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Critical Thinking Development Model in Nature Elementary School

Sayyidani Issa Aisha *
* Primary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Indonesia
E-mail a510200294@student.ums.ac.id

Wahdan Najib Habiby **
** Primary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta, Indonesia
E-mail wnh122@ums.ac.id

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ABSTRACT
This study aims to determine the school program, learning preparation, learning implementation, and learning evaluation in developing critical thinking. This type of research is descriptive-qualitative research through a phenomenological approach with observation, interview, and documentation data collection techniques. The research sources consisted of three homeroom teachers and PJOK/Outbound teachers. The research location was at SD Muhammadiyah Alam Surya Mentari, Laweyan District, Surakarta, and was carried out from October to December 2024 with data analysis using source triangulation techniques. The results of the study showed that the development of critical thinking in schools was carried out through the implementation of the vision and mission of nature schools, annual activities, and extracurricular programs. Learning preparation includes teachers' understanding of the concept of critical thinking, preparation of learning materials, teaching modules, teaching the four pillars of school education, classroom management, use of learning media, and introduction to student conditions. The implementation of learning is carried out through discussion methods and the use of questions based on Higher Order Thinking Skills (HOTS) with learning evaluation carried out through test and non-test methods. All of this can be used as a model for developing critical thinking in nature schools.
Keywords: *Students; critical thinking; nature school.*

ABSTRAK
Penelitian ini bertujuan untuk mengetahui program sekolah, persiapan pembelajaran, pelaksanaan pembelajaran, dan evaluasi pembelajaran dalam mengembangkan *critical thinking*. Jenis penelitian ini yaitu penelitian deskriptif-kualitatif melalui pendekatan fenomenologi dengan teknik pengumpulan data observasi, wawancara, dan dokumentasi. Narasumber penelitian terdiri atas tiga guru wali kelas dan guru PJOK/Outbound. Tempat penelitian berlokasi di SD Muhammadiyah Alam Surya Mentari, Kecamatan Laweyan, Surakarta, dan dilaksanakan pada bulan Oktober hingga Desember 2024 dengan analisis data menggunakan teknik triangulasi sumber. Hasil penelitian menunjukkan bahwa pengembangan *critical thinking* di sekolah dilakukan melalui pelaksanaan visi dan misi sekolah alam, kegiatan tahunan, serta program ekstrakurikuler. Persiapan pembelajaran mencakup pemahaman guru terhadap konsep *critical thinking*, penyusunan materi pembelajaran, modul ajar, pengajaran empat pilar pendidikan sekolah, pengelolaan kelas, penggunaan media pembelajaran, serta pengenalan terhadap kondisi peserta didik. Pelaksanaan pembelajaran dilakukan melalui metode

diskusi dan penggunaan soal berbasis *Higher Order Thinking Skills* (HOTS) dengan evaluasi pembelajaran dilakukan melalui metode tes dan non-tes. Semua itu dapat dijadikan sebagai model pengembangan *critical thinking* di sekolah alam.
Kata Kunci: Peserta didik; *critical thinking;* sekolah alam.

INTRODUCTION

The nature school approach is an innovative educational approach that integrates academic learning with direct experience in the natural environment. Nature schools are a form of alternative education regarding the school system with the concept of education based on the universe (Ifa Khoiria Ningrum, Purnama, 2019). By utilizing the beauty and richness of nature as a classroom, nature schools provide opportunities for students to learn through direct interaction with the surrounding nature. This concept enriches students' academic knowledge and develops life skills, critical thinking skills, and deep environmental awareness. Through a holistic and contextual approach, nature schools strive to create an intelligent, creative generation that cares about the environment.

Apart from using nature as a learning method, the advantages of nature schools, especially in SDM Alam Surya Mentari, are that they also apply the Islamic curriculum. This Islamic curriculum will influence and shape the character and morals of students in their environment. According to Yani (2024) According to Yani, teaching strategies based on cognitive learning theory can be an effective alternative for improving the quality of teaching, especially in subjects that require in-depth understanding, such as Aqida Akhlaq.

Evaluation of student outcomes is often measured and seen from cognitive evaluation scores in various forms of tests. This test technique has many uses and is commonly used to assess cognitive aspects and student learning outcomes so that teachers can see the extent of success achieved in the learning process through the test instrument. Test instruments also allow teachers to assess the learning process. Through the learning outcomes achieved by students, teachers can modify the material or use previous material for subsequent learning activities (Sunaryati et al., 2024). Critical thinking skills are a cognitive process analyzed systematically, carefully, and thoroughly. Critical thinking skills are also the ability to identify and examine information to plan ways to solve problems. According to (Kaczkó & Ostendorf, 2023), critical thinking skills are continuous developments that start early. These cognitive abilities are often conveyed in terms of how strong their memory is in memorizing, understanding, and practicing. In schools, these cognitive abilities are useful for developing students' abilities to think rationally. Cognitive is related to or involves cognition. At the same time, cognition is an activity or process of acquiring knowledge (including awareness and feelings) or an effort to recognize something through one's own experience (Mauda & Lukman Arsyad, 2021). This can be measured through a program to measure students' cognitive abilities in reading, mathematics, and science literacy called PISA (Programme for International Student Assessment), an international standard program.

