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Cultivating Critical Thinking Strategies and Skills in English Education

Shiv Ram Pandey[1*]

[1] *Associate Professor, Gramin Adarsha Multiple Campus, Tarkeshwor, Kathmandu*

** Email: shivram.pandey73@gmail.com*

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Corresponding Author:

Shiv Ram Pandey

Email:

shivram.pandey73@gmail.com

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Itahari, Sunsari

Tel.: 025-81300

Email: rmcjantacollege@gmail.com

Abstract

This article presents perspectives on cultivating critical thinking strategies and skills in English education. This is a review article where an in-depth information and insight have been reviewed. The techniques that are used in this study are document review and theoretical knowledge. Relevant literature is reviewed to make the study conceptually and theoretically reliable and authentic. The study reveals that critical thinking is thinking upon thinking. It does not take anything as for granted. It believes in questioning and open-mindedness. Thinking critically boosts creativity and enhances the way we use and manage time. Critical thinking not only describes the ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent. Critical thinking provides with a more insightful understanding on oneself. It offers an opportunity to be objective, less emotional, and more open-minded as we appreciate others' views and opinions. By thinking ahead, we gain the confidence to present fresh perspectives and new insights.

Keywords: thinking, questioning, critical thinking, creativity

Introduction

Critical thinking (CT) is a high order skill. It differs from the basic language skills. Basic language skill is not only enough for the students of bachelor level for the development of critical thinking skills. Apart from the basic language skills, they learn the skill to analyse, evaluate, synthesize and interpret the non-fiction text. In line with the view, Paul (2001) opines that critical thinking is thinking about your thinking while you are thinking in order to make your thinking better. It makes the students think deeply in their own way. It makes the students able to analyse, evaluate, synthesize and interpret from where they can develop their high order skill that is critical thinking skill.

Ennis (1987) has offered a simpler, yet useful definition of critical thinking that also has normative implications. According to Ennis (1987), critical thinking is reasonable, reflective thinking focused on deciding what to believe or do. This definition implies that critical thinking helps people know what to believe (a goal of epistemic rationality) and how to act (a goal of instrumental rationality). This is conveyed by associating "critical thinking" with the positive terms, "reasonable" and "reflective". Dictionaries commonly define "reasonable" as "rational", "logical", "intelligent", and "good", all terms with positive connotations. It is stated that critical, reasoning, reflective, and science process skills are activities that promote the development of thinking skill which is the central goal of science education. Students are able to think critically and reason if they are able to apply their knowledge to new conditions that they have never recognized (Lestari & Annizar, 2020). Trained students critical thinking will be able to help them achieve success in their learning process and are able to solve problems in everyday life and prepare them to be successful in life (Cahyono et al., 2023).

This value-laden aspect of critical thinking is also apparent in formal definitions of critical thinking. Halpern and Dunn (2021) defined critical thinking as the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal-directed. The positive conception of critical thinking as helping a person adapt well to one's environment is clearly implied in desirable outcome.

Critical thinking in academic writing is how you analyse or evaluate your ideas

by your ways then you can express in a paper. Critical thinking is the key to successfully expressing individuality in an academic writing. It is not enough for students to know that critical thinking is a key criterion of a high-scoring in academic writing, they should also know why and how critical thinking is useful to their general development as a student. Academic writing is one role important for the students to finish their study or assignment such as essay, thesis, article, and the other form of assignments. To finish their assignment, they have to think critically in their paper. The function of critical thinking is defined by students' creativity in expressing ideas or arguments that they have in a language that is easy to read and understand by others (Vyncke, 2012). However, before we write our argument with thinking critically, we have to sort an information and ideas to ensure your pick and only the most appropriate words or sentences that deliver your ideas on the readers for our writing.

