

TEACHER'S STRATEGY IN PROMOTING CRITICAL THINKING SKILL IN ONLINE LEARNING AND TEACHING OF 11TH GRADE BAHASA AT MAN 1 JEMBER IN THE ACADEMIC YEAR 2020/2021

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Abstract

We realize that Critical thinking are the 21st century skills that students need to develop in order to face their life in the future. However, in reality developing critical thinking skills is quite difficult, especially during online learning and teaching. The problem in this research is "How does the teacher promote critical thinking skill in online learning and teaching which implementing Curriculum 2013 in 11th grade Bahasa at MAN 1 Jember?" and this research aims to analyze whether English language learning in 11th grade Bahasa at MAN 1 Jember has really been implemented Curriculum 2013 in promoting critical thinking skill. This research uses descriptive analysis of case studies that aim to determine how the implementation of Curriculum 2013 in an effort to promote Critical thinking skill of students 11th grade Bahasa which is conducted in MAN 1 Jember. Data collections are collected using interview, documentations such as lesson plan, students daily tests, and observation.

The results was found that the teacher used daily tests and assignments containing HOTS questions in implementing Curriculum 2013 to improve students' critical thinking skill in online learning and teaching, the results showed that in the first daily test use 68% and in the second daily test found as many as 76% questions with HOTS indicator. Thus, it can be concluded that the teacher of MAN 1 Jember has implemented EFL Curriculum 2013 in promoting students' critical thinking skill in online learning and teaching by giving assignments and daily tests that consist with HOTS questions are quite good.

Key Words : Critical Thinking, Online Learning and Teaching, Curriculum, HOTS, Teacher's Strategy.

Introduction

21st century has brought many significant changes in various aspects of life, including education (Saleh, 2019). Indonesia has encountered few changes to the education curriculum, for the education in Indonesia has implemented the curriculum 2013 (K-13). The Curriculum 2013 objectives applied by the Ministry of Education and Culture are issued in Permendikbud No. 69 of 2013 about the Basic Framework and Structure of the Curriculum for Senior High Schools/Madrasah Aliyah) which reads: "The purpose of the curriculum 2013 is to prepare Indonesian people to have the ability to live as individuals and faithful citizen, productive, creative, innovative and affective and able to contribute to the life of society, nation, state and world civilization". However there are addition on literacy, 6C (communication, collaborative, critical thinking and problem solving, creativity and innovation, citizenship) and HOTS (Higher Order Thinking Skills) in teaching learning proses (UU No. 22, year 2016).

One of the 21st century skills that students need to improve is the Critical Thinking (CT) and

Problem Solving (PS) skills (Saleh, 2019). For the sake of the realization of the learning process that can improve the students' critical thinking and problem solving skills in school, the teacher as a learning guide to students must be able to develop an effective and efficient learning process in accordance with the Curriculum 2013. One of them is by learning models and making instructional designs in the form of syllabus and lesson plans. As revealed by Saleh (2019), EFL teacher can integrate appropriate context for implementing critical thinking skills including methods of instructions, strategies of assessment and learning materials n previous research conducted by Salamah Embark S. in "Critical Thinking as 21st Century Skills : Conceptions, Implementation and Challenges in EFL Classroom".

In some previous studies there are similar topics about critical thinking skill that are relevant with this research, including: (1) Saleh, S. E. (2019). European Journal Of Foreign Language Teaching Critical Thinking as a 21st Century Skill: Conceptions, Implementation and Challenges in the EFL Classroom. European Journal of Foreign

Language Teaching ; (2) Tiruneh et al. (2014). Effectiveness of Critical Thinking Instruction in Higher Education: A Systematic Review of Intervention Studies. *Higher Education Studies*, Vol 4 no. 1. ; (3) Synder L. & Synder. (2008). Teaching Critical Thinking and Problem Solving Skills. *The Delta Pi Epsilon Journal*, Volume L, No. 2, Spring/Summer, 90-99. However what distinguishes this research from previous researches is this study focuses on finding out how teachers' strategies in promoting critical thinking of students in online learning and teaching process as one of the skills that contained in Curriculum 2013 objectives.

