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## The Use Of Active Knowledge Sharing Strategies In Critical Thinking Ability In The 21st Century Generation

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### Abstract

*This study aims to see the students' Critical Thinking Ability. Through the use of Active Sharing Knowledge Strategies to prepare materials for the 21st-century generation of critical reading in Indonesian Mi/SD language learning courses. This research begins with a literature study carried out in May-June of the 2021/2022 academic year, at the Muhammadiyah University of West Sumatra, Faculty of Islamic Religion Prodi Pendidikan Guru Madrasah Ibtidaiyah. The sample of this study consisted of one class, the determination of the sample class using the purposive sampling technique. This type of research is survey research with a qualitative approach. The method used in this research is an experiment, which aims to determine a symptom or effect that arises, as a result of something certain treatment. The data obtained were analyzed using quantitative data analysis techniques. The data obtained is the students' critical thinking ability. critical thinking skills assessment is carried out according to six critical thinking indicators, namely: 1) Focus (focus), 2) Arguments (reasons), 3) Conclusion (inference), 4) Situation, 5) Clarity (Clarity), 6) Follow-up Review (Overviews). The results show that from the 17 critical thinking questions tested, different presentations were obtained. 45% of the students' answers were in the very good category and 55% in the good category. This proves that students' thinking on critical reading material.*

**Keywords:** *Active Knowledge Sharing, critical reading, critical thinking, 21st century generation*

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## INTRODUCTION

Active learning is learning that increases activities in accessing various information from various sources, to be discussed in the learning process in class, to gain various experiences that not only increase knowledge, but also analysis and synthesis skills (Rosyada in Nurhayati, 2008). Life skills are skills that a person has to dare to face life's problems naturally without feeling pressured and then proactively and creatively seek and find solutions to overcome them. In general, life skills are classified into four types, namely: 1) Personal skills which include self-knowledge and thinking skills; 2) Social skills; 3) Academic prowess, and 4) Vocational skills. 21st-century learning is simply defined as learning that provides 21st-century skills according to Sepita (2020) to students, namely the 4Cs which include: (1) Communication (2) Collaboration, (3) Critical Thinking and problem solving, and (4) Creative and Innovative. Based on Bloom's Taxonomy which has been revised by Krathwohl and Anderson, the abilities that students need to achieve are not only LOTS (Lower Order Thinking Skills), namely C1 (knowing) and C-2 (understanding), MOTS (Middle Order Thinking Skills), namely C3 (applying). and C-4 (analyzing), but there must also be an increase in HOTS (Higher Order Thinking Skills), namely C-5 (evaluating), and C-6 (creating).

Life in the 21st century demands various skills that must be mastered by a person, so it is hoped that education can prepare students to master these skills to become successful individuals in life. Important skills in the 21st century are still relevant to the four pillars of life which include learning to know, learning to do, learning to be, and learning to live together.

Each of these four principles contains specific skills that need to be empowered in learning activities, such as critical thinking skills, problem-solving, metacognition, communication skills, collaboration, innovation and creation, information literacy, and various other skills (Zubaidah, 2016). Currently, the quality of human resources in Indonesia is still below the resources of other countries. In fact, despite progress, Indonesia still ranks low in the Southeast Asia region.

Based on data released by the UNDP (United Nations Development Program) in 2015 (Ferezona, 2020), the HDI (Human Development Index) which measures several aspects of human resources between countries, Indonesia is ranked 110th out of 188 countries, below Singapore which ranks 11th, Brunei Darussalam is ranked 31st, Thailand is ranked 93rd and slightly above the Philippines which is ranked 115th (Wardah, 2015).

The eradication of illiteracy fell significantly, from 39.1 percent of the population who were illiterate in 1971, shrunk to 28.8 percent in 1980, then fell again to 15.9 percent in 1990 (Statistics 70 Years of Independent Indonesia, 2015). The success of eradicating illiteracy was continued in the Reformation era which succeeded in reducing the illiteracy rate to 10.1 percent in 2000, 6.3 percent in 2010, and the remaining 4.4 percent in 2014 (Statistics 70 Years of Independent Indonesia, 2015). The Program for International Student Assessment (PISA) survey in 2015 for example, placed Indonesia at 64th out of 72 countries. During the period 2012 – 2015, the PISA score for reading only rose 1 point from 396 to 397, while for science it rose from 382 to 403, and the math score rose from 375 to 386.

