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Analysis of Critical Thinking of IPS Education Students

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Abstract.

Critical thinking is the skill to objectively analyze, evaluate, and solve problems using logical and rational thinking. Critical thinking skills are useful in many aspects of life, including making effective decisions and evaluating arguments. Students' critical thinking skills refer to students' skills to actively analyze, evaluate, and solve problems rationally. The purpose of this research is to know the analysis of critical thinking skills in IPS education programs. This literature review study used the systematic literature review (SLR) method. The analysis showed that there is variation in the level of critical thinking ability among social studies students. Some students may demonstrate higher abilities in analyzing, evaluating, and relating social studies-related information, while others may still need to improve their critical thinking skills. The need for improvement in the critical thinking skills of social studies education students; and the need for an increase in learning approaches that focus on the development of critical thinking. Teachers can integrate teaching strategies that stimulate analytical thinking.

Keywords: skills analysis, critical thinking, social studies education

1. Introduction

Critical thinking is the skill to objectively analyze, evaluate, and solve problems using logic and rational thinking. This relates to skills in accumulating information, questioning assumptions, assessing alibis, recognizing weaknesses and strengths in thinking, and reaching conclusions supported by relevant facts (1). Assuming critically involves a deeper and more organized way of assuming than just accepting information in a calm manner. This relates to the ability to critically analyze information, identify biases or biases that may exist, question underlying assumptions, and seek solutions based on a critical and fair view.

Critical thinking skills are useful in the joints of life, such as in collecting decisions, calculating reasons, uncovering cases, increasing innovation and avoiding lies or lies. Currently, data is very easy to access through more useful data description(2). Critical thinking skills aim at students' skills in analyzing, giving, calculating, and solving cases

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naturally. This matter relates students in deploying and calculating data, recognizing basic assumptions, calculating reasons, and quoting provisions sourced at the top down fresh ideas. Students are expected to be able to deliver data and master elements related to each other.

Critical thinking skills are important to students because it helps them to analayze, evaluate, and interpret information in a logical and objective manner. Critical thinking skills enable students to carry out a more in-depth analysis of the information they receive. They can solve complex problems by looking at various points of view, identifying the underlying assumptions, and evaluating the validity and reliability of the arguments or evidence presented (3).

International journals used as sources of literature in this study can be seen in the table below:

TABLE 1: International journal used as a source of literature in research.

No.	Article Identity	Result
1	Path Analysis of Self-Regulation, Social Skills, Critical Thinking and Problem-Solving Ability on Social Studies Learning Outcomes Arifin Maksun, I Wayan Widiana, dan Anita Marini International Journal of Instruction 2021	Improved social studies learning outcomes can be obtained through increased self-regulation, social skills, critical thinking, and problem solving. Therefore, better self-regulation strategies, social skills training, development of critical thinking, and problem-solving skills need to be considered in an effort to improve social studies learning outcomes (9).
2	Effectiveness of Multi-Matobe Integration in Social Studies Learning to Enhance Critical Thinking Skills Rasimin, Muh Zuhri, Muhammad Hamsah, Nurchamidah,Ali Miftakhu Rosyad. Journal Of Innovation In Educational and Cultural Research 2022	The study findings indicate that the use of the Multi-Matobe combined teaching method brings significant benefits in improving students' critical thinking skills. The implication of this research is the importance of implementing the MultiMatobe strategy in the school curriculum, so students can develop critical thinking skills and become better prepared to face global competition (10).
3	Improving Critical Thinking among Junior High School Students through Assessment of Higher-Level Thinking Skills Tiara Septi Mislia dkk International Conference on Social Studies, Moral, and Character Education (ICSMC 2018)	Applying higher-order thinking skills in learning has the potential to improve the quality of education and the quality of students, especially in social studies subjects which are continuously related to social issues around them. Therefore, it is important to carry out a needs analysis in order to understand how important higher order thinking skills are in the learning process, especially in the social studies learning context (11).
4	Preservice teachers' perceptions and preparedness to teach for global mindedness and social justice using collaboration, critical thinking, creativity and communication (4cs) Lydiah Nganga Journal of Social Studies Education Research 2019	Shows that although students initially feel uncomfortable exploring issues of global and social justice, they eventually gain many important perspectives. Therefore, this study emphasizes how important it is to use 4C in teacher education programs to teach important knowledge and skills in thinking globally and fighting for social justice (12).

