



Critical Discourse Analysis in the Classroom: A Critical Language Awareness on Early Children's Critical Thinking

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Abstrak

Dengan menggunakan CDA sebagai alat bantu di dalam kelas, penelitian ini secara visual dan verbal menganalisis pertumbuhan anak. Hal ini didasarkan pada pemahaman bahwa pembelajaran tidak berorientasi pada konten, melainkan tentang proses pembelajaran dari pengetahuan yang diperoleh. Siswa yang dapat berpikir dengan baik akan berhasil dalam hidupnya. Oleh karena itu, penelitian ini bertujuan untuk mengetahui aplikasi yang mengimplementasikan analisis wacana kritis pada perkembangan anak usia dini di kelas. Metode yang digunakan adalah pendekatan kualitatif dengan studi pustaka menggunakan sumber dari internet, buku, dan hasil penelitian terkait. Berdasarkan temuan penelitian, struktur berpikir kritis eksplisit untuk memperjelas apa yang harus dipelajari untuk memfasilitasi keterampilan menulis, sistematis untuk menyediakan kerangka kerja yang konsisten untuk berfokus pada bahasa dan konteks, berbasis kebutuhan untuk memastikan bahwa tujuan kursus dan konten berasal dari kebutuhan siswa, mendukung untuk memberi guru peran sentral dalam membangun pembelajaran dan kreativitas siswa, dan memberdayakan untuk memberikan akses ke pola dan kemungkinan.

Kata Kunci: *analisis wacana kritis; ruang kelas; berpikir kritis; kesadaran bahasa kritis; anak usia dini*

Abstract

By using CDA as a tool in the classroom, this study visually and verbally analyses the children's growth. This is based on the understanding that learning is not content-oriented, but rather about the learning process of knowledge gained. Students who can think well will be successful in life. Therefore, this study aims to determine the app implementing critical discourse analysis on early children's development in the classroom. The method used is a qualitative approach with a literature review using sources from the internet, books, and related research outputs. Based on the study's findings, the critical thinking structure is explicit to make clear what is to be learned in order to facilitate writing skills, systematic to provide a consistent framework for focusing on both language and context, needs-based to ensure that course objectives and content are derived from students' needs, supportive to give teachers a central role in scaffolding students' learning and creativity, and empowering to give access to the pattern and possibilities.

Keywords: *critical discourse analysis; classroom; critical thinking; critical language awareness; early childhood.*

Introduction

The world of education continues to develop in search of the best form for future generations. The impact of change, according to Purba, Herman, et al. (2022) is one of the 21st century learning called 4C, namely critical thinking (critical thinking), creativity (creativity), (communication) and communication collaboration (collaboration). Thus, critical thinking is one of the important abilities in the learning process. This is based on the understanding that learning is not content-oriented, but rather about the learning process of knowledge gained. Students who can think well will be successful in life (Aisyah et al., 2015). This is due to the ability of early childhood which tends to be low and requires stimulation from outside parties, so the right method is needed to overcome it.

21st century learning demands humans who have the ability to think well in making decisions and filtering information. If students have good critical thinking skills, they will not immediately believe in a source of information if it is not based on real facts (Silalahi & Sihombing, 2021). Thus, students who have the ability to think critically will continue to seek information until they know the answer. Therefore, in facing this information age, it is necessary to have the ability to think critically in order to be able to find information and analyze it. Children's critical thinking ability can be stimulated by providing education and appropriate methods, this aims to improve communication skills through routine discussions or dialogues at home or at school, making communication habits a process of maturation and solving problems, and getting used to being able to work together in teams and collaborated with friends in solving certain problems with the assistance of the teacher.

Shafeei et al. (2018) explained that higher order thinking skills are able to argue, solve problems (problem solving), think critically and think innovatively. Higher order thinking activities occur in more complex thought processes in the brain because they involve various decisions and considerations that are not only technical in nature. Thus, critical thinking needs to be trained and becomes one of the concerns in 21st century learning to form children who are able to develop their thinking skills in all things. One of the models usually found in honing critical discourse skills in children is inquiry skills, which include deductive inquiry and induction inquiry, namely planning, retrieving, processing, creating, sharing, evaluating, and being involved in asking questions, seeking information and conducting investigations to something new (Ngongo et. al., 2022).

