ACTIVE LEARNING THROUGH FILM ANALYSIS AND SIMULATION TO INCREASE THE CRITICAL THINKING SKILL

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Abstract

Critical thinking skill as the needed skill in globalization era makes someone not only receiving information but also investigating that information. Critical thinking skill can be trained through active learning activity. Active learning requires students to explore and optimize their potential so as to achieve the maximum learning outcomes. BelajardanPembelajaran is one of the compulsory courses for students who majored in education. This course prepares and equips students into prospective educators who know and understand the theory of learning, instruction, and how to apply in the classroom. Then, to achieve the learning outcomes of the courses, the active learning activity in the form of film analysis and simulation is used. Film analysis and simulation emphasizes students to discover and stimulate the theory of learning and instruction. The application of film analysis and simulation are done after the students presented the theory of learning so that they understand not only the material theoretically but are also able to discover, analyze, and demonstrate several theories of learning and instruction.

Keywords:*critical thinking, active learning, Belajar dan Pembelajaran*

1 PENDAHULUAN

The 21st century is marked as a century of openness or a century of globalization, meaning that the human life in this century undergoes fundamental changes that are different from thatorder of life of the previous century. The 21st century is known as the knowledge age. In this era, all alternatives of fulfilling the needs of life in various contexts are more knowledge-based. Efforts to meet the needs of knowledge-based include in education (knowledge-based education), knowledge-based economic development, knowledge-based social empowerment and development, and the development in industry is also based on knowledge (knowledge-based industry) (Mukhadis, 2013).

One of the most prominent features of the 21st century is the increasingly interconnected world of science that the synergy among them is faster. In the context of the utilization of information and communication technology in the education world, it has been proven from the narrower and more melted factor of 'space and time' which has been a determinant aspect of speed and success of the mastery of sciences by mankind (BSNP, 2010). The demand for the change of the 21st century human mindset also demands an enormous shift in the national education.Indonesia education system is one of the largest education systems in the world that includes about 30 million students, 200 thousand educational institutions, and 4 million educators, spreading over an area of almost as wide as the European continent. But this change is a must, otherwise it will be crushed by the changes of global age.

P21 (Partnership for 21st Century Learning) develops a 21st century learning framework that requires students to possess the skills, knowledge, and capabilities in technology, media and information, learning and innovation skills, and life and career skills (P21, 2015). This framework also describes the skills, knowledge, and expertise that must be mastered so that

students can be successful in their life and work.One of the competencies that must be mastered by the students is the ability of Critical Thinking and Problem Solving Skills.

Critical thinking skills are rational (reasonable) and reflexive thinking that focuses on beliefs and decisions that will be made (Ennis, 2011). Critical thinking is a skillful and active interpretation and evaluation of observation and communication, information and argumentation (Fisher, 2009). Students who are equipped with the ability to think critically are able to look into the opinions of others whether they are right or wrong based on scientific truths and knowledge so that the students without any doubt can decide and judge which opinions are wrong and true.Critical thinking is important for a person to meet the constantly changing personal, social, and professional demands in the society (Che, 2002).

According to Hummell (2016), critical thinking makes a person more rational, productive, and empathetic. Without critical thinking skills, i.e. analyzing, synthesizing, and evaluating, one will not be able to develop because he/she only focuses tosurvive at this current moment.Critical thinking skills enable a person to become a better individual in the face of globalization era. According toSantrock (2011), critical thinking is a reflective and productive thinking and involves evaluation of evidences. Jensen (2011) argues that critical thinking means an effective and reliable mental process, used in the pursuit of relevant and true knowledge of the world.CeceWijaya (2010) also reveals his idea on critical thinking skills, which is the activity of analyzing an idea or initiative in a more specific way, distinguishing it sharply, selecting, identifying, reviewing, and developing it in a more perfect direction.

Based on some those opinions of experts, a conclusion can be drawn on the notion of critical thinking ability that is an ability that everyone has to analyze ideas or initiatives in a more specific direction to pursue relevant knowledge about the world by involving evaluation of evidences. Critical thinking ability is necessary to analyze a problem to the stage of finding solutions to solve the problem.

Students who have the ability of critical thinking do not only receive information for granted, but are able to analyze and develop information obtained, to conduct a process of in-depth thinking to a problem to the complex stage of why and how the process of solving it.

