical thinking in education, the procedures involved in adopting this research technique begin with the preparation stage. Following that, a comprehensive literature review was conducted to provide specifics regarding pertinent philosophical perspectives and identify epistemological, logical, and methodological principles associated with critical thinking (Milasari et al 2021).

The subsequent step is the design of the research, which includes the selection of participants and the creation of a guide for conducting in-depth

interviews. Research was conducted by interviewing educational philosophers and practitioners who had prior experience incorporating critical thinking into the educational process. During the interviews, qualitative data was gathered to gain a knowledge of the philosophical concepts underpinning essential thinking and the impact these notions have on the accomplishment of educational objectives.

Following data collection through interviews, a qualitative analysis was performed using a deductive methodology. This involved establishing a connection between the empirical findings and the philosophical notions that had been developed earlier. A strategy known as triangulation is utilized to acquire a more comprehensive and in-depth comprehension of the application of critical thinking in educational practice. This is accomplished by combining the data obtained from interviews with the analysis of documents, such as the curriculum or learning materials.

In the final step, which is the drawing of conclusions, you will be required to synthesize the findings, interpret the results, and prepare a research report that explains the contribution of the research to the knowledge of the relevance of critical thinking in learning from the perspective of educational philosophy. Therefore, the processes above provide a thorough methodological framework that can be utilized to investigate and analyze the applications of critical thinking in academic settings.

Discussion

Empirical Findings

Critical thinking is not only considered a practical analytical and evaluative skill, but it is also believed to be a philosophical reflection on truth, values, and knowledge, according to the empirical findings obtained through in-depth interviews with educational philosophers and educational practitioners (Faiz et al. 2021). The participants displayed a wide range of views about epistemology, logic, and methodology in the context of critical thinking. These discoveries shed light on the complexities of critical thinking and how individuals' perspectives can vary regarding the connection between critical thinking and educational objectives. This understanding enriches the existing body of literature by providing concrete insights into how critical thinking can be articulated and implemented in everyday academic practice.

By revealing how critical thinking is reflected or may not have been adequately accommodated in formal learning aids, the analysis of documents, which includes curriculum and learning materials, offers a practical dimension to the learning process. Through establishing a common ground between philosophical theory and practical implementation, these empirical findings open the door to additional discussion regarding how critical thinking might be more successfully integrated into curriculum and teaching techniques. Consequently, these empirical findings provide a detailed depiction of critical thinking in educational settings and point to specific actions that may be taken to enhance the significance of critical thinking in the acquisition of knowledge (Musthofa and Ali 2021).

The following are examples of patterns or trends that may arise from qualitative data: In the first place, different philosophical notions can be interpreted differently. In terms of the philosophical principles that form the basis of critical thinking, such as perspectives on truth or moral values, it is clear that

the participants have a variety of interpretations (Sidik and Sulistyana 2021). According to this pattern, there may be a variety of philosophical understandings and the consequences that these understandings have for educational practice. The second topic is obstacles to the implementation of the curriculum. The data may reveal patterns of obstacles or difficulties in incorporating critical thinking within the official curriculum. These trends can provide some information about the practical challenges that educators confront when attempting to create learning settings that encourage critical thinking.

It is possible to establish a closer connection between the reality of educational practice and the philosophical, theoretical grounds by establishing a relationship between the empirical findings of this research and philosophical notions recognized in the literature on the philosophy of education. The fact that participants' perceptions of truth, moral values, and epistemology differ is an example of an empirical discovery that can form a connection. In philosophical literature, epistemology and truth are frequently debated in the context of the conflict between objective truth and relative truth. This dispute is central to the philosophical literature. If the participants perceived critical thinking as a reflection of relative truth, then this finding could be linked to an epistemological approach emphasizing knowledge formation as being impacted by context and subjective perspective. On the other hand, if individuals recognize critical thinking as an endeavor to get closer to objective truth, this finding is consistent with the epistemological view that places an emphasis on the pursuit of absolute truth.