Therefore, the problem of this research is "How does the teacher promote critical thinking skill in online learning and teaching throughout EFL Curriculum 2013 in grade 11th Bahasa at MAN 1 Jember?". Also this research aims "to analyze whether English language learning in 11th grade Bahasa at MAN 1 Jember in the academic year 2020/2021 has really been implemented Curriculum 2013 in promoting critical thinking skill." Then, the focus of this research is "to dig up the fact about how the way the teacher promoting Critical Thinking skill in online learning and teaching throughout EFL Curriculum 2013 in grade 11th Bahasa at MAN 1 Jember."

It is hoped that this research can be used as the reference for the next research with the same problem of how to improve students' critical thinking skill, and this research can enrich the theory and practical of how to improve students' critical thinking skill through the application of Curriculum 2013 in schools.

In the case of Curriculum 2013, this research assumes that :

1. This Senior high school use the Curriculum 2013 in teaching learning process.
2. This Senior high school used professional English teacher.
3. The English teacher has implemented the new instructional design for teaching and learning process.
4. This Senior high school has good facilities to support the teaching and learning process.

Therefore, this study focuses on analyzing the instructional design used in implementing students' critical thinking skill in grade 11th Bahasa at MAN 1 Jember

Curriculum is a set of plans and arrangements regarding the objectives, content, and learning material as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals (UU no. 20 thn 2003). The curriculum is the content that is taught in school

settings. The main point to help create quality of education is the establishment of a curriculum that continues to evolve and vary with the times and the development of theory and practice.

Critical thinking is one of the skills that exist in the 21st century era. This skill demands students to think critically about the subject they get, not just thinking procedurally. Critical thinking (CT) brings students to explore the existing problems and is expected to solve the existing problems (Hasan, 2018). From the above statement it can be defined that by thinking critically, students are expected to be able to solve the problems. Thus critical thinking related to problem solving skills.

According to Halpern (1998) critical thinking is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making effective decisions. This research will concern on students' critical thinking skill in solving problems.

Education with integrated curriculum system can help students to develop, practice, and continually to engage students in active learning critical thinking skills (Synder, 2008). Beside becoming instructors and facilitators of student learning, teachers also have an important role in improving students' critical thinking skills. Teachers act as fasilitators to create a critical thinking atmosphere as recommended by Kim and Pollard (2017). As a companion to the process of teaching and learning required instrument design that focuses on the application of content, the process of learning, and methods of assessment to link critical thinking skills to content.

Brookfield (1997) states that the instructors have to modeling CT as this gives students not only a model, but also Scaffolding in performing all activities in classroom and help in building trust between instructors and students. As indicated by Rear (2017) for pendagogical purpose, it is useful to apply critical thinking skills taxonomies a drawn up by theorists such as Bloom (1956) Ennis (1987), and Facione (1990), they provide a framework for how critical thinking might be taught in systematic manner.

Bloom's taxonomy (1956) identified six major categories of thinking, ranging from the simplest (lower-order-thinking), skills at the bottom to the most complex (high-order-thinking), at the top. These are six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation. (Patricia, 2019) Here is brief explanation of these main categories in from the appendix of Taxonomy of Educational Objectives (Handbook One, pp. 201-207):

1. **Knowledge** involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.
2. **Comprehension** refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.
3. **Application** refers to the use of abstractions in particular and concrete situations.
4. **Analysis** represents the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.
5. **Synthesis** involves the putting together of elements and parts so as to form a whole.
6. **Evaluation** engenders judgments about the value of material and methods for given purposes.

There are several studies on questioning techniques in promoting Critical Thinking (CT), Haynes and Bailey (2003) reveal about the importance of asking the right questions to stimulate students' critical thinking skills. Other researches from Brown and Kelley (1986), Hemming (2000) also focus on how to improve questioning techniques in class discussions to support students in practicing and demonstrating CT in the learning process. In the book entitled 'Asking the Right: A Guide to Critical Thinking' documented assumption that when teachers use critical questions techniques to engage students actively in the learning process, students' critical thinking is best supported (Synder, 2008). Here are sample questions from all these studies :

1. What do you think about this?
2. Why do you think that?
3. What is your knowledge based upon?
4. What does it imply and presuppose?
5. What explains it, connect to it, leads from it?
6. How are you viewing it?
7. Should it be viewed differently?