The ability to think critically for students can be trained in active learning process because active learning is a process where students are active in building an understanding on facts, ideas, and skills through activities and performing tasks.The learning process accommodates each student to build his/her own knowledge, attitudes, and skills through learning activities that actively provide opportunities to the students.(Bell &Kahrhoff, 2006).

Active learning activities also accommodate students to train their ability to ask questions through various activities so that the students know what is not known and know what is known so as to be able to give questions for an in-depth understanding. The exploration of knowledge mastery is done not by listening to the explanations of educators alone, but also by observing activity, reading, and discussing what have been learned with friends so as to be able to learn to solve a problem collectively.

Active learning is a process to train critical thinking skills which is not only applicable at primary and secondaryor high level of education, but also at higher education level.

Related to active learning application in higher education, it turns out that not all educators have applied active learning in their lecture. One example is in the BelajardanPembelajaran (Learning and Instruction) subject.

BelajardanPembelajaran is a compulsory subject for students of teachers' training faculty as their provision to become educator candidates in the future.

This course studies various theories, methods and models, and also evaluation of learning. According to the writer's experiences and observations, the submission of the subject tends to be conveyed through lecturing method that tends to be boring, makes students

sleepy during the class, they have low activeness in following the lecture, and hence, the students have low level of understandings on the material contents.

This article contains active learning methods that can be applied in the BelajardanPembelajaran subject to train students' critical thinking skills and to increase their activeness that will eventually impact on their level of understanding.

2 DISCUSSIONS

Active learning is a process to train students to think critically that can be applied in the subject BelajardanPembelajaran.

Some of the ways applied in the BelajardanPembelajaransubject to train the students' critical thinking are through film analysis and simulation. The activities are conducted after the students have understood the various learning theories, methods and models of learning which have been presented through presentations. Thus, students understand first the theories and after that they can analyze on field and simulate in a small scope that is in the class.

According to Jina (2013), film analysis and simulation are both reflective activities, in addition to discussion and writing task activities. Reflective is a learning experience that produces a positive change through rational and intuitive processes (Taylor, 2000).

2.1 Film Analysis

Among the many teaching-learning strategies, the use of film has become a unique way to encourage students' active learning (Edmonds, 2011; Herrman, 2006). Although the learning submission by lecturing or other conventional methods is undoubtedly important, the use of film gives positive effects on students' cognitions and attitudes in the classroom and clinical experience (Brown, Kirkpatrick, Mangum, & Avery, 2008).

Film is designed to attract students' attention; it can stimulate students' personal awareness while letting them explore their emotional reactions to the real life-like situations. Thus, over the last 20 years, more interest in the use of film in the process of teaching-learning and education in many countries (Lumlertgul, Kijpaisalratana, Pityaratstian, & Wangsaturaka, 2009). For instance, Hyde and Fife (2005) prove that students can engage independently in creating a meaningful learning process or building their own knowledge.

Film is also used in BelajardanPembelajaran subject as a medium of learning. The students are required to analyze the film presented during the learning process.

Film analysis performed in BelajardanPembelajaran subject was to analyze various learning theories contained in the film. Here, the film or movie analyzed titled "The Chorus". "The Chorus"is a movie that tells the atmosphere of education in a boys' dormitory.

Figure 1. Analysis Film

In the process of film analysis, students enjoy the content of the movie as well as are able to identify what learning theories, methods, models contained in the movie.After acquiring the results of identifications, theythen discussed and presented to draw conclusions on what learning theories, methods, and models were used in the film"The Chorus". In addition, students also provided solutions to the problems appeared in "The Chorus" related to issues of learning theories, methods, and models that were actually less appropriately applied.

The use of film or movie prior to discussion is described as a useful and fun learning, the film acts as an accelerator highlighting topics emerge that generate professional attitudes of students that later will be in accordance with the profession occupied (Blasco, 2001).

The learning strategy by using the method of analysis of a film creates students with more critical thinking to identify a problem and offer solutions that can be given based on the problem faced. Film can assist students in internalizing and preserving their knowledge. Film analysis can help to connect between the theories and the situations shown in the movie, making it easier for students to understand the material presented by the lecturer.

In addition, the benefit of using film here is as an effective method for understanding how an educator should apply appropriate learning theories, methods, and models to use. Jina (2013) also reveals that the use of film is effective to improve cognitive outcomes and to help to translate experiences directly into an authentic perspective.