Furthermore, when participants linked critical thinking to moral and ethical principles, this finding could be connected to the concept of axiology in philosophical literature. This is because axiology is discussed in philosophers' literature. It is widely acknowledged that critical thinking is a valuable tool for instructing pupils to consider ethical principles while making decisions and carrying out activities. This reflects the tight relationship between critical thinking and educational philosophy, which holds the belief that moral values are an essential component of the educational process. As a result of this relationship between empirical discoveries and philosophical notions, it is possible to demonstrate how critical thinking reflects practical applications and draws on profound philosophical study. Taking this method offers a substantial theoretical foundation for the research findings, which helps bolster the argument regarding the significance of critical thinking in the educational process when viewed through the lens of academic philosophy.

Perceptions of the Impact of Critical Thinking

There is a correlation between the influence of critical thinking on accomplishing educational objectives and the establishment of either positive or negative perceptual patterns (Puspitasari and Febrinita 2020). One way to describe the extent to which critical thinking is regarded as relevant or may require improvement to achieve the desired educational outcomes is through the use of this pattern. One possible aspect of this pattern is the degree to which the philosophical ideas that form the basis of critical thinking are reflected and preserved in the educational practices that are prevalent in the classroom. Identifying these patterns helps summarize and present the findings systematically, offers a foundation for further in-depth analysis, and contributes to

a more comprehensive understanding of the significance of critical thinking in the learning process from the point of view of educational philosophy.

The participants in the study project titled "The Relevance of Critical Thinking in Learning: Perspectives on Educational Philosophy" had a wide range of interpretations and perspectives, which reflects the diversity of perspectives and comprehension of the philosophical concepts that form the basis of critical thinking (Widyanto and Vienlentina 2022). Several factors could be responsible for this difference, including personal values, work experience, and educational background.

The various interpretations involve, first and foremost, perspectives on the truth. Some individuals may understand critical thinking as the pursuit of objective and unquestionable truth. Some people may view it as a relative reflection of the truth, although this interpretation is contingent on the context or perspective. Second, some values deal with morality and ethics. Some participants may emphasize the importance of moral values as a significant component of critical thinking, and they may also link these values to ethical considerations. On the other hand, other participants could understand critical thinking more in terms of analytical features rather than ethical or moral ones.

In the third place, there is the part that education plays in developing critical consciousness. There can be a variety of interpretations of the degree to which education is perceived to be a means of developing critical thinking. Some participants view education as gaining analytical skills, while others emphasize reflecting on philosophical concepts. In the fourth place, there is a solution to the difficulties that arise during implementation. Different interpretations may emerge due to the practical issues in incorporating critical thinking into the curriculum. Some participants will likely view the challenge as an opportunity to increase their level of comprehension, while others may be more doubtful of the good influence that it will have.

There is a wide range of possible interpretations regarding the comprehension of philosophical ideas like epistemology, logic, and methodology. Some participants will likely directly connect this idea with critical thinking, while others may view it as a distinct or less inextricably linked component.

This variation adds a vital layer to the research by revealing that individuals who participated in the study may explain critical thinking in various ways. When it comes to developing critical thinking in educational settings, having a more in-depth understanding of these variances can assist in identifying challenging situations and possibilities.

Relationship with Philosophy of Education Theory

The relationship between this research and educational philosophy theory is an essential component that plays a significant role in guiding the interpretation and comprehension of the findings (Riyadi 2021). The empirical data about critical thinking in education will be connected with a theoretical framework that incorporates the philosophical principles that lie under the surface. When seen in the context of "The Relevance of Critical Thinking in Learning: An Educational Philosophy Perspective," this link can be stressed through several facets, such as epistemology and knowledge building. It is possible to create a foundation for interpreting how critical thinking contributes to the formation of knowledge by

utilizing philosophical theories of education, particularly those associated with epistemology.

Through the lens of educational philosophy theory that considers epistemology, it is possible to analyze the participants' levels of comprehension regarding the nature of knowing, truth, and the many methods of constructing knowledge. Then, what are the techniques of thought that involve logic and analysis? From the educational philosophy perspective, logic can be utilized to determine the degree to which analytical thinking processes can be linked to critical thinking. In critical thinking, this relationship can serve as a foundation for determining the degree to which participants comprehend and use reasoning. After that, axiology and ethical principles. It is possible for educational philosophy theories that consider axiology to bring attention to the role that moral values play in critical thinking. In critical thinking and education, analysis may involve how participants articulate their moral and ethical convictions.

