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IMPROVING CRITICAL THINKING ABILITY THROUGH AN ACTIVE LEARNING APPROACH IN THE CONTEXT OF FRENCH LANGUAGE CLASS IN HIGH SCHOOL

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Abstract

The aim of this research is to describe improving critical thinking skills through an active learning approach in the context of French classes in high schools. This type of research is qualitative with descriptive methods. The aim of this research is to determine the effectiveness of critical thinking skills through an active learning approach in the context of French classes in high schools. The specific objectives are: First, to analyze the impact of an active learning approach on students' critical thinking abilities in French classes. Second, identifying active learning strategies that are most effective in improving students' critical thinking abilities. Third, students' perception of active learning experiences in improving their critical thinking abilities.

Keywords: *Critical Thinking Ability, Active Learning*

Introduction

We are currently entering an increasingly advanced era which is marked by rapid changes in various areas of life, especially the use of various artificial intelligences or what experts call artificial intelligence. This era is called by Professor Klaus Schwab (detikinet, 2018) the Industrial Revolution 4.0. In the RI 4.0 era, complex competencies and abilities must be possessed by someone to be able to compete with others.

According to Wagner in Linda, there are seven types of life skills needed in the 21st Century, namely (1) critical thinking and problem solving abilities, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) the ability to communicate effectively both orally and in writing, (6) being able to access and analyze information, and (7) having curiosity and imagination (2019: 1).

Another view is expressed by Frydenberg & Andone (2011), that in the 21st century everyone must have critical thinking skills, knowledge and abilities of digital literacy, information literacy, media literacy and master information and communication technology. The more complex skills needed to face the 21st century are stated by the US-based Apollo Education Group, which identifies ten skills needed to work in the 21st century, namely critical thinking skills, communication, leadership, collaboration,

adaptability, productivity and accountability, innovation, global citizenship, entrepreneurial ability and spirit, as well as the ability to access, analyze and synthesize information (Barry, 2012).

Of the three views as stated above, all three state that critical thinking skills or abilities are a necessity for everyone living in the 21st century and of course in the era of the industrial revolution 4.0. And that means that in the world of education, critical thinking skills are a necessity for students, so educators must be able to develop critical thinking skills in students.

In real life or at work, a person's critical thinking ability will be able to influence and lead to success or work success. Therefore, we must know and dig deeper into critical thinking skills so that we can apply them in the world of education, especially in the learning process.

Learning is basically a teacher's effort to direct students into the learning process so that they can achieve learning goals as expected. The learning process must be designed to be interactive, inspiring, fun, challenging, motivate students to participate actively, and provide sufficient space for initiative, creativity and independence in accordance with the students' talents, interests and physical and psychological development. In designing the learning process, teachers must pay attention to individual differences in students because each student is an individual who has his own uniqueness that is not the same as other students. Therefore, teachers must pay attention to learning principles that provide students with the opportunity to find out, learning based on various learning resources, integrated learning, learning with multidimensional truth answers, applicable skills learning, learning that pays attention to the balance of physical and mental skills, and learning that provides exemplary values as referred to in Minister of Education and Culture Regulation Number 22 of 2016 concerning Process Standards. In accordance with the conceptual framework regarding learning targets as referred to in the Graduate Competency Standards/SKL (Permendikbud Number 20 of 2016) and learning activities derived from Content Standards (Permendikbud Number 21 of 2016), teachers must design the learning process according to the characteristics of the students who provide holistic competency of attitudes, knowledge and skills. Students need to be encouraged to carry out discovery/research-based learning processes (discovery/inquiry learning) and learning that produces problem-based contextual work (problem-based learning).

The 2013 curriculum prioritizes learning that encourages students' optimal physical and mental activity. Such learning practices support the growth of active learning. This learning moves all students' physical and mental activities so that students have a lot of learning experience through empowering their potential. This learning process is a strategy to grow students' metacognition. Students are encouraged to carry out a learning process based on empowering their own potential so that automatic strategies emerge in students. This learning trains students to be able to think critically, creatively, collaboratively and communicatively as needed in 21st century life. Problems related to learning often arise among teachers. Not all teachers necessarily understand that the main goal of learning is to activate the potential of students so they can find out and apply what they know into skills in order to build their attitudes. The facts show that teachers still experience difficulties in understanding and implementing learning that is able to activate students' potential optimally (potential empowerment-based learning).

According to Umi (2011; 57), literally active, according to Hornby, means: "in the habit of doing things, energetic". This means getting used to doing everything using all your power. Active learning means learning that requires the activeness of all students and teachers physically, mentally, emotionally, even morally and spiritually. Teachers must create an atmosphere in such a way that students actively ask questions, develop ideas, and carry out activities that can provide direct experience, thereby learning

French is an international language that is officially used in the UN and other international organizations and has more than 300 million speakers in the world. France's position in the field of research has been recognized by the world for its success in winning 69 Nobel prizes and 14 Fields medals in mathematics. French has an important role in several fields, for example industry and technology in the fields of aeronautics, satellites, agrotechnology, chemistry and medicine, as well as industry based on generation 4.0 which is superior in higher education and research fields. Apart from that, many great literary works were written by French writers and French is also the main language used in the culinary and fashion fields. Based on these things, it can be concluded that French has an important role in the world. Thus, French is important to be taught in Indonesia at the Senior High School level (SMA/MA/Package C Program).