Rafiek et al. (2022) said critical thinking is a review of ideas that generated, make a temporary decision about what is the best step in solving the problem or choose what is reliable and reasonable and then evaluate and take the solution that is believed. Another characteristic of critical thinking is that students can take solutions and attitudes towards a problem well. The student will argue, judge and evaluate. In addition, understanding critical thinking is reflective thinking that focuses on deciding what to believe and do. If the student thinks critically, then the student is not will immediately believe in something fake news or unclear sources (Faiz, 2012).

Critical thinking ability is an active process to contrast one's thinking process to get information through various rights. Thus, there is a need for question and answer activities and discussions as a form of support and efforts for teachers to improve their critical thinking abilities. The way to encourage students to think critically is to expose them to controversial topics. The theme or topic in learning can provoke students' thinking skills, especially if the topic requires a solution. Therefore, proper learning is needed so that students' thinking skills can be honed. This is in accordance with learning.

By examining the textual mechanisms of young children's development for the production of hegemonic social meanings with the aid of systemic functional grammar, we investigate to what extent young children may be transformed into "critical language researchers". In fact, it has been argued that young schoolchildren benefit from an emphasis on the creation and critical analysis of writings because they acquire an awareness of handwriting and spelling systems as well as an understanding of the power of language to

convey meaning. In particular, Painter (1999) has proved the value of systemic functional grammar for the linguistic development of children, while Williams (1998) has shown how even early childhood teachers can utilize it to help young children's learning (Karagiannaki & Stamou, 2018).

Growing critical thinking in children, especially those who are in elementary school and teenagers need a strategy (design) that makes children and the people around them (including parents and teachers) able to achieve it. Desk norm come regular First, instill in all of us, especially parents are educators that each child has the opportunity to tell himself he 'can' or he 'can' recently favorites And believe, each ability requires what eds Re called process. Of course, we all agree with that Public Let alone elementary school-age children and teenagers. Even adults still need what is called a process. More precisely the process of learning or doing something So, so putting the thought that I can afford to children, especially elementary school age and teenagers is not an easy thing. This is due to their diverse backgrounds Teachers must be sensitive and observant of this. Do not generalize the abilities of all children. After we understand this, the next strategy that can be taken to grow and encourage critical thinking skills to grow and develop in children is to grow confidence in the abilities possessed by each child. This is different. Therefore, teachers who truly value the uniqueness of each child and maximize the ability of children through their uniqueness (potential) are the key. Parents should do the same. Not everything that parents can do, can also be done by their children The difference in time is also vital that matter. To understand the differences, including differences between interests and abilities between parents his children are a pearl of wisdom The third design, facilitates children with various media that stimulate their critical thinking skills. This can be done by the teacher by giving story questions to the students with complete information in them as answers that require the child (students) to look for them patiently, repeatedly, and observantly.

This third design, if we apply it in our lives as adults, will be very useful later, for example, when we are in a new place or foreign country. If we are not used to it and try to read, understand and observe the signs (instructions) in that country to find the destination we want, we will tend to depend on asking other people who do not necessarily understand what we are talking about. ask The idea is to teach kids how to read well or to make them used to being independent from a young age by teaching them how to solve problems that arise in the world. Entering the fourth design, ask children a lot of questions 'WHY and 'HOW' Through the why question, requires them to have a lot of references or readings Coupled with the question of how or how this can happen, like it or not, they will explore various previous events that affect the current events or what they are facing now.

So the two prefixes to the questions above will make him try to construct the knowledge he has obtained and the current events (which he is experiencing) which are useful for him in formulating solutions to the events (problems) he gets. Although these solutions for us adults are not necessarily appropriate, at least they already know how to choose a good way or path for them to deal with a problem Thinking is an abstract thing. Thinking is a human way to analyze information and the results are used in action. Critical thinking is thinking that is rational, open, based on evidence, and exists. Critical thinking is also a mature attitude to respond to a problem or opinion. However, everyone can think critically and many people can always think critically, for that it takes an interest in learning in order to think critically. Every day humans are faced with problems, but not all problems affect humans themselves. In order to Solve these problems requires careful and wise preparation. Critical thinking is one that must be possessed by humans. Critical thinking is applicable to daily activities as well as academic ones (in the context of the classroom).

As students strengthen their literacy in reading and writing in Bahasa Indonesia and English, teachers can help them investigate the pertinent distinctions and similarities between their first language (L1) and second language (L2). By employing critical discourse analysis (CDA), a tool for examining language and discourses in the classroom, teachers can encourage

their bilingual pupils to think critically about language and picture books. Due to its adaptability to involve bilingual students in exposing stereotypes and discourses concealed in popular picture books, this study is theoretically framed on CDA. Because it provides information on how bilingual children might improve their language and literacy skills while using CDA during reading and writing tasks, the current study can be significant to teachers (Esquivel, 2019).