Writing is claimed to be a higher form of critical thinking as well as a problem solving activity where a combination of various skills is knocked. Clearly, writing proficiently necessitates build up a thinking and reasoning skills. Writing in a foreign language has proved to be a complex skill which needs a special attention in EFL teaching and learning because complexity of the writing process, it is difficult to visualize a model for writing in term of its subskill (Abbott & Berninger, 1993). In writing, academics can integrate students' critical thinking. Critical Thinking has a function that helps individual to attention the way one thinks in relationship to specific question, idea, or issue. Too many ways that we think through things like logical and generative. At the same time, one is always accessible is called cognitive bias. There are cognitive skills in critical thinking such as self-directed, self-disciplined, self-monitored, and self-corrective thinking (Paul & Elder, 2005, p.1). Writing and critical thinking are seen as closely linked, and ability in writing is seen as an indication that students have mastered the cognitive skills required for university work. The significance of discussions, debates and problem solving activities can foster students' critical thinking. There are major critical thinking strategies such as perception, assumptions, emotions, and language.

According to Hader (2005), thinking critically will boost creativity and enhance the way you use and manage your time and critical thinking not only describes the

ability to think in accordance with the rules of logic and probability, but also the ability to apply these skills to real-life problems, which are not content-independent. Critical thinking can provide you with a more insightful understanding of yourself. It will offer you an opportunity to be objective, less emotional, and more open-minded as you appreciate others' views and opinions. By thinking ahead, you will gain the confidence to present fresh perspectives and new insights into burden some concerns.

When the term of 'Critical Thinking' is searched, it is understood that there are meanings of it which are suggested in the frame of philosophy and psychology sciences but in general sense this term has not got a definite meaning. 'Critical', derived from the Greek word 'kritikos' meaning to judge, arose out of the way analysis and Socratic argument comprised thinking at that time (McGregor, 2007) and then the word 'kritikos' passed to Latin as 'Criticus' that is the type of spreading to world languages from it. Critical thinking is an ability which is beyond memorization. When students think critically, they are encouraged to think for themselves, to question hypotheses, to analyze and synthesize the events, to go one step further by developing new hypotheses and test them against the facts. Questioning is the cornerstone of critical thinking which in turn is the source of knowledge formation and as such should be taught as a framework for all learning. Students are frequently conditioned in their approach to learning by experiences in teacher-centered, textbook-driven classrooms. This situation is a disturbing case for contemporary educators, and for this reason they would rather choose the latest models and methods which are more effective in directing students to thinking.

Objectives of the Study

The objectives of this study are as follows:

To explore the strategies and skills used for critical thinking.

To uncover theoretical ideas on critical thinking in English.

Literature Review

Reviewing literatures are like finding ways to come out in the main road from the alleys. It provides insights into how to diagnose the issues or problems. Which methodologies can be used to collect data? What has previous studies proven and what

has been left to explore? Cresswell (2012) defines 'A literature review is a written summary of journal articles, books and other documents that describe the past and current state of information on the topic of your study. Highlighting the importance of literature review, Ary (2010) suggests that reviewing related literature helps researchers to limit their research question and to clarify and define the concept of study. Studying related literature investigators learns which methodologies have proven useful and which seem less promising.

Thinking is the base of all cognitive activities or processes and is unique to human beings. It involves manipulation and analysis of information received from the environment. Such manipulation and analysis occur by means of abstracting, reasoning, imagining, problem solving, judging, and decision-making. The mind is the idea while thinking processes of the brain involved in processing information such as when we form concepts, engage in problem solving, to reason and make decisions. The history of researches on thinking depends upon the time that human beings recognized that they think. Thinking is one of the features that distinguish humans from other living beings. Thinking is the manipulation or transformation of some internal representation (Halpern. 2003, p.84). She says that when we start thinking, we use our knowledge to achieve some objective. In this sense thinking ability is the basic case of our life because all of us need to achieve an objective; on the other hand humans have relations in society and whereas nobody is alone. Descartes argued that thinking is reasoning, and that reason is a chain of simple ideas linked by applying strict rules of logic (McGregor, 2007). Both learning and thinking are the concepts which support and complete one another. When considered from this point of view, whereas learning style and critical thinking concepts have different qualifications, it can be stated that they can be used jointly. Likewise, when literature is examined, it is seen that there are researches handling learning styles and critical thinking concepts jointly (Guven & Kurum, 2004).