If the theory of educational philosophy incorporates the concept of pragmatism, the connection with critical thinking can be observed in the context of practical relevance and execution. From this point of view, it is possible to understand the degree to which critical thinking is regarded as significant and may be incorporated into educational practice. In the meantime, the holistic education theory and character development in educational philosophy can be utilized to assess the influence of critical thinking on pupils' intellectual and moral development. In light of this connection, it is easier to understand the extent to which critical thinking might contribute to more general educational objectives. This research has the potential to provide an in-depth understanding of the significance of philosophical notions for critical thinking in the setting of education by establishing connections with educational philosophy theory. This contributes to forming a bridge between the findings of empirical research and the theories created within the realm of educational philosophy.

Concepts of Epistemology, Logic, and Methodology in Critical Thinking

Regarding critical thinking, epistemology, which emphasizes the pursuit of truth and the various sources of knowledge, becomes relevant (Unwakoly 2022). Students are taught to actively seek the truth through critical inquiries and in-depth thought within the framework of the learning environment. This contrasts with the traditional approach of just accepting information at face value. Students are encouraged to see that knowledge is dynamic and open to development when they grasp the limitations of knowing, which is a topic explored in epistemology. This increases their awareness of the information gap and motivates them to continue their education and search for a more profound comprehension of the subject matter. The same may be said about logic in critical thinking, emphasizing the capacity to think analytically, assess arguments, and recognize logical flaws. It encourages students to acquire essential skills of thinking and thoroughly study information before forming conclusions or making judgments, which is beneficial to the learning environment. Students with a solid understanding of logic can better build and convey arguments with a solid structure. Students will be better prepared to organize their thoughts in a way that is both obvious and convincing if they are taught this, which is relevant in the context of academic learning and everyday life.

In terms of taking a systematic approach to resolving issues, the methodology concept instructs students on how to take a systematic approach to resolving problems. Students are given the authority to devise and implement suitable analytical methods to address particular difficulties or issues as part of their educational experience.

Students are guided through using facts and data to support their arguments or hypotheses through the use of methodology. The fact that students are encouraged to create their arguments based on material that can be examined and accepted critically makes this relevant to the learning process. Incorporating these principles into the learning process creates a more contextual and pertinent form of critical thinking. Students not only comprehend philosophical principles but also put these ideas into practice in their day-to-day learning experiences, establishing a solid relationship between philosophical theory and educational practice.

Educational philosophy theory

The conclusions of this study may be supported by the educational philosophy notion of pragmatism advocated by influential thinkers such as John Dewey (Kosasih 2022). The educational philosophy known as pragmatism emphasizes the importance of experience and relevance, arguing that effective learning must directly apply to real-world situations. The principles of pragmatism are compatible with the findings of research that emphasize the effectiveness of critical thinking in accomplishing educational objectives. Even though the educational philosophy theory of essentialism or perennialism emphasizes a fixed essence of knowledge and fundamental values, the findings of research that promote critical thinking may challenge this view. Critical thinking may be considered a more dynamic and contextual approach, in contrast to essentialism and perennialism, which may tend to stress the transmission of already established information and values that have yet to change.

The research findings can be supported by the progressivism perspective, which is a school of thought that subscribes to the notion that education should adapt to societal and scientific changes. Progressives accept the concept of constant renewal and development in learning, which is consistent with the discovery that critical thinking can potentially improve the quality of education available to students. It is possible for critical theory in educational philosophy, which is influenced by social-critical thinking, to offer a critique of research findings if it is regarded as being excessively focused on individual dimensions and not taking into sufficient consideration the structural or social aspects of education. This theory brings to light the importance of researching the disparities and injustices within the educational system.

The study findings can be supported by a Socratic dialectics method, characterized by the acquisition of comprehension through dialogue and question-and-answer exchanges. This strategy emphasizes the significance of critical thinking through group debate and reflection, perceiving it as a means to acquire a more profound level of comprehension. In this review, we can examine how the research findings might be interpreted or challenged from various views on educational philosophy. This contributes to a deeper comprehension of the significance of critical thinking in academic settings and creates a more all-encompassing framework for thinking.

Dynamic Curriculum Design

When it comes to accomplishing educational objectives, the discovery that critical thinking is highly relevant can motivate modifications to the design of curricula (Firdaus and Husni 2021). Creating curricula to incorporate additional components that foster critical thinking skills is possible. Some examples of these components are philosophical conversations, analytical tasks, and activities that involve reflection.