As a result, this research explains that critical discourse is a crucial learning capacity that should be developed in young children. This enhances the cognitive learning process, identifies, examines, and develops it in a better direction for the process of increasing children's knowledge and skills. Along with the development of the times and technology that requires good analysis, skills, and the ability to solve problems, gain knowledge, understanding, and skills to solve problems deductively, inductively, and evaluatively according to individual abilities.

Methodology

According to Ary et al. (2010), literature study or literature can be characterized as a sequence of actions related to the methods of gathering library data, reading and taking notes, and processing research materials. This study employs qualitative research methods using a literature study approach. Literature studies can also look at other reference books and related earlier research findings that are helpful for getting a theoretical foundation for the issue being examined (Purba, Thao, et al., 2022). The term "literature study" also refers to methods of gathering data through book reviews. Literature, notes, and diverse studies pertaining to the issue at hand. Theoretical research, references, and other scientific literature related to culture, values, and norms that emerge in the social condition under investigation, according to (Sugiyono, 2006), constitute literature study. This library research method is used to develop concepts regarding productivity which can later be used as a basis in developing practical steps as an alternative management approach. As for the steps in Literature research procedure was implemented as proposed by (Dwiyanita, 2020) such as topic selection, information exploration, determining the research focus, collecting of data sources, preparing data presentation, and last was making report preparation

The participant subsection uses research journals published on the internet using a search engine request, research gate, and google scholar with the keywords implementing critical discourse, critical thinking, children's education, etc. Research design using literature review, and research instrument using creativity in solving problems in HOTS, consists of complete learning critical discourse such as: 1) Having ability to solve problem, 2) ability to evaluate strategies used to solve problems from various points of view different, and 3) finding model-model different new solution which with the previous methods.

Data Analysis in this research by analyzing the contents of the journal, the method of scientific journals that are in accordance with the criteria are then collected and a summary of the journal is made including the name of the researcher, year of publication of the journal, study design, research objectives and a summary of the results or findings. The substance of the research aims and findings was analyzed in order to further clarify the analysis of the journal's abstract and full text, which should be read and observed.

Results and Discussion

This study found that the level of effectiveness of students in developing critical thinking skills in the Business English course was only at the intermediate level. This means that students have not optimally increased critical thinking in these courses. In addition, this study reveals that there are 9 factors that hinder students in develop their critical thinking while studying Business English. However, only two of these factors are dominantly hindering the effectiveness of developing critical thinking. One of them is the lack of English language skills, especially vocabulary mastery. This means that if students are not equipped with

sufficient vocabulary before taking business English courses, they will have difficulty developing critical thinking in Business English learning. This finding is in line with the expert opinion that the lack of foreign language mastery is one of the factors that can hinder the development of critical thinking.

Kusumaningrum (2015) defined that the critical thinking structure is explicit to clarify what is to be learned to facilitate writing skills, systematic to provide a consistent framework for focusing on both language and context, needs-based to ensure that course objectives and content are derived from students' needs, supportive to give teachers a central role in scaffolding students' learning and creativity, and empowering to give access to the pattern and possibilities of variation in valued text.

This study's findings are also backed by a hypothesis that claims language is a means of communicating ideas to others. This has implications for the need to equip students with sufficient vocabulary, especially related to critical thinking development activities before they take Business English course. The second dominant factor found to hinder critical thinking in this study was cultural background. However, the findings of this study specifically found that the inhibiting background effect was the students' feeling of shame when they made mistakes in public. While previous research found that the cultural factor that hinders is that direct disapproval of parents is considered impolite. Thus, the findings of this study have made it clear that the cultural background considers that making mistakes in using spoken English when carrying out critical thinking development activities in business English courses is considered embarrassing for students and negatively affects their level of critical thinking development. Then, after several important parts of the entire film, the students discussed in groups how the ending of the film was played and expressed their logical opinions critically to be presented in front of the class. The use of this technique is very useful to improve the ability of high school students in critical thinking. For this reason, it is highly recommended for teachers to use this technique in teaching English, especially speaking skills.