Many researchers agree with Dewey's point of view that critical thinking begins with students' engagement with a problem. For example, Kurfiss (1988) defined critical thinking as an investigation whose purpose is to explore a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion about it that integrates all

available information and that can therefore be convincingly justified. Moreover, Pithers and Soden (2000) state that critical thinking involves being able to identify questions worth pursuing, being able to pursue one's questions through self-directed search and interrogation of knowledge, a sense that knowledge is contestable and being able to present evidence to support one's arguments. This suggests that critical thinking can be defined as an individual thought process that begins with the intent to solve a problem or to answer a question, by examining different options and choosing the most suitable and logical one.

From a cognitive psychologist's view, Halpren (1997, p. 4) emphasises that critical thinking is the 'use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned and goal directed'. Halpren (1997, p. 4) states, 'Critical thinking is purposeful, reasoned, and goal-directed. It is the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions. Critical thinkers use these skills appropriately, without prompting, and usually with conscious intent, in a variety of settings'. In other words, when people think critically, they evaluate the outcomes of their thought processes, calculate how good a decision is, or identify how effectively a problem has been solved.

Furthermore, Paul (1992, p. 1) states that critical thinking is 'the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesising, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication as a rubric to belief and action'. Paul and Elder (2006) expand on this point of view by defining critical thinking as 'the art of analysing and evaluating thinking with a view to improve it'. These definitions indicate that critical thinking is the ability to apply cognitive skills, such as analysing, applying, and evaluating when thinking.

Based on the above review of critical thinking definitions, it is important to note that no single definition of it is applicable to every discipline at every level. Although researchers generally agree that critical thinking is a high-level thinking skill, teachers' experiences and goals, as well as students' needs, determine the specific skills to be developed (Condon & Kelly-Riley 2004).

There is a broad view of critical thinking and its role in adult education. Paul and Elder (2015) maintained that although thinking capabilities are innate and inherent, they need to be addressed and cultivated. Despite the simple fact that everybody is capable of thinking," much of our thinking, left to itself, is biased, distorted, partial, uninformed, or downright prejudiced" (p. 440). Paul and Elder (2015.) attributed considerable essentiality to critical thinking for its potential to produce not only better members of society, contributing to societal equality and a flourishing democracy but also for its capacity to shape and foster prolific scholars. Therefore, much concern and consideration are devoted to developing critical thinking skills in adult learners by embedding it in the curricula of every discipline; as Paul and Elder posited that the fact is, critical thinking is presupposed within every subject. Critical thinking is what brings life to every subject.

Leaning on Mezirow's theory of transformative learning, Raikou,(2017) placed value on critical thinking that is embedded in a curriculum and through the educational experience, leads to critical reflection, and a transformation in the adults' learners 'habit of mind' (p. 22). Raikou et al. (2017) believed that critical thinking channelled through transformative learning strategies, becomes a prominent agent for personal and professional refinement and maturation. They maintained that critical thinking in adult education aspires to assist students to reflect on and assess their foundational and often misled or inaccurate perception and assessment of the reality in which they live. Critical thinking, therefore, aims at constituting a view of a more feasible and viable reality that they know.

Critical thinking does not govern qualitative cognitive patterns alone. A less popularly-perceived function of critical thinking is of its purpose as a means by which learners can diffuse stress and approach problem-solving issues in the course of their studies. Lapina (2018) postulated that learning and coping in adult education are bound in a reciprocal relationship. Hence allowing adults to reflect on their learning experiences has positive effects on their coping capacity and learning outcomes. With a different perspective, Billings and Moos (as cited in Lapina, 2018, p. 132) argued that coping successfully with stress and problems, in fact, means adapting to a "stressful or conflict-ridden situation via various cognitive, emotional, and behavioral processes and

strategies."