The test results show that the ability to understand and use materials in reading materials, especially document texts, for Indonesian children aged 9-14 years are in the bottom ten. (Guideline for GLN 2017, Ministry of Education and Culture Results of the Indonesian Student Competency Assessment (AKSI)/Indonesia National Assessment Program (INAP) which measures reading, mathematics, and science skills for elementary school children also showed similar results. Nationally, for the category of poor math skills as many as 77.13 percent, less in reading 46.83 percent, and less in science 73.61 percent (Guideline GLN 2017, Ministry of Education and Culture). Meanwhile, the Central Connecticut State University survey puts Indonesia in 60th out of 61 countries surveyed, only one notch above Botswana. This study ranks the literacy level of the countries surveyed using several variables, such as PISA results, number of libraries, newspaper circulation, education system, and computer availability.

By looking at the problems above, improvements can be made using various methods, namely teaching and developing critical thinking skills because critical thinking skills are viewed as something very important to be developed so that students are able and accustomed to dealing with the problems around them. According to Cabera (Husnidar et al., 2014: 72) mastery of critical thinking skills is not enough to be presented as a mere educational goal, but also as a fundamental process that allows students to overcome various future problems in their environment. For this reason, the teaching and learning process should not ignore the mastery of students' thinking skills (Husnidar et al, 2014: 72). The role of teachers in implementing 21st-century learning is very important in realizing a better future for the nation's children.

Different pre-presentations. The preliminary research that has been carried out on the same material as the Analysis of Higher Order Thinking Skills of Students in the Advanced Indonesian Mi / Elementary School Learning Course for Essay Writing Materials. with the achievement of results with six critical thinking indicators, namely: 1) Focus (focus), 2) Arguments (Reason), 3) Conclusion (inference), 4) Situation, 5) Clarity (Clarity), 6) Further Review ( Overview). The results showed that of the 12 critical thinking questions tested, they obtained different presentations. The highest average with a score of 5 on question number 1 with a 61.67% presentation and score.

## RESEARCH METHODS

The research method is a literature review or literature study, which contains theories relevant to research problems. The problem in this research is the weak ability of PGMI students in critical scoring. The sample of this study consisted of 31 students. This type of research is survey research with a qualitative descriptive approach. The data obtained were analyzed using quantitative data analysis techniques. The data obtained is the students' critical thinking ability. Assessment of critical thinking skills is carried out according to six critical thinking indicators, namely: 1) Focus (focus), 2) Arguments (Reason), 3) Conclusion (inference), 4) Situation (Situation), 5) Clarity (Clarity), 6) Overview. The scoring of critical thinking in the questions is adjusted to the scoring according to Stiggins, (1994: 153). The critical thinking ability scoring table can be seen in Table 1 below.

**Table 1. Scoring Critical Thinking Skills**

Category	Score	Assessment Indicators
<b>High score</b>	<b>5</b>	The answer I give is clear, focus an accurate. relevant items are put forward (relating to the question of the question on the question) to support the given answer. The relationship of the answer to the question is clearly illustrated.
<b>Moderate score</b>	<b>3</b>	The answers given are quite clear and focused, but less complete, examples are given are limited, the relationship between the answers and the questions is not clear.
<b>Low score</b>	<b>1</b>	The answer given is in accordance with what is meant in the question. contains inaccurate information, lack of mastery of the material. The item given is vague, does not provide a supportive example.
	<b>0</b>	Tidak ada jawaban

reference : Stiggins (1994:153)

**Table 2. Interpretation of the Critical Thinking Ability Category**

Interpretasi	Kategori
81,26-100	Very high
71,51-81,25	Tall
62,51-71,50	Keep
43,77-62,50	Low
0-43,75	Very low

## RESULTS AND DISCUSSION

Data on students' critical thinking skills were obtained from the description test, which is described in Table 1 below.

No	Category (Critical Thinking Ability)	Number of Students
1	Very High	9
2	Tall	10
3	Keep	11
4	Low	0
5	Very Low	0

The table above describes the results of critical thinking skills through the use of an active knowledge-sharing strategy, the number of students who obtained the very high category was 9 students while those who obtained the high category were 10 students, while 11 students obtained the very high category. There are no gains for the low and very low categories. The percentage of the results of critical thinking skills through the use of an active knowledge-sharing strategy for each category can be seen in Figure 1.