The questions above imply students to evaluate the accuracy and clarity of their thinking as well as the depth and breadth of their thinking (Synder., 2008). By questioning their thoughts in the thinking process, students can start thinking about their thoughts. So, it can support their critical thinking skill.

Creating a learning atmosphere that makes students feel comfortable in thinking their answer rather than only having an answer by guiding students through the process and be aware of students' initial resistance what is teachers should do

(Synder, 2008). Assign students to make a team consisting of two students, where one student as a problem solver and the other as a peer coach. Using steps stated by Facione (2015):

Table 2.1 Core Critical Thinking Skills by Facione (2015)

No	Skill	Sub-Skills
1.	<i>Interpretation</i>	Categorization, decoding significance, clarifying meaning
2.	<i>Analysis</i>	Examining ideas, identifying arguments, Identify reasons and claims
3.	<i>Inference</i>	Querying evidence, conjecturing alternatives, drawing conclusions
4.	<i>Evaluation</i>	Assess credibility of claims, Assess quality of arguments that were made using inductive or deductive reasoning
5.	<i>Explanation</i>	Stating results, justifying procedures, presenting arguments
6.	<i>Self-Regulation</i>	Self-examination, self-correction

Using these problem-solving techniques can direct students through critical thinking and use collaborative learning. Use peer assessments to facilitate students' critical thinking and metacognitive skills as a final guide to student practice. (Hou H., Chang K., & Sung Y., 2007) Thus, developing instructional design such as making syllabus and lesson plans based on Curriculum 2013, is important to be done by the teacher.

In the development of technology, researchers also provide several strategies for using the questioning method in online learning environments (Astleitner, 2002); (MacKnight, 2000). Online learning in question include discussion boards, virtual chat rooms, and instant messages provide forums for questioning and critical thinking. Guide students through the critical thinking process is important in all learning environment. Thus, instructional design plays a role in synchronizing content with students with learning that has been planned through the syllabus prepared by the teacher in accordance with the applicable curriculum.

Changes in learning systems force schools to implement distance education or online learning, e-

learning, distance education, correspondence education, external studies, flexible learning, and massive open online courses (MOOCs) (Rasmitadila et. al., 2020). Online learning is defined as learning through digital equipment, such as iPads, tablets, laptops and computers that need a web link (Gonzalez and Louis, 2018). Thus, Online learning and teaching is conducting educational tasks in setting up and accessing opportunities to learn alternatively through digital equipment using certain applications and platforms providing access and sharing of information

The Indonesian government's implementation of large-scale social restrictions has impacted the routines of the community and students in the learning system. Distance learning or using online systems have provided solutions for schools that are starting to implement the School from Home (SFH) system. SFH is a program that migrates the learning process from school to home.

Online learning emphasizes Internet-based courses in two ways, in synchronous and asynchronous environments (Jolliffe, Ritter, & Stevens, 2012).

1. Synchronous learning is a form of learning with direct interactions between students and teachers while simultaneously using online forms such as conferences and online chat.
2. Asynchronous learning is a form of learning indirectly (not at the same time) using an independent learning approach. The subject matter is designed and displayed on Moodle, or email systems, blogs, online discussions, Wikipedia, videos, articles, and other platforms (Rasmitadila et. al., 2020). Students have access to the teacher synchronously, asynchronously, or both.

Various problems have included the provision of school infrastructure (Bakalar, 2018), Dougiamas and Taylor (2013) also stated that technical issues cannot be avoided, such as an Internet network that all schools have not enjoyed previously, especially in villages, as well as the cost of purchasing expensive data packages.