Table 1: (Continued).

No.	Article Identity	Result
5	Inclusive education for refugee children: Preservice social studies teachers and their critical thinking skills Arzu Saldıray and Ali Meydan Nevşehir Hacı Bektaş Veli University, Turkey Issues in Educational Research, 33(1), 2023	that the source of information for pre-service teachers on current refugee mobility is on the axis of the social environment, especially teachers and their friends whom they consider to be the information authorities, and the majority of pre-service teachers do not question its reliability. sources of information they use on this matter. Findings about critical thinking competence show that nationalist ideology and prejudiced viewpoints predominate among the perspectives of prospective teachers. They have a discriminatory attitude in the affective perspective of critical thinking skills. Teacher candidates emphasize emotional competence for refugee students; they are not familiar with inclusive education practices as an undergraduate education topic; and they want to contact refugee students (13).
6	Investigating Changing In Social Studies Textbooks of Public Review (Basic Fourth and Fifth) Based on the Emphasis on Critical Thinking Skills Facione in the Last Three Decades Parinaz Aghababaeian dkk International Education Studies; Vol. 10, No. 3; 2017	Overall, the findings show that social studies books for grades four and five in primary schools have a very significant weakness in terms of paying attention to critical thinking skills and other aspects written in the last three decades. Of the 90 new books written, especially taking into account changes in the national curriculum document and fundamental changes that were not anticipated and expected, the condition of the books is very weak. When compared to the IPS books for grade IV, the IPS books for grade V have worse conditions in terms of attention to critical thinking skills and other aspects, with a zero percent percentage (14).
7	Self-Directed Learning Strategy: A Tool for Promoting Critical Thinking and Problem Solving Skills among Social Studies Students 1Oyibe, Ogene Azubuike dkk IOSR Journal of VLSI and Signal Processing (IOSR-JVSP) Volume 5, Issue 3, Ver. II (May - Jun. 2015), PP 52-58	Self-directed learning strategy is a type of self-planned, self-initiated and self-directed learning primarily derived from humanistic psychology which regards students as responsible directors of their own learning experiences. It is a strategy used in teaching-learning situations that engages students to unleash their imaginative and intuitive capacities through learning and promotes maximum interaction between and among students to promote efficient decision making when discussing and analyzing This strategy encourages the development of critical thinking through discussion, negotiation, and clarification of content or basic ideas because in independent learning, students enjoy the freedom to advance their own ideas and benefit from the ideas and views of others. So the role of self-learning strategies in promoting critical thinking and problem-solving skills among IPS students is discussed and suggestions are made (15).
8	Investigating Critical Thinking in Prospective Teachers: Metacognitive Skills, Problem Solving Skills and Academic Self-Efficacy ishak Kozikoğlu Journal of Social Studies Education Research 2019	A positive, moderate, and significant relationship was found between the propensity to think critically of prospective teachers and metacognitive skills, problem solving skills, perceptions of academic self-efficacy. The study concluded that teacher candidates' metacognitive skills, problem solving skills and perceived academic self-efficacy together accounted for about half of the variance (39.5%) in their critical thinking tendencies. However, this study revealed that problem solving skills did not make a significant contribution to the total variance and could not significantly explain the tendency of critical thinking of prospective teachers (16).

TABLE 1: (Continued).

