CHAPTER I

INTRODUCTION

1.1   Background of the study

Building some skills that important in this era or it can be called as Industrial Revolution 4.0 have become one point that need to reach for everyone and scope of education is one of place that need to note for educator that have responsibility to shape their student to how to walks in this era digital that has been risen. The development of digital makes the student to think in-depth for what happened from how competence they read some information and this case of think in-depth or it can be called as critical thinking can be support by syllabus which has been integrated in certain place of education.

Critical thinking can be so important because this skills will affect to development way of thinking that relevant in this era because any of information can be known in that moment when people want to find it and make a skills of critical thinking for student can be a powerful skills to filter all information that student do when they dive on internet.

Critical thinking and student in scope of education is inseparable in this era, student will be engage their perspective to answer any issues that may be they had just known from their teacher or lecturer. In critical thinking too, the

sense of identifying for any issues will bring the students to not only take and receive any of information in one way but this information needs to learning and processing for create some new perspective that useful for further study and it make educating or teaching looks student-centered because the student become an active-learners while the educator have act like director, observer, and adviser. Even though, in some places of education still use the teachers-centered as model of teaching that makes the student become a passive-learners. (Thelma,2012)

Critical thinking can be trained by reading skills, students will be engage to connecting some detail of some specific issues in scientifically method with carefully to avoid any of risks that may be found when student try to research a certain of issues and to focused improving the result of quality from the issue by constantly re-evaluating and self-correcting and the result of research from the issue which is expected to become some new perspective to solve the issue.(Alfaro,2016)

Therefore, a development of syllabus in this era will be effectively to integrating with skills of critical thinking to know how much students can think deeply to gain any information to reproduce for some new information in certain of subject as follow as standard of critical thinking has been set up from syllabus in scope of study program in university especially english literature study program which have a important part to identify and learn studies about

cultural studies to produce some perspective of truth about some case that has happened.

The urgency to develop a syllabus in this era is also supported by Joynes et.al (2019) who quotes from Chalkiadaki (2018) in this era have been formed to four main categories that states about personal skills, social skills, information and knowledge, and digital literacy that produce result some small points that create how important of critical thinking for student in 21th century.

Purbasari (2020) added three of four critical thinking skill indicators (make judgment and decision, solve problems, reason effectively) based on P21 Critical Thinking and Problem Solving of NEA and Alberta Education indicators, especially some of their sub-indicators, have mostly not been integrated in the three syllabi concerning with Cultural Studies. This shows that critical thinking in a syllabus needs to integrate. The indicators of existing CT skills must be evaluated and developed, while the missing indicators must be evaluated, selected and developed. Then, all existing and non-existent indicators must be linked to other skills to create well-being graduates.

Based on explanation above, critical thinking is one of 21st century skills that needs to integrate in syllabus to improve students' skills encountering this new era and to create a program that can be pointers for the teachers, in this case lecturers, to construct a syllabus that compatible with this era. However,

to integrate the critical thinking in syllabus the view on critical thinking in higher education, especially from students and lectures, should be clearly or commonly understood.

Llyod and Bahr (2010) in their study found out that:

> " … students not only understand the concept of critical thinking but also have the capacity to think critically with a sense of rigour at all levels of an undergraduate study program should encourage academics to consider their course design to provoke this even further. Critical thinking, when explicitly discussed and developed in context, can be viewed as a road to higher level connections with epistemologies of disciplines the perception of students on critical thinking" (p.14)

From this quotation, it can be seen that the perception of students on critical thinking is necessary to compose a course design.

The researcher will use a survey to take a result of the research as an attempt to find out how students and teachers or lecturers perceive critical thinking that integrated in syllabus of cultural studies class.

1.2   Research Question

How do students perceive the integrating of Critical Thinking in Cultural Studies Class?

1.3   Objectives of the study

To find out how students perceive the integrating of Critical Thinking in Cultural Studies Class.

1.4   Limitations of the study

This research will focus on the student's perception on critical thinking skills, especially when the skills are integrated in Cultural Studies Class.

1.5   Significances of the study

1. The research findings will give additional information to develop perspective of Critical Thinking which will integrate with syllabus study of Cultural Studies

2. The research may be useful as references for other researchers to know the result of integration that involve the development perspective of Critical thinking which will integrate with syllabus study of Cultural Studies.