The example of this general problem in using online learning and teaching such as in unstable condition of internet access especially in developing country like Indonesia, the students have to deal with internet connection (Relmasira, Thrupp, & Hunt, 2017). Often students are late in collecting and completing assignments, and even understanding the material has become a significant problem for students

Method

This research is categorized as a qualitative research approach, this study uses descriptive analysis of case studies that aim to determine how the implementation of Curriculum 2013 in an effort to improve Critical thinking as a problem solving skill of students grade '11th Bahasa' which is conducted in MAN 1 Jember. Data of this research comes from the results of observations, documentations such as lesson plans, syllabus, students daily tests that was examined. Source of data as a statement from the interview result was one English teacher who taught 11th grade Bahasa from 3 total of English teachers who taught 11th grade out of 12 total 11th 's classes at MAN 1 Jember. The teacher was chosen based on the characteristics of teacher who certified as a professional teacher, experienced in the learning and teaching process, especially in online leaning and teaching, and also obtained various kinds of teacher training from the school. This research was taken place in MAN 1 Jember starts from the middle of February to the end of February 2021. The reasons for selecting the school are:

1. Has used Curriculum 2013 in teaching learning process.
2. Has used certified professional English teachers in teaching and learning process.
3. The English teacher has implemented the new instructional design for teaching and learning process.
4. Has good facilities to support the teaching and learning process.

Retrieval of data obtained through online interviews with related teacher, make observations of related data that obtained from sources and match them with related theory, then analyse students daily tests that have been given to the students in order to find out teacher's strategy in promoting critical thinking by using HOTS questions indicator from Bloom's Taxonomy (2001). The data collection instrument use in accordance with the data collection method use are interview guidelines or interview transcript, observation checklist, students daily tests.

The descriptive method of this research used inductive approach. It is started from the general fact (the object's statement and behavior or the field situation) to the particular concept that will be stated to be the theory, principle, or a particular definition. The steps of analysis which derives by Creswell & Poth (2017), there are data condensation, data display, drawing and verifying conclusions

This research used two data validity there were source triangulation and theory triangulation. Because this research obtained the data from

multiple data sources such as interview transcript, observation result, lesson plan, and student daily tests. Then this research utilized two theories and perspectives from Bloom's Taxonomy (2001) to understand the data analysis result of students daily tests that contained HOTS questions and also Facione's Core Critical Thinking Indicator (2015) to understand the data of interview and observation result in knowing teacher's strategy in implementing EFL Curriculum 2013 to promote students' critical thinking skill in online learning and teaching process.

Result and Discussion.

In the objectives of the Curriculum 2013 there are 6C terms including Character, Communication, Collaboration, Critical thinking and Problem solving, Creativity and innovation, and Citizenship as skills that students must master. One of them is Critical thinking skill which is part of HOTS (High Order Thinking Skills). These terms are included in the 21st Century skills that need to be improved to students (Saleh, 2019). Thus, in order to achieve these educational objectives, the learning process in the classroom is expected to truly realize what is contained in the curriculum 2013.

As the teacher expressed that *"...critical thinking memang perlu ditingkatkan untuk mencetak generasi yang kreatif dan produktif untuk menghadapi era globalisasi ini..."* the teacher agreed to the statement about "Critical Thinking is the one of skill that need to be improved to the students in accordance with the curriculum 2013 learning objectives" that in this era of globalization, Critical thinking skill do need to be improved in students in the learning process in the classroom, in order to create a more creative and productive generation in accordance with the objectives of the curriculum 2013 that can adjust to the development of the times, as stated by Hasan (2018) that critical thinking brings students to explore the existing problem and its expected to solve the exciting problems. Thus, in order to achieve these educational objectives, the learning process in the classroom is expected to truly realize what is contained in the curriculum 2013.

But the reality is that to actually realize the curriculum 2013 to promote Critical thinking in students in English learning will be very difficult, the teacher also added *"... Hanya saja untuk maple Bahasa Inggris mungkin perlu pengecualian karena fakta dilapangan banyak siswa yang masih sangat terbatas pemahamannya dengan dasar Bahasa Inggris yang kurang. kecuali beberapa siswa yg memang unggul, hanya Sebagian kecil saja"*

because there are still many students whose basic English skills are lacking, except for a few students who have an edge in English language skills in the classroom, introducing critical thinking will be easier on excellent students in the learning process in the classroom. The statement also related to the expression from Rear (2017) that to develop critical thinking skills in EFL class is particularly difficult for some reasons, such as the background of the student who comes from countries that do not use English as their native language. This is also supported by a statement from Moore (2011) that students who come from Asian backgrounds find it difficult in adapting to the demand of the western academic tradition. with insufficient language skills and educational background commonly cited as the most significant factors (Rear, 2017).