Though a film or movie sparks interest and fun, a film can also trigger emotions that upset students during or after watching it. Scenes in a fictitious film may include excessive or unrealistic situations, so it is necessary for the educator to be aware and be prepared for various responses that may be conveyed by the students.In this case, the use of film as a learning strategy requires a mentoring from the educator. Educator must establish basic rules, set objectives in using the movie as an analysis material so as to guide students to always actively involved and gain a meaningful learning experience (Jina, 2013).

2.2 Simulation

Simulation is one of the reflective activities in learning. Besides, it is also an active learning method; simulation is a method that can reduce the tendency of conventional learning. According to (Geuting, 2000; Morgan, 2003; Belloni,2008; Guasti et al, 2015), simulation actively follows the types of dynamics taught using conventional methods that are lecture, presentation, and workbook,most are analyzed theoretically and cognitively in pure.

According toHasibuan&Mudjono (1986), simulation is an act of pretending only, it means imitations and actions of pretending. Simulation can be role playing, psychodrama, sociodrama, and game; while Muhammad Ali (1983) states that simulation can be interpreted as a way of teaching by conducting behavioral process on a regular basis.Basically, simulation is like a game in teaching based on the reality of life. The purpose is to provide an understanding of a concept or principle and can also practice problem-solving ability derived from the reality of life. Simulation makes the learning process more fun and gives more active role to the students and helps them in learning to solve a problem.

Raiser &Warkala (2015) divides simulation into three: simulation with a focus on interaction and communication that emphasize on learning objectives such as training students' rhetoric and negotiating skills; practicing to find common ground to compromise; and developing team skills such as collaborating with others, agreeing to a productive work division, and using the time and resources available wisely.

Simulation that focuses on systemic competencies such as improving students' ability to deal with complexity; appreciating different perspectives; and questioning one's behavior,

stereotype, and point of view. Simulation that focuses on decision making and competencies related to the act of putting students in situations that train their ability to make decisions, especially under the pressure of time, stress, and high media attention.

Simulation performed in the subject of BelajardanPembelajaran is simulation that focuses on interaction and communication which emphasizes the learning objectives.Learning objectives to be achieved through this simulation is that students are able to apply the applications of learning theories, methods, and models in the atmosphere of classroom learning that they will not only theoretically understand, but also in practice.

OemarHamalik (2002) states that there are several purposes of simulation, they are:

Learning by doing. The students perform a certain role based on reality. The goal is to develop interactive or reactive skills. Learning by imitating. The students as the observers of the drama equate themselves with the actors and their behaviours in the drama.Learning by feed back. The observers respond to behaviours of the performers/actors which have been played. It aims to develop cognitive procedures and principles that underlie the dramatized skill behaviours. Learning by reviewing, assessing, and repeating. The participants can improve their skills by repeating them in the next performance.

Simulation in the BelajardanPembelajaran subject was done by dividing students into groups.Each group was given a task to simulate various learning theories that included behaviourism, constructivism, humanistic, and Ki HajarDewantara learning theories.

Each group might choose one of the theories or more to be simulated at a time. Not only the learning theory, they also simulated the learning method and model so there was a merger between the learning theory, method, and model.Technically, in one group there wasone student acts as a teacher while others played as the students. Each group was given a maximum duration of 20 minutes to simulate.

Simulation of learning theories, methods, and models in Belajar and Pembelajaran subject can be illustrated in the following figures:

Figure 2. Simulation

Figure 3. Simulation

Figure 4. Simulation

Figure 5. Simulation

In performing the simulation, the students were very enthusiastic to play their respective roles. Each group simulated different learning theories, methods, and models. Other groups gave comments to the group who had done the simulation. The comments were given on whether the learning theories, methods, and models simulated were clearly observable and in accordance with the material presented. In addition, they also commented on the cohesiveness, cooperation, and the course of the simulation.

3 CONCLUSIONS

Critical thinking ability is one of the skills the students need to have at this current 21st century learning. Critical thinking can be trained in an active learning because students are given freedom to build their own knowledge, discuss with classmates, and freely submit opinions on the educator's guidance. Active learning methods applied in BelajardanPembelajaran subject are film analysis and simulation. Both learning methods can be used simultaneously so that students will have a maximum level of understanding to the content of material as it will materialize a meaningful learning. Active learning also requires the support of the educator, i.e. the support of ability to innovate in applying various active learning methods and the activeness of the educator to always apply the active learning.

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