When it comes to putting ideas into action to enhance the amount of critical thinking that is incorporated into the curriculum, one strategy that can be utilized is to build a curriculum that has a more significant number of components that are designed to foster critical thinking abilities (Andhara, Mustiningsih, and Karimah 2020). The curriculum can be enriched with reflection exercises to enable students to assess and comprehend the concepts they are learning critically. This is one step that can be taken. Students can reflect on their understanding and perspectives regarding the subject matter through reflective notebooks or portfolios, which may be included in these activities. Furthermore, the incorporation of philosophical conversations into the educational process has the potential to enhance the curriculum greatly. Giving students the authority to participate in a structured discussion that challenges preconceived notions, investigates fundamental ideas, and constructs arguments critically is possible. Students gain a deeper grasp of the subject matter, are stimulated to engage in critical inquiry, and are provided with a forum for sharing their perspectives through philosophical conversations.

In addition, learning activities that require analytical thinking can be incorporated into the curriculum to cultivate critical thinking abilities. Analyzing texts, constructing arguments, or finding solutions to problems that require critical thinking are all examples of homework students might be assigned. This gives students the chance to apply philosophical concepts in a practical setting and lays the groundwork for a more profound comprehension of the subject matter.

An educational setting that encourages pupils to engage in critical thinking will be produced by constructing a curriculum that considers the components above. Not only does it emphasize the mastery of subject matter, but it also emphasizes the development of thinking skills that equip students with the analytical, reflective, and creative qualities necessary to tackle the complexities of the modern world.

Active and Interactive Teaching Strategies

These findings have a number of practical implications, one of which is the requirement for more participatory and engaged learning (Indartiwi, Wulandari, and Novela 2020). Teachers can implement instructional tactics that encourage students to participate actively in class, ask questions requiring critical thinking, and engage in in-depth conversations. A practical instruction method may include using case studies, research projects, or philosophical simulations as components of the instructional strategy. A comprehensive training program that covers the understanding, application, and evaluation of critical thinking should be provided to educators. Professional development programs should include sessions that investigate the philosophical ideas underpinning essential thinking. These sessions

should also offer tangible ways to incorporate these ideas into the teaching practice that is carried out daily.

One of the repercussions of this research is that it will lead to modifications in assessment methods. Teachers should construct exams that evaluate students' capacity to demonstrate critical thinking, which includes the examination of arguments and the application of logic, as well as reflective thinking skills. This contributes to an evaluation that is more comprehensive and contextual.

The research outcomes have the potential to bolster the establishment of learning environments in educational institutions that stimulate critical thinking. Specifically, this entails the establishment of a place for philosophical discourse, implementing project-based learning, and cultivating a culture that encourages dialogue and reflection throughout the curriculum.

Collaboration with educational philosophers in constructing and incorporating philosophical principles into the curriculum and instruction may also be one of the practical ramifications. In academic settings, this collaboration can assist in strengthening the theoretical and practical foundations of critical thinking.

By applying these consequences and implications, schools can build learning environments that incorporate critical thinking into everyday praxis. This will provide students with opportunities to develop analytical and reflective abilities, which are needed for success in a constantly changing world.

The following are some tangible initiatives and recommendations that can be taken to increase the integration of critical thinking into educational practice: To begin, a program for the training of teachers should be developed. Implementing teacher training programs that include a comprehensive understanding of the philosophical foundations underpinning critical thinking is essential. This guide offers actionable advice on incorporating critical thinking in learning, planning, teaching, and evaluating content. Second, there is integration in the process of designing the curriculum. Conduct a curriculum review and make any necessary adjustments to incorporate components that foster critical thinking. Find opportunities to integrate essential inquiry, philosophical conversations, or research projects in various areas and capitalize on such opportunities. Third, it encouraged and supported a learning environment that encouraged and facilitated contact and discussion to contribute to developing an interactive learning environment. Help students engage in philosophical conversation by providing a forum to discuss and challenge their perspectives.