Supporting someone to think critically, critical thinking is the process of identifying problems, observing, analyzing, evaluating, reflecting, and giving opinions. To improve critical thinking, humans must be happy to find information and be able to make decisions (Silalahi et. al., 2022). In educational activities, learning and learning are two things that are strongly intertwined and cannot be separated. According to some, learning and learning is a type of education that fosters communication between instructors and students. In this instance, the goals that guide the teaching and learning activities have been established prior to the start of the lesson. The teacher intentionally plans out his lesson plans systematically by making use of everything for the sake of instructing the value of critical discourse in the form of: 1) Freedom of thought. Someone who has the ability to think critically is a person who has high curiosity, 2) Dare to do something on your own decision after doing self-exploration and evaluation, 3) Be confident in your own opinion and believe in your decisions to be made, 4) Open Minded, someone who has the ability to think critically will have a high curiosity about s statements to understand thoroughly it makes a person able to accept other people's opinions. Or people who think critically have a good attitude when arguing even though the opinion is contrary to personal opinion, 5) Improving literacy, literacy can not only be obtained by just reading a book. One can also increase light by interacting with humans through arguments or exchanging opinions, 6) Critical thinkers don't just accept a claim or conclusion because they want to prevent manipulation, which makes them harder for the media and fake news to convince of anything. Often in learning in the classroom students only pay attention to the teacher and take notes during lessons. Meanwhile, by getting used to critical thinking, learning will not stop in the classroom. Critical thinking can help students to evaluate a problem. This pandemic condition makes it a little difficult for educators to improve students' critical thinking patterns through learning because of the lack of interaction.

However, teachers can use learning resources in the form of the surrounding environment to improve students' critical thinking patterns. Here are some things that teachers can do to develop students' critical thinking skills as following: 1) The teacher can provide topics or issues that are raised in a lesson so that they can train students to think objectively. For example, students are given material about natural damage then students can identify what factors can affect or cause natural damage, 2) Increasing self-confidence. Teachers must do interesting learning that will make students want to ask questions so that learning conditions become interactive. This can make the curiosity of students increase and the atmosphere in the classroom becomes more lively. By asking and discussing, 3) Giving independence in thinking. The teacher can provide opportunities for students to provide opinions or exchange opinions with friends related to the issue, so students can conclude whether the opinion is relevant or not, 4) Independent thinking is an attitude of daring to think for yourself. In a pandemic condition like this, of course, school learning is not what it used to be. The students are limited when learning at school. The teacher can give an assignment in the form of identifying problems in the environment by utilizing the environment around each student, 5) Building a Knowledge Foundation. Teachers should not only teach the material in books, 6) The teacher should be able to develop the material. Teachers can also build a foundation of knowledge by increasing students' reading interest, 7) Providing evaluation to prove that the opinion is valid or not, and 8) Paying attention to the condition of students. In the current pandemic conditions, teaching and learning activities can still be carried out both face-to-face and online. In the online learning process, it is done using the zoom application.

All humans cannot think critically all the time, but they can practice critical thinking skills every day. Critical thinking also has a weakness, critical thinking tends to be slower thinking because people who think critically are people who can always respond to information rationally, reasonably, and empathetic, not thinking quickly without looking at various considerations. It's never too late to learn, make it a habit to give material to students with a discussion system. Discussion not only makes young students understand a lesson but also grows it.

Discussion

Because they believe we utilize language on a daily basis, many people believe learning a language is simple. Learning a language is not just being able to speak in it but also being aware of and comprehending the meaning that each uttered word or expression conveys. The majority of pupils find speaking and speaking challenging when learning languages, especially English. Having trouble expressing thoughts verbally, having a small vocabulary, having trouble speaking according to the norms of grammar, having trouble pronouncing words correctly, and lacking the bravery to speak out of fear of being incorrect are the usual causes of speaking difficulties. There are a number of helpful strategies to pursue in order to improve speaking abilities, including expanding vocabulary, reading aloud, learning basic English grammar, reading English texts, speaking English, listening to English songs, watching English films, and enjoying English subjects. This essay also covers the role-playing and picture-story media as instructional strategies for enhancing students' English-speaking abilities (Sari & Lestari, 2019).