No.	Article Identity	Result
9	Modelling the Relationships among Social Studies Learning Environment, Self-Efficacy, and Critical Thinking Disposition Elif Meral, Yasemin TAŞa aAtatürk University, Kazım Karabekir Education Faculty, Erzurum/Turkey DOI:10.14527/pegegog.2017.013	The results show that self-efficacy among students is higher in classroom environments where inquiry is encouraged and equity among students is supervised. It was found that the disposition to think critically was higher in students with higher self-efficacy. In addition, it was further observed that the investigative learning environment predicts all critical thinking dispositions positively while student cohesiveness only positively predicts maturity (17).
10	*Developing Well-informed, Critically Thinking, and Active Citizens Through the Connection of Modeling & Simulation and Social Studies Education Richard Hartshorne, Scott M. Waring & Hank Okraski The Clearing House: A Journal of Educational Strategies, Issues and Ideas 2019*	With an aging STEM workforce and a lack of young people pursuing STEM careers there is a need for innovative methods to increase the pipeline of STEM students. Simultaneously, with the marginalization of social science education, the development of active, critical and informed citizens is reduced and could be supported through more experiential learning opportunities related to social science content areas. Through a long-term integrated partnership between social studies and M&S, models that synergistically expand knowledge, skills and positions have the potential to facilitate such a participatory environment for educators and students (18).
11	*Four Tools for Critical Inquiry in History, Social Studies, and Civic Education Angela Bermudez DOI: http://dx.doi.org/10.7440/res52.2015.07*	Problem posing, reflective skepticism, multi-perspectives, and systemic thinking represent distinguishable aspects of critical inquiry in the social domain that provide a better understanding of social, historical, and interpersonal issues. Students learn to use these tools with increasing sophistication and such development should be the goal of explicit pedagogical interventions (19).
12	*An Analysis of the Units "I'm Learning my Past" and "The Place where We Live" in the Social Studies Textbook Related to Critical Thinking S Eurasian Journal of Educational Research, Issue 65, 2016, 35-54 Birsel Aybek , Serkan Aslan*	activities in textbooks meet the standards of critical thinking clarity, accuracy, significance/relevance, standards of adequacy at a high level, and partly meet the standards of breadth/depth and precision. Recommendation: Arrangement of activities in social studies textbooks that can develop critical thinking skills will contribute to the development of students' higher order thinking skills which is one of the main goals of education. The quality of education will increase as long as social studies textbooks are prepared according to critical thinking standards.
13	The Effect of Argumentation-Based Social Studies Teaching on Academic Achievement, Attitude and Critical Thinking Tendencies of Students* Nazile Yılmaz-Özcana , Sanem Tabakb, International Electronic Journal Of Elementary Education 2019	From the results of the study it was found that in social studies subjects with the application of argumentation-based learning, the level and quality of the arguments developed by students showed an increase during the research. Furthermore, it was concluded that with argumentation-based learning in social studies courses, positive developments were observed for academic achievement, attitudes toward social studies courses and students' critical thinking tendencies (20).
14	Critical Argument and Writer Identity: Social Constructivism as a Theoretical Framework for EFL Academic Writing Jim McKinley Critical Inquiry in Language Studies http://dx.doi.org/10.1080/15427587.2015.1060558	This article explains the interrelationships between elements of cultural practice in academic discourse, author identity, and critical thinking, and how academic discourse is influenced by the sociocultural values of academic discourse. This connection is realized by looking at EFL writing through a social constructivist lens, showing how the process of critical thinking is shaped by an awareness of the sociocultural conventions of academic discourse, and how critical thinking emerges from a writer's identity that resonates with the British culture of academic writing.

TABLE 1: (Continued).