However, teachers continue to strive in realizing the curriculum 2013, especially to train students' critical thinking skills in the learning process in the classroom through assignments and examination, the teacher explained that *"... memberikan tugas atau soal HOTS dengan prosentase sedikit, terlebih saat pembelajaran online..."* those are the common strategies that teacher gives to train students' critical thinking skill through assignments and examination that use HOTS indicators, teacher gives HOTS questions in a small percentage, especially in online learning that is currently in force. It is expected that students can be trained to think critically through the questions that have been given. As indicated by Rear (2017) using Critical Thinking taxonomies drawn up by theorists such as Bloom (1956), Ennis (1987), and Facione (1990) can be useful to apply for pedagogical purposes, because it provides a framework for how critical thinking might be taught in systematical manner. As education curriculum in Indonesia, the curriculum 2013 uses approaches developed by Bloom (1956), called as Bloom's taxonomy. In Bloom's taxonomy (1956), there are six major categories of thinking, ranging from the simplest (Lower Order Thinking) or LOTS skills at the bottom to the most complex (High Order Thinking) or HOTS at the top. There are the six major categories of thinking: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge, comprehension, and application are categorized into LOTS, then analysis, synthesis, and evaluation are categorized into HOTS.

When viewed from the time when offline classes were still being carried out, there is another way that teacher usually gives to the students in an effort to train students' critical thinking, through class discussions or presentation class. As the

teacher said during the interview, *"Pertanyaan secara langsung, melalui soal biasanya mbak, baik tugas maupun ulangan, juga saat presentasi atau kelas diskusi"* in face-to-face classes before online learning exist, students could still be required to be more active during the learning process in the classroom through group discussion classes, . Haynes and Bailey (2003) assume that in class discussions, teacher can support students in practicing and demonstrating critical thinking in the learning process through questioning techniques. Where students are generally formed in a group and given the task to discuss in the process of solving problems that exist in the task, then with this discussion process students are trained to think critically which is the result of the group discussion will be presented by the students in front of the class.

The teacher also added *"...pertanyaan HOTS biasanya ada 1 soal dengan hanya beberapa siswa yg menjawab dengan benar. Pertanyaan sesama siswa biasanya tidak HOTS, kadang saya ikut serta memberikan pertanyaan HOTS untuk kelompok yang sedang presentasi..."* here the students from other groups can ask some questions to the group that is presenting. By training students through direct questioning during presentations, class discussion with HOTS questions, in the form of assignments and daily tests, it is expected to improve students' critical thinking skills. But the fact is, in learning in online classrooms today, it is very difficult to realize the strategies that have been made in the lesson plan. Lesson plan as one of instructional design plays a role in synchronizing content between students and learning process that has been planned through the syllabus (Synder, 2008). With class discussion, students become more active in the classroom, the teacher simply supervises and guides the course of the group discussion class in the classroom. The teacher also gives HOTS questions to the presenting group.

The teacher revealed that in assessing students' Critical thinking skills during the learning process in offline and online classes, the teacher provides assignments that contain several HOTS category questions, as stated *"... dalam bentuk soal biasanya menyelipkan beberapa soal kategori HOTS ..."* thus, teachers can know the critical thinking ability of students through the value of assignment results or weekly exams. This assessment belongs to the category of knowledge assessment of students which is part of Basic Competency 3 (KD 3). For other assessments contained in Basic Competency 4 (KD 4) which is a skill assessment, students are assigned to make a product resulting from the material that

has been taught, for example in personal letter material, the resulting product is a personal letter. Thus, teacher is able to know the students' critical thinking skills through the value of assignment results or daily test. Additionally, as indicated by Ennis in Rear (2017) assessment should emphasize thinking rather than facts. The teacher can create multiple choice questions that require critical thinking.

The teacher revealed that HOTS questions obtained from the book published by Erlangga, *"Saya beri dengan prosentase sedikit sekali. Buku paket saya pakai adalah buku terbitan dari Erlangga"*. HOTS questions are given in a small percentage, the questions given are teacher obtained from teacher handbook, generally the teacher choose English books published by Erlangga Publishers.