Fourth, instructional materials that are pertinent should be generated. Develop instructional resources that encourage students to engage in critical thinking and allow them to apply philosophical concepts in real-world situations. If you are looking for teaching materials, use case studies, philosophical literature sources, or genuine ethical concerns. The fifth step is to adapt to educational standards, namely by making specific that critical thinking is incorporated into the academic standards that are now in effect. Following that, it is necessary to identify critical points that have the potential to enhance the accomplishment of student competency by the national or local curriculum. Sixth, work together with philosophers who specialize in education. Create a partnership with educational philosophers to assist in incorporating philosophical ideas into the educational process. It is a good idea to ask educational philosophers to participate as resource individuals at seminars for professional development or teacher training. Conduct

evaluations that are based on critical thinking as the seventh step. The evaluation tools should be modified to reflect students' critical thinking abilities accurately.

Formative assessments should be prioritized since they can support the development of critical thinking abilities and provide constructive feedback. Build open-ended educational activities as the eighth step. Facilitate open-ended instructional activities and encourage students to ask questions, argue, and develop arguments from their own experiences. Direct experiences that inspire reflective thinking should be included. Some examples of such experiences include visits to philosophical locations or conversations with philosophers. Increasing both instructor and student awareness is the ninth step. Encourage teachers, students, and parents to understand the significance of critical thinking in their lives. The worth and benefits of critical thinking in life and profession should be brought to more people's attention by organizing events. By following these measures, educational institutions can establish environments that encourage critical thinking as an inherent part of the learning process. This will assist students in developing essential abilities necessary for addressing the complex difficulties that will be faced in the future.

Contemporary Issues in Critical Thinking

The importance of critical thinking in today's society is significantly influenced by contemporary challenges such as political polarization, technological advancement, and disinformation. This is especially true when it comes to the setting of education (Sholeh 2020). First, the public's comprehension of the truth and the facts has been made more difficult due to the extensive dissemination of false information on social media and other online platforms. When faced with circumstances like these, the ability to assess information critically becomes a precious capability. Individuals are susceptible to being manipulated by information that can affect their perspectives on social, political, and cultural issues if they do not possess good critical thinking skills (Destrianjasari, Khodijah, and Suryana 2022).

In addition, the increasingly polarized political landscape necessitates the capacity to critically comprehend the various perspectives being presented (Wahab 2021). In politically polarized situations, the ability to assess issues from numerous viewpoints and impartially analyze arguments is essential to constructing an inclusive understanding and developing conversation amongst different groups. Education aims to build these skills so that students can develop into independent thinkers who can filter information wisely without being influenced by political bias.

As a result of technological advancements, the flow of information has also been increased, and access to a broader variety of information sources has been broadened. However, this convenience comes with several concerns, one of which is the dissemination of misleading information that can easily mislead the general population. As a result, critical thinking is becoming an increasingly crucial skill to have to overcome this obstacle. The capacity to verify the validity of information, recognize bias, and critically evaluate the credibility of information sources is a talent that students need to be equipped with throughout their educational experience. A curriculum that emphasizes critical analysis, examination of evidence, and the development of varied opinions should be implemented in academic institutions to foster the development of critical

thinking skills. At the same time, teachers should serve as examples for students to follow when applying critical thinking to their comprehension of contemporary concerns. In light of this, critical thinking is not only a valuable skill in the classroom but also an essential instrument for navigating the complexities of today's society.

Additionally, incorporating critical thinking into educational practices can assist in overcoming political polarization by instructing students to tolerate differences in view and to look for areas of agreement through conversation. It is possible that this will improve communication skills and lay the groundwork for a society that is more accepting and tolerant of differences. Individuals can form their beliefs more prudently and responsibly when they have an understanding of and appreciation for a variety of perspectives. This reduces the likelihood of becoming entangled in extreme ideologies and intolerance against others.

Therefore, the significance of critical thinking in education is brought to light by contemporary concerns such as the spread of misinformation, the polarization of political opinion, and the progression of technology. The cultivation of persons capable of comprehending and addressing the intricate difficulties present in today's society can be facilitated by education that promotes critical thinking. In addition to training children to be successful in academics, the goal is to provide them with the skills, critical thinking, and knowledge necessary to become knowledgeable citizens who can adapt to a world that is constantly evolving for them.