Not only listen, take notes, but are active in the thought process. The ability to think at a higher level is one of the important competencies in the modern world, so it must be owned by every student. Creativity in solving problems in HOTS, consists of: 1) Ability to solve problem. The critical thinking ability of early childhood tends to be low so that it requires stimulation in their current education. Optimizing teachers to help develop abilities is needed, based on the higher order of thinking skills indicator that higher order thinking skills used through the inquiry learning model can stimulate critical thinking skills in young children. 4-5 years according to the ability possessed. In addition, a literacy culture is needed so that children are able to have broad knowledge and comparisons with situations that occur so that

they can explain or accept input from various points of view, and are familiar with renewable sources of information, 2) Ability to evaluate strategies used to solve problems from various points of view different. By having critical discourse skills, early childhood can solve problems independently, ranging from small problems to problems that require adult assistance. Like asking a lot of things around the environment and high curiosity. In this case, children are required to compile, express, analyze and solve problems in their daily lives. Improving creative and innovative skills following increasingly sophisticated technological developments, so that they can face competition, convey new ideas to others, are not ashamed to develop, and can be open and responsive to new and different perspectives. In addition, by improving communication skills through routine discussions or dialogues at home or at school, making communication habits a process of maturation and solving problems, and getting used to being able to work together in teams and collaborate with friends in solving certain problems with the assistance of the teacher, 3) Finding model-model different new solution which with the previous methods. In improving critical discourse in early children, unique and fun methods are needed, such as using visual media, audio, games, or internet applications to improve thinking skills. Get used to answering questions regularly and providing knowledge through the surrounding environment, such as triggering curiosity about something, solving problems ranging from simple to levels that require decision making, and finding solutions to improve literacy by providing books with visuals and topics that interesting. Higher order thinking skills can be trained in the learning process in the classroom. Therefore, in order for students to have higher-order thinking skills, the learning process also provides space for students to find ideas (Hidayati, 2020).

The following are some studies that have discussed the same problem as a comparison for this research, namely: 1) Khaliq et al. (2017) in this research entitled "Efforts to Improve Students' Mathematical Critical Thinking Power by Using the Contextual Socratic Method" The results of the study explain if The results of this study indicate that there is an increase in students' mathematical critical thinking power by using the contextual Socratic method on the flat side of the subject of cubes and blocks, 2) Inggriyani & Fazriyah (2017) in this research entitled "Analysis of students' critical thinking skills in learning to write narratives in elementary school" The results of the study explain if the results showed that (1) The average critical thinking ability of fourth grade students was 55.04 which was classified as low, with the highest indicator being the indicator of analyzing questions at 82.99% and the lowest indicator being the indicator identifying assumptions at 0%. (2) the efforts made by teachers at SD Negeri 2 Pemaron to develop critical thinking skills, namely providing open questions and providing learning guidance. (3) the obstacles faced by teachers and students in developing students' critical thinking skills, namely inadequate school facilities, and lack of parental attention to their children's learning activities, 3) Thohir et al. (2020) in this research entitled "Training on Writing Comprehension Questions Based on High-Order Thinking Skills for Private SMA/SMK/MA English Teachers in East Lombok Regency" The results of the study explain if PKM activities in the form of HO-based comprehension questions for English teachers in private SMA/SMK/MA in East Lombok district have been well implemented. The participants welcomed the activity and this can be seen from their enthusiasm during the activity and also from the responses they gave to a number of statements related to this service activity. According to the participants, this type of activity is very beneficial because it can boost their knowledge and understanding, which can afterwards improve education quality. They anticipate that such exercises will be followed up with more participants, more time, and more varied materials, 4) Novriyanti (2014) in this research entitled "Teaching speaking with critical thinking by guessing film ending at senior high school" High school students are expected to have the ability to speak English fluently and critically. But in reality, many high school students have difficulty in speaking English. This is brought on by a variety of issues, including a lack of vocabulary, an inability to come up with original ideas, and a lack of understanding of English pronunciation. These problems can be overcome by increasing

speaking practice in class. Therefore, it is the teacher's job to create a classroom atmosphere and learning process that generates ideas, so that students are willing to speak and think critically. One way that can be used is the use of film. Films can be used in a variety of learning activities, one of which is by guessing the ending of the film (Guessing Film Ending). This activity is divided into three stages, namely pre teaching, whilst teaching and post teaching. At the Whilst Teaching stage, the teacher plays a film to watch together in class.