Therefore, the assessment of students' critical thinking skills is conducted through the provision of HOTS questions in several daily tests as well as daily assignments. The teacher also added *"... menggunakan buku paket yang mempunyai beberapa soal untuk melatih kemampuan critical thinking siswa..."* By giving questions that are in accordance with this HOTS indicator, the teacher can know the critical thinking skills of students. Questions are obtained from the teacher handbook, Erlangga published book that is commonly used as a reference in the preparation of questions to train students' Critical thinking skills. From the book, the teacher gets references to make HOTS questions in the form of multiple choice questions and essay questions that adjust to the competency indicators that have been compiled in the lesson plan. The teacher added *"...selain itu saya juga menggunakan referensi lainnya"*. The teacher is also looking for other references such as internet besides the teacher handbook in questions making to train students' Critical thinking skills.

In an effort to improve students' critical thinking skills, there are some obstacles and difficulties faced by the teacher. One of the biggest factors is coming from students. As revealed by the teacher *"Hambatan sudah saya sampaikan di no.1 yaitu kemampuan dasar kebanyakan siswa masih kurang. Contoh : kurang kosa kata, Tidak bisa membedakan noun, verb, adjective, adverb, Kurang menguasai perbedaan kalimat nominal dan verbal, Kurang menguasai pronoun, Kurang motivasi belajar karena dari awal beranggapan Bahasa Inggris sulit..."*. The basic ability of students in English that is still lacking is one of the obstacles in practicing critical thinking skills of most students. Such as, lack of mastering English vocabularies, lack of ability of students in distinguishing between nouns,

verbs, adjectives, and adverb, lack of mastering nominal and verbal sentences, understanding of pronouns, and also learning motivations of students who are lacking because their assumptions about English were difficult from the beginning. The statement also relates to the expression from Rear (2017) that to develop critical thinking skills is particularly difficult for some reasons, such as the background of the student who comes from countries that do not use English as their native language.

There are other factors inhibiting the learning process in the classroom in an effort to improve students' critical thinking skills, the teacher revealed "...Guru tidak optimal memberikan pelajaran jadi kita juga tidak banyak menuntut siswa untuk sangat paham apalagi mampu berpikir kritis. Kendala online, sinyal, kuota dan game". From this statement, there are obstacles faced by the teacher in learning process, especially in online classes external factors, such as obstacles to attending online classes, unsupportive signals for the continuity of online classes, and other major factors are the dependence of students playing online games on their mobile phones.

Because classes are currently conducted in online classes, the teacher finds it difficult to monitor students' condition during the learning process. In addition, the internet signals and quotas of students who do not support to take online classes, especially for students who are in hard-to-reach areas by good internet signals will be an obstacle for students to participate in online teaching and learning activities in online classes. As indicated by Dougiamas and Taylor (2013) that technical problems cannot be avoided. Students need to manage internet connections, which can be daunting, especially in a developing country like Indonesia (Relmasira, S., Thrupp, R. M., & Hunt, J., 2017).

The internet signals and quotas of students which does not support to take online classes, especially for students who are in hard-to-reach areas by good internet signals will be an obstacle for students to participate in online teaching and learning activities in online classes. Another common factor in students is online games, because the frequentness of students in playing games becomes an obstacle for students to focus on learning, especially in online classes like today. With these obstacles, the teacher finds it difficult to realize the curriculum 2013 optimally in an effort to improve students' critical thinking skills in the learning process in the classroom.

