



## The Analysis of Students' Critical Thinking Skill in Blended Learning

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Article Info	Abstract
<b>Article History</b> Received: 2023-03-27 Revised: 2023-05-22 Published: 2023-06-04  <b>Keywords:</b> <i>Critical Thinking; Blended Learning; Google Classroom.</i>	In learning English, blended-learning is the newest approach in this technology era. Blended-learning supports traditional and online discussion in teaching learning process. Blended-learning leads of students' critical thinking in learning process. This article focuses in descriptive qualitative approach. Data collection is from observation, interview and questionnaire. The aims of this article is to analyze students' critical thinking process that is found during blended-learning process in fourth semester English Language Education of Universitas Triatma Mulya academic year 2023-2024. Observation is conducted to see the students' critical thinking process during the students on online class. The result of this study is blended-learning approach especially online discussion can improve the students' critical thinking process. It means that teaching English through blended-learning effective for increasing the students' critical thinking.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-03-27 Direvisi: 2023-05-22 Dipublikasi: 2023-06-04  <b>Kata kunci:</b> <i>Berpikir Kritis; Pembelajaran Blended; Google Classroom.</i>	Dalam pembelajaran Bahasa Inggris, blended-learning merupakan pendekatan terbaru di era teknologi ini. Blended-learning mendukung diskusi tradisional dan online dalam proses belajar mengajar. Blended learning mengarah pada pemikiran kritis siswa dalam proses pembelajaran. Artikel ini berfokus pada pendekatan deskriptif kualitatif. Pengumpulan data dari observasi, wawancara dan kuesioner. Tujuan dari artikel ini adalah untuk menganalisis proses berpikir kritis siswa yang ditemukan selama proses blended-learning pada semester empat Pendidikan Bahasa Inggris Universitas Triatma Mulya tahun akademik 2023-2024. Observasi dilakukan untuk melihat proses berpikir kritis siswa selama mengikuti kelas online. Hasil dari penelitian ini adalah pendekatan blended-learning khususnya diskusi online dapat meningkatkan proses berpikir kritis siswa. Artinya, pengajaran Bahasa Inggris melalui blended-learning efektif untuk meningkatkan pemikiran kritis siswa.

### I. INTRODUCTION

In this modern era, technology is really important in everywhere. The development of technology is rapidly in Indonesia. According to Deng in Widiara (2018) stated that life in the 21<sup>st</sup> century is a human who is competitive, intelligent, and ready to face change. Therefore, the human must survive for preserving the survival of Indonesian people in this era, improving the educational order can be improved in quality through learning activities that are active, creative, effective and fun for students. Education is one of the important element to develop the human resources in Indonesia. Indonesian government always keeps up with the time such focusing on education. In the 21<sup>st</sup> century, Indonesian society is faced with major changes in the field of knowledge and technology, economics, and socio-culture. This situation demands the readiness of human resources to compete and become winners in global competition. In facing of increasing fierce competition and

environment uncertainty, it is really needed quality human resources. Therefore, one of the efforts that must be prioritized in improving the quality of the nation in terms of the quality of human resources through education (Muhardi, 2004).

In revolution 4.0 era, education is faced not only mastering the competences but also getting experiences with technology. It means the use of technology is very important in developing education in Indonesia. The use of internet in improving the education achievement has increased. It cannot be avoided and should be integrated into higher education system. Technology must be integrated in 21<sup>st</sup> education. Conventional teaching is not enough in nowadays education. When there are activities to motivate the students in critical thinking, the teacher will not have the ability to monitor every single student in class discussion. From the phenomenon, there are some reasons to conduct this study, namely: *First*, there is a need to blend between conventional and

technology. *Second*, there is a need to monitor every single student in critical thinking to express opinions or ideas. *Third*, there is a need for teacher to more easily see the students' participation. Here, those are accommodated by *Google Classroom*. *Google Classroom* is one of the application for online learning.