Moreover, coping is realized through metacognitive awareness, which can be achieved through critical reflection. This capability is a skill-set that can be acquired and developed, much like meditation. Thus, Lapina (2018) coined the construct of learning and coping to elucidate the metacognitive reciprocity between them. Moreover, Delahaij and Van Dam (as cited in Lapina, 2018, p.133) strongly held the position that "Metacognition helps with stress regulation via critical reflections on the experiences of stressful situations."

Theoretical Literature

Review of related theoretical literature refers to any kind of information that is related to research, which is going to be carried out. It helps in fulfilling the objectives of the research. Theoretical knowledge is necessary for a researcher to have enough knowledge about the selected topic of the research. The researchers cannot go further in the research process without theoretical knowledge and concept of the research topic. The theoretical review of the study has been presented as follows.

The literature on critical thinking has roots in two primary academic disciplines: philosophy and psychology (Lewis & Smith, 1993). Sternberg (1986) has also noted a third critical thinking strand within the field of education. These separate academic strands have developed different approaches to defining critical thinking that reflect their respective concerns. Each of these approaches is explored more fully below.

Critical Thinking as an Educational Approach

Education, perhaps the most basic need for people, is the process that provides the development of human. According to Meyer (1976) the aim of education is to nurture the individual, to help, to realize the full potential that already exists inside him or her. There has always been a strand of educational thought that held that the strengthening of the child's thinking should be the chief business of the schools and not just an incidental outcome – if it happened at all (Lipman, 2003). Qualified education should show the way to students about what and how to learn. While students evaluate what they learned and their learning methods, they manifest their critical thinking abilities (Emir, 2009). As Cotton indicates (1991) if students are to function successfully in a highly technical society, then they must be equipped with lifelong

learning and thinking skills necessary to acquire and process information in an ever changing world.

One of the aims of education should be developing students' thinking skills as well as motor skills, which is basic goal of contemporary approaches in education. According to Elder & Paul (2008) students are not passive but active while they are realizing critical thinking. One of the significant aims of education is to produce learners who are well informed, that is to say, learners should understand ideas that are important, useful and powerful. Another is to create learners who have the appetite to think analytically and critically, to use what they know to enhance their own lives and also to contribute to their society, culture and civilization.

Benjamin Bloom and his associates are included in this category. Their taxonomy for information processing skills (1956) is one of the most widely cited sources for educational practitioners when it comes to teaching and assessing higher-order thinking skills. Bloom's taxonomy is hierarchical, with “comprehension” at the bottom and “evaluation” at the top. The three highest levels (analysis, synthesis, and evaluation) are frequently said to represent critical thinking (Kennedy et al., 1991). The benefit of the educational approach is that it is based on years of classroom experience and observations of student learning, unlike both the philosophical and the psychological traditions (Sternberg, 1986). However, some have noted that the educational approach is limited in its vagueness. Concepts within the taxonomy lack the clarity necessary to guide instruction and assessment in a useful way (Ennis, 1985; Sternberg, 1986). Furthermore, the frameworks developed in education have not been tested as vigorously as those developed within either philosophy or psychology (Sternberg, 1986).

Teaching Critical Thinking

Every pupil should have an effective skill of critical thinking, and they must not accept anything for granted but how can you teach thinking critically to students? There are several ways of organizing for instruction in critical thinking: We can teach a separate course or unit, we can infuse critical thinking into all that we teach, or we can use a mixed approach. The first approach of a separate course or unit requires materials that teach specifically for critical thinking dispositions, skills, and knowledge. The

downside is that there may be little transfer from what the program or materials teach to the rest of the curriculum. Infusion, the second possible approach, requires that critical thinking be taught as an integral part of all subject areas. According to Hirose (1992) employers complain about employees' lack of reasoning and critical thinking abilities. Those abilities are essential because compared with the jobs in the past the modern work environment requires more thinking and problem solving abilities. This situation can be adapted to education, too.