Ethical Implications of Educational Critical Thinking

From the point of view of educational philosophy, people capable of critical thinking have a moral obligation to use their abilities in a manner that is both successful and ethical (Marlin et al. 2023). An individual who can think critically can conduct in-depth analyses of material, challenge preexisting views, and look for long-term solutions to difficult situations. The ability to notice, analyze, and evaluate arguments and ideas presented during the learning process is an essential component of critical thinking in educational philosophy. People with this talent must use their intelligence to better society and advance the cause of justice, truth, and social welfare, respectively.

Individuals are required to take into consideration the repercussions of their acts and their actions impact on other people and the environment to use critical thinking in an ethical manner (Prastiwi and Widodo 2023). To accomplish this, it is necessary to acknowledge moral principles, such as truth and justice, and be conscious of the rights held by individuals and groups within society. To engage in critical thinking, one must also possess the ability to identify and overcome personal biases that can impact one's judgments and choices. To arrive at conclusions that are both correct and sustainable, individuals need to have the ability to examine situations from a variety of perspectives and to take into consideration a variety of arguments.

Additionally, critical thinking plays a significant part in developing independent and independent thinking skills within an educational setting. Individuals who are capable of critical thinking have the potential to be effective agents of change in society. This is because they can devise inventive and sustainable solutions to complicated challenges. When it comes to education, moral and ethical principles must be considered in addition to developing critical

thinking skills. Learning that encourages respect for justice, truth, and social welfare, as well as the development of strong character and personal integrity, are ways this might be accomplished.

When a person is an individual who possesses strong critical thinking skills, they also must maintain their learning and development. This includes becoming more self-critical, improving areas in which you struggle, and continually improving your capacity to think analytically and reflectively. When put into practice, critical thinking from the educational philosophy perspective can be utilized to recognize and combat injustices within the educational system, thereby fighting for educational rights for all persons regardless of their background or the socio-economic situations they are living in. In general, those capable of critical thinking have a moral obligation to use their abilities in an effective and ethical manner to advance social welfare, truth, and justice in society. Through responsible critical thinking, individuals can become agents of sound change in society and contribute to constructing a better world.

Challenges in Teaching Critical Thinking from an Educational Philosophy Perspective

Within the classroom, teaching students to think critically Philosophical Perspectives on Education is confronted with several issues that require thorough consideration and resolution (Muliadi and Nasri 2023). Pupils' aversion to critical thinking is one of the most significant issues. There is a possibility that students are habituated to more conventional methods of education and experience discomfort when confronted with ideas that need in-depth analysis and reflective consideration. To overcome this resistance, it is necessary to take an inclusive approach and provide adequate assistance to students so they can grow their confidence in their ability to think critically.

In addition, there are difficulties in objectively evaluating critical thinking. The ability of a student to analyze information, evaluate arguments, and come to conclusions that are logical and supported by evidence is evaluated through critical thinking education (Alamsyah 2023). Namun, menilai aspek-aspek ini dengan objektif bisa menjadi sulit karena There is a possibility of subjectivity occurring during the evaluation cycle. To overcome this challenge, it is essential to have both explicit and transparent evaluation standards. It is also necessary to provide students with constructive feedback to assist them in developing their critical thinking skills.

The limited amount of time and resources is still another obstacle. When teaching critical thinking, it is necessary to devote a substantial amount of time and effort to facilitating in-depth conversations, encouraging students to reflect, and providing feedback to such students. On the other hand, when there are a lot of students in a classroom and there are not enough resources available, it can be challenging for teachers to devote enough attention to the development of student's critical thinking skills. There is a need for the school to assist in training and professional development for teachers, as well as proper resource allocation, to support a learning style centered on critical thinking. This is necessary to overcome this challenge.

Another problem is ensuring that the method of instruction produces an atmosphere that is secure and welcoming for all the kids (Umam and Ferianto 2023). When participating in debates requiring critical thinking, some students

may experience unease or insecurity. This is especially true if they have the impression that their perspectives or ideas would be disregarded or overlooked by the group discussion. Therefore, educators need to establish a culture in the classroom that acknowledges and appreciates the existence of a wide range of perspectives and encourages the investigation of various ideas.

The integration of critical thinking into the curriculum that is already in place presents still another challenge. Many school curricula may be structured with the primary goal of teaching students how to grasp academic topics and fundamental abilities, leaving little opportunity for developing critical thinking skills. To get around this obstacle, it is necessary to make an effort to rewrite and update the curriculum so that it more accurately reflects the learning objectives and values associated with critical thinking.