According to Jethro et al 2012 in Harahap 2018 stated that the use of technology in teaching and learning process is known as e-learning. E-learning is considered to involve the use of internet technologies to increase knowledge and performance. Here is the new strategy that used through blended learning. According to Zou, 2005 in Harahap 2018 stated that blended learning is a strategy that combines a traditional classroom teaching and e-learning system. The purpose of blended learning is combining the advantages between face-to-face and online class. Blended learning is considered more effective than fully online course. The students are as independent learners in doing blended learning. When the students attend the blended learning, they feel free to express their idea. Although the students and teacher are not face-to-face, the students can study with the teacher through online class. In nowadays, distance learning improves to be blended learning.

Through blended learning the students can develop their critical thinking. When the teacher used face-to-face strategy in teaching and learning process, it is the process of transferring a knowledge from teacher to the students. From that, the students will know the important information and developing them critically. In classroom, some of students will be active in revealing their ideas although incomprehensive. Some of students will not express their ideas in the classroom. It is caused afraid and shy to reveal their opinions to the teacher. The students feel their opinions incorrect and not unacceptable and make them to be passive in class. It is very important to integrate technology in educational process. Face-to-face and online class are the new strategy in this modern era. The students may feel afraid and shy when they are in the classroom, but through online learning the students can think freely and critically.

Online learning is through online discussion such as using *Google Classroom* application. Online learning allows the students to express their ideas and share their knowledge. In this case, the students can write and post their opinions and give comments from other students and teacher. From this situation, the students can

manage and think critically their thought before posting it to *Google Classroom* as discussion forum. Online learning gives the students an opportunities to think critically about the issues. According to Mc Peck, 1990 in Fitriana, et al 2016 stated that the critical thinking skills include analytic, qualitative reasoning, and problem solving. The students need something to think critically about. It means that the students must have many and strong background knowledge to be a good critical thinker.

In the classroom, the students tend to be confused when they express their ideas. Sometimes, the students are not good in arranging the sentences. They express their ideas without critically thinking no any supporting arguments. Through online learning, the students are more active in expressing their opinions and arguments. Here, the writer is interested to describe the students' critical thinking in blended learning.

## II. METHOD

The participants of the research are the fourth semester students of English Language Education Universitas Triatma Mulya. The writer choose this class, it is because the students are appropriate to involved in this research. This recent research applies a descriptive qualitative method to analyze the students' critical thinking in blended-learning. Observing was used to collect the data both in offline classroom and online discussion forum. And, interviewing and questionnaire were used to support the data.

Reviewing several theories was the first step that the writer did. Next, he students were introduced to *Google Classroom*, so the students got used to the term *google classroom*. There was tutorial and trial first before having the real online discussion. The participants had three online meeting and one offline meeting. They would have evaluation and feedback from their partner regarding to their performance video during offline class. Then, the writer collect the data through observation, interview and questionnaire. Through observation, the writer investigate the all activities on offline and online class. Nine students was as representative to take interview to support observation data. The questionnaire contained of ten questions using *google form*. At the end, all the data were analyzed and evaluated based on the data analysis technique into the discussion.

### III. RESULT AND DISCUSSION

#### A. Result

This session discusses solution of the problems, technique to solve the problem, and discussion of the study corresponding to the research questions.

##### 1. Solution of the Problem

Based on the explanation previously, the problem questions is revisited. The first question concerns with the development of students' critical thinking from the students. The second question concerns with the influence of blended-learning to the development of students' critical thinking for the students.

##### 2. Example using google classroom

Here, google classroom is used in online discussion class. Blended-learning is face-to-face and online discussion in teaching learning process. Face-to-face is traditional approach that is used by the teacher. It is important to implement face-to-face learning in order the students can understand well about material on online class. Google classroom is a system that used by the teacher in implementing blended-learning process. Here, the teacher gives some cases or questions to be discussed by the students. Using this google classroom, it can be seen that the students can reveal their comment with any supporting arguments. The students can think critically when doing the task.