Rohayati et al. (2019) describe that Critical thinking proposed by Chaffee, et al as a thought process to evaluate something carefully so as to produce smarter decisions and be accepted by the mind, that critical thinking involves the ability analysis and argument. Critical thinking standards in writing, especially the type of expository text, the themes of clarity, logic, relevance, accuracy of argument quality, accuracy in conveying something to avoid ambiguous meaning caused by fallacy, so that a text or writing must be coherent and coherent. (Hekmatiar, 2019) said that Teachers always train students' critical thinking skills by developing students' thinking power by not limiting their ideas but by directing these ideas. These activities can be carried out by paying attention to a problem topic in detail and thoroughly, identifying similarities and differences, conducting observation activities to understand information from various points of view, and considering the long-term consequences of the chosen solution. In addition, the teachers always train students to increase their English vocabulary. Encourage students to always increase their vocabulary mastery through listening activities such as news, films and other media, speaking, writing and reading exercises.

By constantly encouraging students to speak English, learning activities can continue to achieve their main results. English speaking activities can be carried out in a school environment by prioritizing fluency and content before grammar, pronunciation, emphasis and intonation. For students, it is suggested that correcting speaking errors is not too frequent and not too stressful for students. Correcting students' speaking errors can be done after students finished speaking. Thus, students are not afraid and can be more confident in speaking English. By constantly encouraging students to speak English, learning activities can continue to achieve their main results. English speaking activities can be carried out in a school environment by prioritizing fluency and content before grammar, pronunciation, emphasis and intonation. For students, it is suggested that correcting speaking errors is not too frequent and not too stressful for students. Correcting students' speaking errors can be done after students finish speaking. Thus, students are not afraid and can be more confident in speaking English.

Rahmawati & Ashadi (2018) informed when students think critically, they need these skills as a foundation. The things that go to two are needed not only for the student's life now but also for the future. The Early Partnership for 21st Century Learning or P21 (2011) characterizes critical thinking as sufficient ability to reason effectively, use systems thinking, guide judgment and decision making, and solve skills. problem. If teachers embed these skills in the curriculum, they will result in educating the majority of citizens and preparing them for their jobs and future life. (Adiatmana Ginting et al., 2020) to hone critical thinking by identifying main ideas, completing blank sentences, describing places or people, classifying phrases, vocabulary building, finding adjectives, playing games, matching pictures, collaborative descriptions, speaking, writing, reading, listening, and pronunciation exercises.

Teachers and educators need to be aware of the demands of the students. Teachers must also create engaging, appropriate, and creative assessments. In truth, many schools still evaluate pupils' comprehension using the traditional method (paper-based tests). The researchers discovered that students felt bored and had less interest in taking the tests based on observations of the learning process. Instead of doing the labor themselves, they would rather steal from others. The traditional approach (paper-based testing) hinders learning. If professors or students frequently become bogged down with students' assignments, it is not difficult. As a result, it can be difficult for educators to develop (Yulia & Susilowati, 2020).

This has consequences for the requirement for business English teachers to use a strategy that can lessen these preconceptions (Paramudia et al., 2021). According to Trisnawati & Sari (2019), education professionals all over the world are pushing a variety of skills to help pupils in the twenty-first century prepare for future competition. Students require what are referred to as the "4Cs" of the twenty-first century: creativity, collaboration, communication, and critical thinking (creativity). It is crucial to successfully incorporate 21st century abilities into the educational process. A module is one of the teaching tools that is required. The outcome of researching, analyzing, and integrating 21 critical thinking courses, strategies, tests, and taxonomies is Ilyas's Critical Thinking Framework.

Based on the research mentioned above, it has been determined that the discovery learning method (discovery) is a teaching strategy that controls instruction in such a way that students learn previously unknown material without being told; instead, they discover it partially or entirely on their own. Activities and lessons in discovery learning are created in a way that allows students to understand concepts and principles on their own. Students identify numerous key concepts through making observations, categorizing, speculating, analyzing, and drawing conclusions. The school environment only teaches basic critical thinking, so parents' influence on implementation is in the sustainability and long-term aspect, which is related to parenting and the way in which we educate parents, both in terms of education and daily interactions. As a result, parents and teachers play a significant role in improving critical thinking skills in early childhood. This is due to habits or routines that are mostly done at home compared to school.

Conclusion

The results of this study found students' critical thinking skills. In order for students to critically analyze and comprehend the text, teachers must clearly educate them how to employ visual and linguistic cues. Teachers should use cutting-edge teaching strategies and technology to help students build their capacity for critical thought. Critical thinking ability is an active process to contrast one's one's thinking process to get information through various rights. The way to encourage students to think critically is to expose them to controversial topics. This can provoke students' thinking skills, especially if the topic requires a solution.

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