Aside from that, the next problem is to manage the intricate and varied dynamics of the many different classes. Every class has its distinct dynamics, as students come from various backgrounds and have varying requirements and interests. To effectively teach critical thinking, one must possess the skills to host inclusive conversations, manage conflict, and cultivate positive relationships with each student. Since this is the case, educators need to develop classroom management abilities that are not just efficient but also sensitive to the specific requirements of each student. The next step is to ensure that the content being taught is pertinent and meaningful to the students. Critical thinking encompasses not only the examination of philosophical ideas but also the implementation of critical thinking in situations that directly pertain to real-world situations. As a result, educators need to establish links between philosophical ideas and events pertinent to students' lives in the actual world. This is done so students can see the significance and advantages of experiencing such learning. Last but not least, the obstacle that needs to be conquered is transitioning from a more conventional learning paradigm to a learning strategy focused on critical thinking. All parties concerned, including instructors, students, parents, and the school's management, must devote significant time and a solid dedication to this endeavor. To successfully introduce and implement learning strategies that are oriented on critical thinking, it is essential to garner widespread support and develop a consensus among those involved.

The Role of Teachers in Building Critical Thinking from an Educational Philosophy Perspective

In contemporary education, the significant role that teachers play as facilitators in developing critical thinking abilities in pupils is of utmost consideration (Khasanah, Aravik, and Hamzani 2022). Teachers are not only responsible for disseminating information but also for acting as mentors through which they aid pupils in comprehending and critically assessing material. Participating in discussions is one of the primary methods by which teachers help students develop their critical thinking skills. Through class discussions, teachers can cultivate an atmosphere that encourages students to share their ideas and views. Talks are not restricted to exchanging perspectives; instead, they become an arena where students learn to ask critical questions about the information they receive. Teachers play a crucial role in regulating talks, so they are not limited to discussing opinions alone.

Additionally, teachers can help pupils to develop capabilities in critical inquiry. To accomplish this, it is possible to provide examples of questions that are both challenging and stimulating to critical thinking and provide constructive feedback on questions that students have specifically asked (Oktaviana and Maemonah 2022). Teachers should also emphasize the need for in-depth evaluations of the information they present to their students. Students can be given explicit guidelines or evaluation criteria by teachers, which can assist them in distinguishing between knowledge that is legitimate and information that is not valid. Additionally, teachers can encourage students to dig deeper to get a more profound comprehension of the subject matter that is being studied.

Case studies, role plays, and problem-based projects are examples of active learning strategies teachers can implement in their classrooms. These strategies enable students to actively participate in the learning process and foster critical thinking among them. In situations like this, teachers must assume the role of facilitators, providing students with assistance and guidance as they work to build their critical thinking skills. Offering students constructive criticism, successfully managing discussions, and offering the appropriate resources to assist students in critically assessing information are all included in this.

Teachers can establish a learning environment that encourages critical thinking and assists students in developing the skills necessary to become autonomous and critical learners to deal with the many information and situations they encounter in their lives. This can be accomplished through the role of facilitators. Therefore, instructors have a significant obligation to cultivate the critical thinking skills of their pupils, and the role they play as facilitators is highly substantial in accomplishing this objective.

Conclusion

In the conclusion of this research, the empirical findings emphasize the substantial value of critical thinking in the context of learning, whether considered from the point of view of educational philosophy. The many different interpretations received from the participants provided a window of opportunity to understand better the complexities involved in critical thinking. It has been demonstrated that philosophical ideas, such as epistemology, logic, and methodology, significantly impact the implementation of critical thinking in educational practice. The relationship with educational philosophy theories, such as pragmatism and progressivism, is essential to establish a solid theoretical foundation to support the relevance of critical thinking in achieving holistic educational goals. In a practical sense, this research offers clear recommendations for activities that promote integrating critical thinking in the design of curricula, teaching practices, and professional development for teachers. The findings of this study contribute to a deeper comprehension of how critical thinking is not just a skill for carrying out analyses but also a profound philosophical reflection in the field of education. Having this understanding offers a wide range of implications for good improvements in educational practices that enable students to think critically, creatively, and reflectively in a constantly changing world.

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