Therefore, in another interview the teacher also revealed some information about activities for

promoting critical thinking skills of students in teaching and learning process that can be categorized into core indicators of critical thinking by Facione (2015), there are Interpretation, Analysis, Inference, Evaluation, Explanation, and Self Regulation :

1. Interpretation

Interpretation activities usually occur when students are given lesson materials, students independently learn and understand about the material that the teacher has been given, as stated by the teacher in the first interview "... File tersebut saya unggah melalui e-learning website tempat berlangsungnya kelas online dari sekolah. Kemudian saya memberitahukan apa saja yang perlu siswa lakukan atau tugas apa saja yang siswa harus kerjakan melalui timeline kelas..." from this statement, it can be concluded that teachers provide materials during online learning and teaching classes through e-learning websites to upload material files in the form of documents, PPT, and videos related to lesson materials, then through the class timeline, the teacher gives orders and assignments to students such as completing homework, understanding the lesson material,. Thus, students are required to use interpretation skills in understanding or finding answers related to the task that the teacher gives, such as identifying the components contained in the reading structure or implied meaning in the reading text of student's daily test.

2. Analysis

Analysis, the second stage is more or less the same as the previous stage, the teacher added "... Siswa secara mandiri mempelajari materi dari saya..." from the following statement the teacher explains that students independently study the material that the teacher has provided before. From this activity, students' analytical skills are certainly widely used, such as after the student understands the content of the reading text or the lesson material that has been given, the student then independently analyzes the reading text to identify the relationship between the reading text and the material being studied with various questions related to the material.

The teacher added information about the usual activities during face-to-face classes to train students' critical thinking skills "...Jika selama kelas tatap muka berlangsung, kegiatan yang biasa dilakukan untuk melatih berpikir kritis siswa adalah kelas diskusi kelompok..." from the following statement, the teacher explained that group discussion activities are generally an activity to train students' critical thinking during face-to-face

classes. However, group discussion activities cannot be done during learning and teaching process, because the current class occurs through online classes.

3. Inference

Inference, at this stage, after students have finished analyzing and understanding about the reading text or material that has been studied, students can make their conclusions by considering the content or meaning contained in the reading text or material. As teacher said during the interview *“...dengan kegiatan seperti ini siswa dilatih untuk dapat memahami, menganalisis materi secara berkelompok ...”* through the group discussion activities, students can be trained to improve their ability to understand, and analyze materials. *“...dan akhirnya siswa dapat menyimpulkan hasil diskusi.”* Then, students continue to the evaluation stage, where students can conclude the results of group discussions then continue to evaluate the results of discussions and opinions of other groups.

4. Evaluation

Evaluation, at the evaluation stage, students independently discussing to evaluate the material being studied from the other group, as stated by the teacher, *“... siswa saling mengevaluasi hasil presentasi dari kelompok lain ...”* in this activities students exchange matching information with what the student already understands or the information that has obtained before. The teacher added a statement about the activities during the offline class that supports the process of training critical thinking students with this activity students can correct answers or information that they think is lacking or incorrect with the Information students have received afterwards.

5. Explanation

Explanation, this stage is usually done in presentation classes, as indicated by the teacher, *“... diskusi tersebut siswa presentasikan secara bergantian dengan kelompok lain. ...”* where each student with the group comes to the front of the class presenting the results of group discussions about the materials or tasks that the teacher has given. At this stage students take turns explaining to the other students at the front of the class what they have earned from discussions with their groups. The teacher also added, *“... secara berkelompok dengan cara berdiskusi bertukar pendapat dan informasi...”* from the following statement, it is explained that students discuss and exchange opinions in order to produce the results of the discussion which students then present in front of the class.

However, for online classes at this time, group discussion activities for presentation classes cannot be applied due to limited lesson time that does not allow presentation classes to be conducted. Thus, this stage can only be realized during offline classes.

6. Self-Regulation

Self-Regulation, at this stage, students make improvements through the results of group discussions from the evaluation results of other groups and teachers during the presentation class. As with the following statement from the teacher, *“... dan akhirnya siswa dapat menyimpulkan hasil diskusi...”* from the statement, the teacher explained that at the end of the group discussion, students can conclude the results of the discussion, this activity certainly requires self regulation skills, where students judge from previous mistakes that have been assessed by other groups and teachers and then can be concluded the results of discussions with other groups. Usually, students give questions about the material being presented and exchange ideas or information in order to produce a good and correct conclusion.

Students' assignments and daily test are usually performed at the 3rd, 4th, and 5th meetings. Assignments and daily test are given to determine the student's abilities after the completion of the lesson materials during class. This study analyzed 2 different form of daily test that consists of 25 points of multiple choice questions that have been given to students. The materials of the daily test are about "Analytical Text" and "Personal Letter". The data is then analyzed every question that contained in the daily tests using the theory from Bloom Taxonomy (2019) with the help of the list of "Kata Kerja Operasional (KKO)".