French language learners in SMA/MA/ProgramPackage C is expected to be able to master French as a foreign language according to the A2.2 CECRL (Cadre Européen Commun de Références pour Les Langues) level standard, namely that students can understand and use basic terms and vocabulary that are simple and commonly used every day. Students can understand expressions and vocabulary related to family, buying and selling, the environment and work.

Based on the description above, the difficulty of learning French is first, the lack of motivation of students. Learners may be less motivated to learn French because of their perception of the level of difficulty or relevance of the language to their future needs. Second, limited resources: Limited resources, such as inadequate textbooks, limited access to learning materials, and inadequate classroom facilities, can be obstacles in implementing an active learning approach. Third, anxiety in communicating, students' anxiety in speaking or communicating in French may be an obstacle in encouraging students' active participation in active learning approaches such as group discussions or role playing.

Method

This article was written using library research and observation as writing references. The method used in the research is a qualitative research method based on library research and observation.

Results

Critical thinking skills are important for students' cognitive development. Critical thinking skills can help students to adapt to this very rapid development era. With so many innovations and new information, students are required to have high critical thinking skills.

Critical thinking skills will certainly have an impact on students' cognitive development and students' adaptive abilities. So students' low critical thinking skills are an important problem and must be addressed immediately. The learning model used by teachers is not appropriate, causing students' critical thinking abilities to be low (Dari & Ahmad, 2020). Learning models have a big impact on students' mindsets. The learning model helps students to train their cognitive development, especially critical thinking skills. So that an inappropriate learning model will cause students' cognitive development to be less than optimal.

To overcome this problem, according to Sartono (in Dari & Ahmad, 2020) that by implementing appropriate learning models and appropriate learning materials can improve thinking skills.learners. With the right learning model, you will feel happy within yourselflearnerstowards learning will grow and ultimately encouragelearnersto think critically and produce maximum learning results.

According to Hallatu, Prasetyo, and Haidar (2017), a good learning model is a learning model that is centeredlearners (student centered) solearnerswill have direct experience in learning. One learning model that can be used to improve critical thinking skillslearnersnamely discovery learning. According to Setianingrum and Wardani (2018) (in Dari & Ahmad, 2020) the discovery learning model is a learning model wherelearnerslearn actively, wherelearnersSearch and find your own concepts of learning material. With this waylearnersit will be easier to capture the material in memory. The discovery learning model strengthens self-concept and encourages engagementlearnersin learning solearnerscan use their abilities to find the final result (Dari & Ahmad, 2020).

Discussion

The second learning model that can be used is problem-based learning. According to Arends (in Hallatu, et al, 2017) the problem-based learning model is a learning approach wherelearnerssolve a problem by compiling knowledge. Problem-based learning can develop higher-order thinking skills, as well as develop self-confidence and independencelearners. This is because this method focuses on encouraging curiositylearnerstowards learning materials (Dewi, 2020). Vygotsky's theory explains the social relationships carried out with peers to create a new concept. Vygotsky's theory supports the problem-based learning model becauselearnersasked to link information with thoughts that have been obtained from learning into social relationshipslearners(Santrock, 2018). One of the steps that can be taken in this learning model is to provide problems in learning that can be applied in everyday lifelearners. Given the problems provided,learnerscan hone analytical skills and the ability to solve problems by processing the information that has been studied. ThenlearnersYou will also be asked to evaluate the effectiveness of the problem solving strategies that have been created. In this process,learnerswill experience the development of critical thinking skills.

Teachers always play an important role in all stages of the educational process. The teacher is the most strategic factor in achieving educational goals because he plays a role as a facilitator, motivator, inspirer, companion and guide to students in every educational process. Various teacher roles are needed to help students realize their potential and talents. Without the touch of the teacher's role, the growth and development of students' potential cannot be guided. According to Andriana & Agustian in Sauri (2021:10) they argue

that the role of teachers in the era of industrial revolution 4.0 has shifted to being a guide, director, discussion, and measurer of students' learning progress.

21st century learning demands many things from a teacher, especially those related to abilities and skills. In his first role, the teacher prepares students to be able to have 21st century skills. A teacher needs to master various fields, be proficient in pedagogical matters including innovation in teaching and learning, understand the psychology of learning and have counseling skills, follow developments in curriculum policy and educational issues. able to design learning, able to utilize new media and technology in learning, and continue to apply values for the formation of good personality and morals.

Conclusion

Critical thinking ability is a student's cognitive process in analyzing and solving a problem. One thing that can help improve students' critical thinking skills is a learning model that has been adapted to the learning material at school. The recommended learning model is a student-centered learning model. So there are two learning models that are recommended to improve students' critical thinking skills, namely discovery learning and problem-based learning. Both are considered to be able to train students' thinking abilities because both involve activating students in learning. Also both require students to apply, analyze, integrate, and evaluate problems. In this process, students' critical thinking skills need to be trained continuously.

Active learning is learning based on empowering students' potential, this learning can be used in designing learning processes based on the 2013 Curriculum. Active learning provides students with the experience of interacting directly with learning sources which they believe can provide the desired information. Active learning can create a learning atmosphere that is fun, challenging and motivates students to love learning, which will ultimately form lifelong learners. The characteristics of the active learning model are the development of students' character to like activities to investigate important ideas and ask questions. Students find understanding in the process of investigating according to their needs and interests. Students can think creatively, critically and are skilled at investigating, concluding material, and connecting it with authentic real-world problems. Active learning always contains learning with activities that involve students so that they can obtain meaningful learning outcomes. Therefore, it is hoped that teachers can implement active learning so that the learning process can optimally empower students' potential.

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