Critical Thinking as a Philosophical Method

Socrates encouraged people to question what they see or hear instead of taking everything without any doubt in order to find the hidden truth and facts. Bacon preached the ordinary people to disclose the veil covering the reality disguised under false images. Descartes declared people need to doubt everything even themselves because doubt preconditions critical thinking. Kant figured out two kinds of knowledge and two ways of reasoning. The emphasis gradually moves from the outside world to the human being himself. This movement is just from God to the human beings. The development of philosophy is a process of human beings searching ways to rebel against theology and to know more about themselves and the world. During this process, critique, doubt, challenging, reasoning and questioning are inherited and developed as a philosophical spirit and method. With centuries of social development and changes, this method gradually extended into society, education, language, anthropology and nearly every aspect of social field.

Critical Thinking as a Reflective Method

The intellectual roots of critical thinking in education were derived from Socrates. While John Dewey, an American foremost philosopher, is usually considered the first person to advocate the importance of critical thinking in learning and education. Once reflective thinking begins, it will be a conscious and voluntary effort to come to belief on a firm basis or reasons (Pandey & Kaudal, 2025). But in order to obtain the habits of reflection, students need careful examination between evidence and fallacies. Thus, reflection implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness,

evidence, proof, voucher, warrant; that is, as ground of belief. According to Dewey, reflective thinking can be trained. He noted that people can be trained to think well, but cannot be trained to think. If people think well while learning, people will learn well. If people think poorly while learning, they will learn poorly (Paul & Elder, 2016).

Critical Thinking as a Cognitive Psychological Approach

The cognitive psychological approach differs with the philosophical perspective in two ways. First, cognitive psychologists, particularly those immersed in the behaviourist tradition and the experimental research paradigm, tend to focus on how people actually think versus how they could or should think under ideal conditions (Sternberg, 1986). Second, rather than defining critical thinking by pointing to characteristics of the ideal critical thinker or enumerating criteria of "good" thought, those working in cognitive psychology tend to define critical thinking by the types of actions or behaviours critical as thinkers can do. Typically, this approach to defining critical thinking includes a list of skills or procedures performed by critical thinkers (Lewis & Smith, 1993).

Philosophers have often criticized this latter aspect of the cognitive psychological approach as being reductionist—reducing a complex orchestration of knowledge and skills into a collection of disconnected steps or procedures (Sternberg, 1986). For example, Bailin (2002) argues that it is a fundamental misconception to view critical thinking as a series of discrete steps or skills, and that this misconception stems from the behaviourist's need to define constructs in ways that are directly observable. According to this argument, because the actual process of thought is unobservable, cognitive psychologists have tended to focus on the products of such thought—behaviours or overt skills (e.g., analysis, interpretation, formulating good questions). Other philosophers have also cautioned against confusing the activity of critical thinking with its component skills (Faction, 1990), arguing that critical thinking is more than simply the sum of its parts (Van Gelder, 2005). Indeed, a few proponents of the philosophical tradition have pointed out that it is possible to simply "go through the motions," or proceed through the "steps" of critical thinking without actually engaging in critical thought (Bailin, 2002).

Relationship of Critical Thinking to Other Concepts

As a way of defining the concept of critical thinking, many researchers have drawn connections to other skills commonly identified as twenty-first century skills, including metacognition, motivation, and creativity. Each of these related concepts will be discussed separately.

Metacognition

Metacognition has been defined most simply as "thinking about thinking." According to Hennessey, (1999, p. 3) Metacognition is the "awareness of one's own thinking, awareness of the content of one's conceptions, an active monitoring of one's cognitive processes, an attempt to regulate one's cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general´´. Martinez, (2006, p. 696) states that metacognition is "the process of the monitoring and controlling of thought".