No.	Article Identity	Result
15	A Contextual Game Based Learning Aproach To Improving Students Inqury Based Learning Perpormace In Studies Social Courses Gwo Jen Huang dkk Journal Homepage: www.elsevier/locate/compedu/2015	That the proposed game-based contextual approach effectively improves student learning effects in terms of learning achievement, learning motivation, level of satisfaction and flow state. In addition, it was also found that the proposed approach benefits "active" learning style students more than "reflective" style students in terms of learning achievement. This points to the need to provide additional support to students with certain learning styles in the future.
16	Development of Social Studies Learning Model Based on Local Wisdom in Improving Students' Knowledge and Social Attitude Sarnely Uge dkk International Journal of Instruction 2019	The conclusion from the writer is that the first test is the effectiveness of the social studies learning model based on local wisdom from the expert's point of view. The second test is the effectiveness of the social studies learning model based on local wisdom from the user's point of view. The third test is the effectiveness of the social studies learning model based on local wisdom in increasing the knowledge and social attitudes of fourth grade students at SDN 6 Katobu and SDN 3 Batalaiworu in the odd semester of the 2017/2018 school year in Muna District, Southeast Sulawesi Province. Overall, the authors conclude that social studies learning based on local wisdom is a regeneration of knowledge of local wisdom values in students from an early age, so that students become cultured and have guidance in their attitudes.
17	A Search for a Method to Improve Critical Thinking Skills in Social Studies Teaching: Writing-to-Learn Fatih KAYAALP1 Zonguldak Bülent Ecevit University Zonguldak, TURKEY dkk REVIEW OF INTERNATIONAL GEOGRAPHICAL EDUCATION ISSN: 2146-0353 ⬛ © RIGEO ⬛ 10(3), SUMMER, 2020	The results of the study show that writing as a learning method can direct social studies teacher candidates to conduct research, use evidence, understand diverse ideas, and thoroughly evaluate what they are learning. Situations like this have a significant impact on the development of critical thinking skills and critical thinking dispositions in social studies teacher candidates. In light of these findings, it is suggested to utilize writing-to-learn activities as a way to develop courses, subjects, and higher-order thinking skills.
18	Improving Students' Critical Thinking Skills in Controlling Social Problems Through the Development of the Emancipatory Learning Model for Junior High School Social Studies in Manggarai Marianus Tapung dkk Journal of Social Studies Education Research 2018:9 (3), 162-176	Important and strategic for improving the critical thinking skills of junior high school students, the Emancipatory Learning Model has a significant role. This form is part of the effort to reconstruct the ideas of critical thinking, so that they become factual and relevant in dealing with various social problems. The Emancipatory Learning Form emphasizes that critical thinking is an important part of education. Critical assumption itself is one of the 4 characteristics that must be possessed by students in the 21st century, namely communication, cooperation, critical thinking, and creativity.
19	How to Teach Critical-thinking in social studies education: An Examination of Three NCSS Journals S. Karabulut Eurasian Journal of Educational Research, Issue 49, Fall 2012, 197-214	Namely conversations, writing activities, and asking questions, have a significant contribution in developing critical thinking. To urge a critical view in the IPS category, it is necessary to make more use of discussions, writing activities, and problems. However, further research is needed to try the impact of speaking, writing activities, and asking questions on the development of critical thinking skills. Not only that, it is also necessary to investigate the position of category conditions or category atmosphere in this way.

Table 1: (Continued).

No.	Article Identity	Result
20	Critical thinking skill development: Analysis of a new learning management model for Thai high schools Fundacja Centrum Badań Socjologicznych Journal Of International Studies 2018	Analysis of the information proves that the 3 usage patterns in the category, namely conversation, writing activity, and asking questions, have an important role in developing critical thinking. To urge a critical view in the IPS category, it is necessary to make more use of discussions, writing activities, and problems. However, further research is needed to try the impact of speaking, writing activities, and asking questions on the development of critical thinking skills. Not only that, it is also necessary to investigate the position of category conditions or category atmosphere in this way.
21	Visual Arts and Social Studies: Powerful Partners in Promoting Critical Thinking Skills Paige Vitulli, Susan Pitts Santoli Social Studies Research and Practice 2013	Through the visual arts, students have the opportunity to analyze and evaluate information, which is a valuable academic and national skill. The integration of these two aspects of content and expertise provides the ability to use the teacher's limited duration with students. To demonstrate the integration of the arts and social sciences, we provide educational programs on the West Expansion.

Critical thinking helps students develop skills to evaluate options and their consequences. With these skills, they can make better decisions, based on rational thinking and based on facts and evidence. Critical thinking skills assist students in formulating and implementing effective solutions to the problems they face. They can identify problems, analyze their root causes, evaluate available options, and take appropriate actions [4].

Critical thinking encourages students to become intellectually independent. They learn not only to accept raw information uncritically, but to ask questions, seek deeper understanding, and develop opinions of their own. This helps them become more independent individuals and less easily influenced. In the era of fast and abundant information like today, critical thinking skills are very important in dealing with information that comes from various sources. Students with critical thinking skills are able to identify lies, manipulation, or bias in news, advertisements, or other information. Mereka bisa memandang lebih jauh serta memperhitungkan database dengan bijaksana[5].