#### B. Discussion

The analysis of data is based on several theories. The theory of critical thinking is proposed by John Dewey as cited in Hidayah et al (2017). It is also supported by Mark Mason (2007: 343-344, Duron, Limbach, Waugh, 2006). The theory of blended-learning is proposed by Friesen (1999) in A. Bryan and K.N Volchenkova (2016). It is also supported by Brad Garner and Lorne Oke, (n.d). This data can be collected from library research where some articles analyzed, observing was used to collect the data both in offline classroom and online discussion forum. And, interviewing and questionnaire were used to support the data. It is happened during the online discussion forum. In the classroom, some students revealed their ideas with no complete arguments. Sometimes the students only reveal their prior knowledge in the classroom. Different into online class, the students reveal their ideas and argument with

complete and any supporting arguments. Using application of google classroom, there are various number of the posting on discussion session. It means really enthusiastic from the students. From face-to-face into online discussion, the students have a change to think critically and they use any supporting arguments from many sources. Data show the significant improvement in number of posting. The students show their comfortable and active in joining the blended learning especially into online discussion. They can think freely with any supporting arguments.

As stated by Fitriana, S. and Anggia, H. (2016) mentioned that online discussion forum has important role in teaching learning process which supported by F2F (face-to-face) class. It is considered that provided the students to convey their own thought freely. This class can help the students to express their ideas independently, especially for shy students that feel uncomfortable in expressing the ideas. Online class will give the students more talk active in the discussion because there is no facial interaction. Most of the students can comment and share their ideas or knowledge. The study found that online forum discussion significantly develop the students' thought. It is because the online forum discussion has more time and arrange the students' ideas. Because of the time and arranging the ideas, the students can also add their comment with searching others information. From this activities, the students can be more active and critical in replying the certain issues or related topics. It means the blended-learning has influence in developing students' critical thinking.

The beginning of this class started with online discussion on google classroom. The lecturer posted a brief introduction to the students as a warming up. The lecturer also posted some questions to be discussed on google classroom. Then, one by one the students started to reply the questions that given by the lecturer. Before posting their comment, the students can think critically and put a supporting evidence for the comment. Other students can respond the other students' comment. From this activities, the students can think critically. It is because the students try to analyze and solve the problems carefully and critically about a certain topic. This activities can be compared between face-to-face and online discussion.

When face-to-face, the students do not speak freely and actively. It is only some students active and free in the classroom. But when the students come into online class, all the students can reveal their ideas and post the comment related to the certain topic.

Some studies stated that the students arranged the knowledge and then consulted by researching information or sources to support the comments. Before posting the comments, the students find some information related to the topic. Then they put their comments and any supporting ideas or argument. It means the students' critical thinking appears in this process among the students' comments. Online discussion class gives the students chance to help them to increase how to arrange the ideas well and think critically. Online discussion is considered to provide more time in formulating some information. Implementing blended-learning in a classroom is very influence to the students' critical thinking. Blended-learning model implementation should be clear about the learning process plan in order the blended-learning application can improve the students' critical thinking.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

Based on the explanation previously, blended learning is a new strategy in teaching and learning process. It is a new thing for the students and teacher. From the newest strategy, the students can learn in two ways, such as: face-to-face and online class. It can be taken advantage from the blended learning. The students can develop their critical thinking in teaching learning process. When getting offline or face-to-face class, the students directly interact with their friends and teacher. They can directly express their opinions in the classroom although incomprehensive. When getting online class or through internet, the students have a chance to express their opinions in writer arguments. Blended learning is more effective strategy in teaching learning process than only face-to-face or only online class. The combination of offline and online class is really appropriate strategy in facing this digital era.

##### B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input. Suggestions for future authors are to examine

more deeply and comprehensively about The Analysis of Students' Critical Thinking Skill in Blended Learning.

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