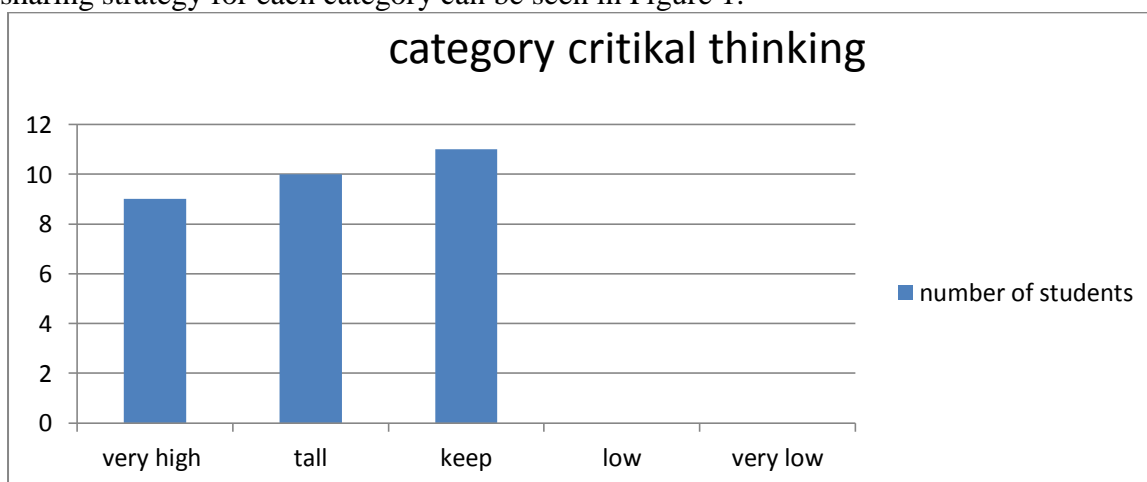


Figure 1 above explains

according to Ennis (2001) when someone can think critically, that person can automatically survive in solving problems. According to Ennis (2001), every person can think critically, so when someone can solve problems and can survive problems. the level of thinking and the percentage of the results of the number of students in answering the use of active knowledge sharing strategies for each category. Of 100% of the students, 9% of students obtained the very high category and 10% of students received the high category, 11% were moderate. There are no gains for the low and very low categories. Critical thinking questions that have been done by students using an active knowledge-sharing strategy show the categories obtained are very high and high.

With a total of 12 Multiple Choice questions and 5 Essay Questions. Shows students' critical thinking skills are good. Low is the skill of memorizing (recall thinking) which consists of almost automatic or reflexive skills. so students with the lowest level of thinking are only limited to the ability to memorize without being able to understand the concept well. The next step is only to understand the problem.

Anggareni et al (2013) stated that to develop many things that can be done to train critical thinking, students often map out phenomena regarding the material being studied. Teachers must be able to create learning that can actively involve students in learning activities. this is important to create an intensive interaction between students, teachers, and learning materials as well as provide opportunities to involve students' thinking skills, thus hopefully increasing their critical thinking skills.

The results of research by Alghafri & Ismail (2014), show that there is a significant difference between classes that are taught by developing critical thinking skills and those that are not. this difference can be seen in the aspect of fluency in communicating and conducting experiments. This is because the student's learning environment will affect his thinking style. Students who are taught to develop critical thinking skills will feel free to develop more ideas because teachers provide opportunities to generate new ideas during the learning process. critical thinking ability is positively related to cognitive learning outcomes. This statement is supported by Cano and Maryinez (1991) in Ferazona (2020) that usually students' low critical thinking skills will be followed by low cognitive learning outcomes as well.

## CONCLUSION

The results of this study prove that there is a comprehensive change after it is applied which can also be seen from the results of several previous studies. In this study, the sample of this study consisted of 31 students. This type of research is survey research with a qualitative descriptive approach. The data obtained were analyzed using quantitative data analysis techniques. The data obtained is the students' critical thinking ability. Assessment of critical thinking skills is carried out according to six critical thinking indicators, namely: 1) Focus (focus), 2) Arguments (Reason), 3) Conclusion (inference), 4) Situation (Situation), 5) Clarity (Clarity), 6) Overview. The scoring of critical thinking in the questions is adjusted to the scoring according to Stiggins, (1994: 153). With the results of the percentage of students in answering the use of active knowledge sharing strategies for each category. Of 100% of the students, 9% of students obtained the very high category and 10% of students received the high category, 11% were moderate. There are no gains for the low and very low categories. Critical thinking questions that have been done by students using an active knowledge-sharing strategy show the categories obtained are very high and high. With a total of 12 Multiple Choice questions and 5 Essay Questions. Shows students' critical thinking skills are good.

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