Dengan penataran pembibitan halaman anak- anak serta pembelajaran yang pas, keahlian berasumsi kritis anak didik bisa ditingkatkan serta mereka bisa jadi pemikir yang lebih analitis serta mandiri. Buat menyiapkan anak didik mengalami era depan dibutuhkan keahlian berasumsi kritis. Perihal ini menolong mereka jadi lebih analitis, inovatif serta sanggup mengalami tantangan dengan pemecahan yang bagus.

Keahlian berasumsi kritis berarti untuk anak didik dalam penataran IPS, sebab mereka wajib sanggup menganalisa informasi, menilai alibi, serta meningkatkan uraian mendalam mengenai kasus sosial, ekonomi, serta politik. Anak didik wajib sanggup mengidentifikasi, menguasai, serta memaknakan informasi yang diperolehnya dari bermacam

pangkal, semacam membaca roman, artikel, data, serta pangkal digital. Mereka wajib sanggup memandang informasi dari bermacam ujung penglihatan serta menilai keabsahan serta reliabilitasnya(6).

Jalan keluar permasalahan merupakan keahlian berarti dalam ilmu- ilmu sosial. Anak didik bisa mengidentifikasi permasalahan sosial ataupun ekonomi, mengakulasi informasi yang relevan, menganalisa pangkal pemicu permasalahan, serta menganjurkan pemecahan yang bisa jadi. Dalam mata pelajaran IPS, anak didik kerapkali dihadapkan pada suasana dimana mereka diwajibkan buat mengambil keputusan- keputusan yang berakibat pada warga ataupun wilayah. Keahlian berasumsi kritis menolong anak didik mengakulasi informasi yang relevan, menganalisa akibat dari bermacam opsi, serta mengutip ketetapan bersumber pada pemikiran kritis(7).

It is important for IPS teachers to conceptualize courses that encourage the development of those critical thinking skills. This can be done through category dialogue, problem research, obligations that push for solutions to problems, and assessments that emphasize critical analysis. Not only that, the integration of data technology and digital resources in training can also help students access larger data, and practice their skills in selecting and critically assessing databases (8).

2. Method

This literature review uses the Systematic Literature Review (SLR) procedure. The Analytical Literature Study Approach is an analytical and organized approach in accumulating, reviewing, and analyzing relevant literature in specific research aspects. SLR procedures are used to identify, evaluate, and synthesize existing objective facts to respond to specific research problems (3). In the process of collecting posts using the Google Scholar website with the keywords "IPS critical views and IPS inquiry forms based on local virtues". The articles collected are articles published in the 2015-2022 period. From this search, 21 articles were obtained from Google Schoolar, then the articles were adjusted to the desired keywords.

3. Result and Discussion

Based on the first article, an increase in social studies learning outcomes can be obtained through increasing self-regulation, social skills, critical thinking, and problem solving. Based on the second article, it indicates that the use of the Multi-Matobe combined teaching method brings significant benefits in improving students' critical

thinking skills. According to the third article, applying higher order thinking skills in learning has the potential to improve the quality of education and the quality of students, especially in social studies subjects which are continuously related to social issues.

The fourth article discussed the importance of using the 4Cs in teacher trainning education programs to teach important knowledge and skills in thinking globally and fighting for social justice. The fifth article is Findings on critical thinking competence showing that nationalist ideology and prejudiced viewpoints predominate among the perspectives of prospective teachers. They have a discriminatory attitude in the affective perspective of critical thinking skills. Based on the sixth article, when compared to the IPS book for grade IV, the IPS book for grade V has worse conditions in terms of attention to critical thinking skills and other aspects, with a zero percent percentage.

Based on the seventh article the intuitive strategy encourages the development of critical thinking through discussion, negotiation, and clarification of the underlying content or ideas, because in independent learning, the students is free to promote your own ideas and benefit from the ideas and perspective others. Based on the eighth article found a positive, moderate, and significant relationship between the tendency of critical thinking of prospective teachers and metacognitive skills, problem solving skills. Based on the ninth papers , the results show that students is higher in a classroom environment where inquiry is encouraged and equality among students is supervised. Critical thinking tendencies were found to be higher in students with higher self-efficacy. According to the tenth article, With an aging STEM workforce and shortage a lack of young people pursuing STEM careers, innovative methods are needed to improve the pipeline of STEM students populations. At the same time with social science education marginalization the development of active, critical thinking and informed citizens is diminished.