What is the relationship between critical thinking and metacognition? Kuhn (1999) sees critical thinking as being a form of metacognition, which includes metacognitive knowing (thinking that operates on declarative knowledge), meta-strategic knowing (thinking that operates on procedural knowledge), and epistemological knowing (encompassing how knowledge is produced). Likewise, Flavell (1979) sees critical thinking as forming part of the construct of metacognition when he argues that "critical appraisal of message source, quality of appeal, and probable consequences needed to cope with these inputs sensibly" can lead to "wise and thoughtful life decisions" (p. 910). On the other hand, Van Gelder (2005) and Willingham (2007) appear to perceive metacognition as being subsumed under critical thinking when they argue that a component critical thinking skill is the ability to deploy the right strategies and skills at the right time, typically referred to as conditional or strategic knowledge and considered part of the construct of metacognition (Kuhn & Dean, 2004; Schraw et al., 2006). Halonen (1995) identifies metacognition as the ability to monitor the quality of critical thinking. Similarly, Halpern (1998) casts metacognition as monitoring thinking and strategy use by asking the following kinds of questions: What do I already know? What is my goal? How will I know when I get there? Am I making progress?

Some researchers have argued that the link between critical thinking and metacognition is self-regulation. For example, the APA Delphi report includes self-regulation as one component skill of critical thinking (Facione, 1990). Schraw et al. (2006) draw connections between metacognition, critical thinking, and motivation under the umbrella of self-regulated learning, which they define as "our ability to understand and control our learning environments" (p. 111). Self-regulated learning, in turn, is seen as comprising three components: cognition, metacognition, and motivation. The cognitive component includes critical thinking, which Schraw and associates explain consists of identifying and analyzing sources and drawing conclusions.

However, others have argued that critical thinking and metacognition are distinct constructs. For example, Lipman (1988) has pointed out that metacognition is not necessarily critical, because one can think about one's thought in an unreflective manner. McPeck, on the other hand, argues that the ability to recognize when a particular skill is relevant and to deploy that skill is not properly a part of critical thinking but actually represents general intelligence (1990). At the very least, metacognition can be seen as a supporting condition for critical thinking, in that monitoring the quality of one's thought makes it more likely that one will engage in high-quality thinking.

Motivation

Critical thinking is also related to motivation. For example, most researchers view critical thinking as including both skills, or abilities, and dispositions. The disposition to think critically has been defined as the "consistent internal motivation to engage problems and make decisions by using critical thinking" (Facione, 2000, p. 65). Thus, student motivation is viewed as a necessary precondition for critical thinking skills and abilities. Similarly, Halonen notes that a person's propensity, or disposition, to demonstrate higher-order thinking relates to their motivation (1995). Halpern (1998) argues that effort and persistence are two of the principal dispositions that support critical thinking, and Paul maintains that perseverance is one of the "traits of mind" that renders someone a critical thinker (1992, p. 13). Thus, like metacognition, motivation appears to be a supporting condition for critical thinking in that unmotivated individuals are unlikely to exhibit critical thinking. On the other hand, several motivation

researchers have suggested that the causal link goes the other way. In particular, some motivation research suggests that difficult or challenging tasks, particularly those emphasizing higher-order thinking skills, may be more motivating to students than easy tasks that can be solved through the rote application of a pre-determined algorithm (Turner, 1995).

Creativity

Finally, many researchers have made connections between critical thinking and creativity (Bailin, 2002; Bonk & Smith, 1998; Ennis, 1985; Paul & Elder, 2006; Thayer-Bacon, 2000). At first glance, critical thinking and creativity might seem to have little in common, or even to be mutually exclusive constructs. However, Bailin (2002) argues that a certain amount of creativity is necessary for critical thought. Paul and Elder (2006) note that both creativity and critical thinking are aspects of "good," purposeful thinking. As such, critical thinking and creativity are two sides of the same coin. Good thinking requires the ability to generate intellectual products, which is associated with creativity. However, good thinking also requires the individual to be aware, strategic, and critical about the quality of those intellectual products. As the authors note, "critical thinking without creativity reduces to mere skepticism and negativity, and creativity without critical thought reduces to mere novelty" (p. 35). Paul and Elder (2006) point out that, in practice, the two concepts are inextricably linked and develop in parallel. Accordingly, the authors believe both creative and critical thinking ought to be integrated during instruction.