To measure students' Critical thinking ability, the assignment is based on HOTS cognitive level (High Order Thinking Skill) by Bloom Taxonomy (2019), where the cognitive level is in the level of C4 (analyzing), C5 (evaluation), and C6 (creating). For the cognitive level of C1 (remembering), C2 (understanding), and C3 (applying) are classified as cognitive levels LOTS (Low Order Thinking Skill). Here are the analysis results of 2 different daily tests that consists of 25 points of multiple-choice questions on the daily test of "Analytical Text" and "Personal Letter".

Table 4.1 Daily Test 1 “Analytical Text”

No.	Cognitive Domain	Criteria	Number
1	Identify (C1)	LOTS	1, 8, 11.

2	Explain (C2)	LOTS	12.
3	Translating (C2)	LOTS	7, 20.
4	Determine (C3)	LOTS	14, 15.
5	Analyze (C4)	HOTS	2, 3, 16, 23
6	Select (C4)	HOTS	13, 21.
7	Examining (C4)	HOTS	5.
8	Detect (C4)	HOTS	10.
9	Choose (C4)	HOTS	4, 6, 9.
10	Conclude (C5)	HOTS	17, 18, 22.
11	Giving advice (C5)	HOTS	19, 24, 25.

From the data above, it can be concluded that the percentage of HOTS question use in students' daily test for "Analitical Text" material is 17 questions out of a total of 25 questions. So, the percentage is $17/25 \times 100 = 68\%$.

Table 2 Daily Test 2 "Personal Letter"

No.	Cognitive Domain	Criteria	Number
1	Translating (C2)	LOTS	3, 6, 12, 14, 17.
2	Find (C3)	LOTS	22.
3	Analyze (C4)	HOTS	1, 2, 4, 7, 8, 10, 15, 16, 18, 19, 20, 23, 25.
4	Examining (C4)	HOTS	5, 13.
5	Choose (C4)	HOTS	11.
6	Conclude (C5)	HOTS	21, 24.
7	Giving advice (C5)	HOTS	9.

From the data above, it can be concluded that the percentage of hots question use in students' daily test for "Personal Letter" material is 19 questions out of a total of 25 questions. So, the percentage is $19/25 \times 100 = 76\%$.

In the daily test students, there are several HOTS questions that support students to practice critical thinking, one of which is by analyzing the entire text reading to understand the content and message of the reading text. Here are some questions on the daily test students, "Why are mobile phones very convenient for business people?", "How many reasons are used to support the writer's opinion?", "Why is formalin dangerous for human body?", "The main idea of paragraph two is?", "Why is the letter issued?", " Why did the sender write the letter?". These questions can train students' critical thinking because students must read

and understand the content of the reading text first in order to answer the questions that have been asked.

Therefore, the result of the analysis of the first daily test in the use of HOTS questions was as much as 68%, and in the second daily test found as much as 76% use hots questions. From the data, it can be concluded that teachers have implemented strategies to train students' Critical thinking skills through the provision of HOTS questions is good enough.

Conclusion of the Research

From the results of this study, it can be concluded that with the implementation of curriculum 2013 is expected to help teachers in promoting critical thinking skill of students as one of the skills that need to be improved in the 21st century era. Teachers as facilitators in the learning process strive to train students in critical thinking through instructional design such as integrated learning plans in lesson plans, assessment strategies in the form of questioning techniques based on HOTS indicators on assignments and daily tests that involve students in interpretation, analysis, inference, evaluation, explanation, and self regulation in order to solve the problems.

Therefore, the teacher at MAN 1 Jember has implemented EFL Curriculum 2013 in an effort to promote students' critical thinking skill in online learning and teaching process by giving assignments and daily tests that consist of HOTS questions are quite good, in this study has analyzed two daily tests that have been given to students, the results showed that in the first daily test use 68% of questions with HOTS indicator, and in the second daily test found as many as 76% questions with HOTS indicator.

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