Based on the eleventh article, Problem posing, reflective skepticism, multi-perspectives, and systemic thinking represent distinguishable aspects of critical inquiry in the social domain that provide a better understanding of social, historical, and interpersonal issues. Based on the twelfth article, Structuring activities in social studies textbooks that can develop critical thinking skills will contribute to the development of students' higher-order thinking skills which is one of the main goals of education. the application of argumentation-based learning, the content and quality of the arguments developed by students showed an increase during the research.

Based on the fourteenth article, this connection is made by looking at EFLs are written through the lens of social construvtivism, showing how the process of critical thinking is shaped by perceptions of the sociocultural conventions of scholary discourse, and how

the criticue emerges from a writer's identity that resonates with the culture of British academic writing. That the proposed game-based contextual approach effectively improves student learning effects in terms of learning achievement, learning motivation, level of satisfaction and flow state. Based on the sixteenth article, the conclusion of the authors is that the first test is the effectiveness of social studies learning models based on local wisdom from an expert's point of view. The second test is the effectiveness of the social studies learning model based on local wisdom from the user's point of view. The third test is the effectiveness of the social studies learning model based on local wisdom in increasing the knowledge and social attitudes of fourth grade students at SDN 6 Katobu and SDN 3 Batalaiworu in the odd semester of the 2017/2018 school year in Muna District, Southeast Sulawesi Province. Overall, the authors conclude that social studies learning based on local wisdom is a regeneration of knowledge of local wisdom values in students from an early age, so that students become cultured and have guidance in their attitudes.

Based on the seventeenth article, it is proposed that writing activities for learning should be used as a vehicle for developing higher level courses, subjects, and thinking skills. The results of lesson eighteen, important and strategy to improve the critical thinking skills of middle school students, the liberating Learning Model plays significant role. Based on the nineteenth paper, data analysis shows that three patterns of use in class, namely discussion, writing activities, and questions, have an important role in fostering critical thinking. Based on the twentieth article, the experimental group showed higher levels of critical thinking ability and academic achievement on average. According to the twenty-first article, Through the visual arts, students have the opportunity to analyze and evaluate information, which are essential academic and civic skills

Based on a review of all articles, two factors were obtained that were able to foster students' critical thinking, namely the right strategy and the right learning media. The concept that the right learning strategy is a way of cultivating students' critical thinking is a very relevant approach in education. Critical reasoning is the skill of making open assumptions, analyzing data critically, assessing reasons, and creating in-depth explanations. Encouraging critical reasoning in training helps students become independent, analytical, and critical thinking learners. Critical reasoning refers to a person's expertise in analyzing, assessing, and critically controlling the data obtained, and developing logical and independent views. Teaching strategies that focus on developing students' critical views provide them with the tools they need to become active, reflective, and independent learners. The development of critical reasoning does not only focus on one point or specific points, but is an obedient route skill that can

be applied. under various conditions. By practicing upgrading strategies that nourish students' critical views, we help them become more critical, independent learners, and able to experience the challenges of the earth's environment.

Using the right training tool can have a significant function in increasing students' critical thinking. Good educational tools present data in various forms such as text, pictures, movies or audio. This allows students to see and understand points from various points of view, forcing them to question, relate, and make better sense of data. Instructional tools that provide students with dialogue and collaboration can help develop critical thinking. Through dialogue, students can ask questions, question reasons, and equate different points of view. In this way, they practice critical thinking and pay close attention to other people's opinions. Educational tools that force students to experience environmental challenges and situations can lead to critical thinking. By assigning obligations that involve problem solving, analysis, and assessment, students are faced with situations that require a critical view to reach good solutions.

4. Conclusion

Appropriate learning strategies and means are the solutions to fostering students critical thinking which is very relevant and important in the educational context. Critical reasoning refers to the ability to think independently, analyze information critically, evaluate arguments, and make rational decisions based on deep understanding. A good learning strategy will stimulate students to think critically and question the information they receive. Good learning media provide opportunities for students to access various information and broaden their understanding.

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