Methodology

This study is based on qualitative method. An intensive in-depth information and insight have been reviewed (Bogdan & Biklen, 2007). The techniques that are used in this study are document review and reviewing theoretical knowledge. Relevant literature has been reviewed to make the study conceptually and theoretically reliable and authentic (Pandey, 2025). The study is based on secondary sources. The researcher has googled and visited the website in order to obtain information related to the themes of the study. Data are presented from books, journals and articles. The writer has presented his own personal and professional knowledge and experiences to explore ideas and strategies on critical

thinking. Research design is an overall plan of the study which helps the researcher to complete the work perfectly (Pandey, 2024). It is a framework of the study. According to Kumar (2005), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. A research design is a fixed set of procedure for conducting a research.

Findings and Discussion

This study explored that critical thinking occurs when students analyze, evaluate, interpret, or synthesize information and apply creative thought to form an argument, solve a problem, or reach a conclusion. The study revealed that the aim of critical thinking is to promote independent thinking, personal autonomy and reasoned judgment in thought and action. This involves two related dimensions: the ability to reason well and the disposition to do so.

Critical thinking involves logic, evidence as well as creativity. It may involve inductive and deductive reasoning, analysis and problem-solving as well as creative, innovative and complex approaches to the resolution of issues and challenges. Factors affecting the critical thinking skills of students in basic education institutions consisted of teaching methods, education media, education atmosphere, student reading ability, student motivation and attitude in learning, student intention to study, and student emotional intellect.

Teachers are equipped with high critical thinking skills. Critical thinking is not equal with intelligence and shouldn't be misunderstood with it. Critical thinking is skill which can be developed. It can be searched and analyzed with its different dimensions. This shows that many scientists or experts hypothesize about critical thinking, because the vitality of critical thinking has been realized by many people recently. Educators are aware of the fact that critical thinking can be thought.

The study showed that critical thinking is linked to reflection, creativity, problem solving skill, communication, motivation, decision making process, awareness, metacognition skill, cognitive skill and more importantly, a philosophical method.

Conclusion

Critical thinking skills are developed in the classroom to create a classroom full of enthusiastic and motivated students. Intelligent people do not only think clearly or reasonably; they make daily judgments based on effective analyzing, appraising, and reconstructing. This occurs naturally as we create critical thinkers. Critical reflection is self-guided, self-disciplined thinking that seeks to reason at the greatest degree of quality in a fair-minded manner. Teachers and students who think critically strive to live in a sensible, reasonable, and sympathetic manner. Students who acquire critical thinking abilities will be able to interpret, evaluate, reason, analyze, generate, and infer. From the above discussion, critical thinking is no doubt necessary in every field of life, but especially for professions that occupy with people. The people who work in the field of human health, especially the people who directly intervene to the person's life like psychologists, counsellors and educationalists have to be critical thinkers in both practice and management. In order for teachers and counsellors to be able to implement critical thinking into their classrooms, they must first be committed to critical thinking and its philosophy. Critical thinking is an activity of analysing, interpreting, evaluating insights and information from different perspectives. The emphasis on critical thinking makes the students able to analyse and interpret the text from different angles. Instead of developing creativity, criticality and originality, our curriculum, examination system, and the teachers mainly give priority on rote learning and memorization which result dependency. Students lack creativity. Instead of critically analysing and interpreting the text they accept everything whatever the teachers teach in the class. Students rarely raise the question in the classroom. Similarly, teachers also do not encourage the students to ask the question. In many colleges, teachers provide the note and ask them to read and memorise all for the examination. Our education policy, curriculum and teachers are equally responsible for killing the creativity of the students. As a result, students forget whatever they memorised within a few days after examination. Such situation never makes the students capable to encounter the problems that they face in their life.

The findings suggest that teachers and students can practise critical thinking in the class for comprehensive and creative learning. Teachers should give enough space

for dialogue, discourse, debate, interaction and question to develop critical thinking skills on the part of teachers and students. Related stakeholders such as parents and educationists should contribute more in their children's education. They should raise voice for quality education. Policy makers should create room for critical thinking in the policy making process, curriculum formulation, and syllabus designing and textbook writing process.

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