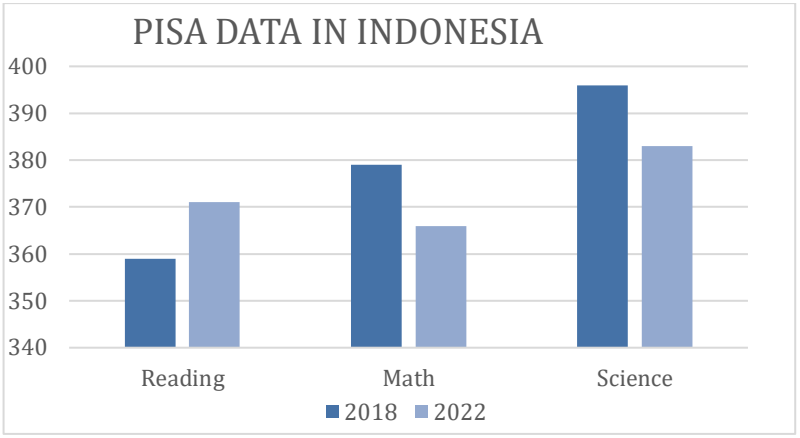

Figure 1. Data for 2018 and 2022

Based on data from the Program for International Student Assessment (PISA) in 2022, Indonesia's literacy score is ranked 70th out of 80 countries with scores: mathematics (379), science (377), and reading (371). The average score results for these three subjects, namely mathematics, science, and reading, in 2022 showed a decline (learning loss) of 12-13 points compared to 2018 (PISA, 2023). Meanwhile, overall, the results of PISA 2022 are the lowest, comparable to those in 2003 in reading and mathematics skills and 2006 in science. Although the previous values were higher than those observed in the early years, this level declined in 2015 and thereafter. This means that since Indonesia's participation from 2000 to 2022, even though we have participated in PISA, there has been no significant progress in improving quality, as can be seen from the scores obtained during that period. PISA (Programme for International Student Assessment) data that shows students' abilities in various aspects of learning can be used to evaluate and improve critical thinking skills.

Critical thinking skills are one of the cognitive processes used as a guide in the thinking process by compiling a framework for thinking by dividing it into real activities (Lismaya, 2019). Critical thinking skills require students to be more thorough, purposeful and deliberately focus on key issues, and evaluate all parts of complex and challenging claims and arguments (Widyalistyorini, 2024). This is because critical thinking is an activity that involves cognitive processes in accepting all kinds of facts so that they can decide something in action.

Students' critical thinking skills have potential that can be seen, measured, trained, and developed. The best efforts to develop critical thinking skills can be made by linking learning materials to students' real experiences in their daily environment (Susilawati et al., 2020). So, it is necessary to measure students' thinking skills, which have an impact on students' comprehension of what is being learned. In addition, critical thinking has a close relationship with HOTS (higher-order thinking Skills) and LOTS (lower-order thinking Skills) tests (Musrikah, 2018). In this case, how students solve problems on a different question gives them different critical thinking abilities. In response to this, according to Pratiwi (Pratiwi et al., 2019), to develop good HOTS-based items for students, teacher quality is a very important part of this case. Teachers must understand the cognitive processes in Low-Order Thinking Skills (LOTS) and High-Order Thinking Skills (HOTS).

Teachers who have good qualities produce quality students. The role of teachers in accordance with educational standards leads to quality education (Hafsah M. Nur & Nurul Fatonah, 2023). Therefore, critical thinking needs to be applied not only to students but also to

educators. Implementing a critical thinking model that aims to improve the ability to think critically in every learning provided by the educator will be realized, and the quality of education in Indonesia will increase (Atris Yuliarti Mulyani, 2022).

Some other efforts in developing critical thinking, such as through learning models, are implemented through project-based Learning (PjBL). Using this model, students can decide on a framework that describes the problems or challenges and then design a process to determine solutions to the problems or challenges presented collaboratively through a continuous evaluation process through contextual learning activities (Musi'in, 2022). The problem-oriented learning approach (Problem Based Learning) is a groundbreaking educational mode l that fosters engaging learning environments for learners. This strategy, defined as a problem Solving approach, encourages students to tackle a dilemma by followin the steps of the scientific method (Junaid et al., 2021). Even the outdoor learning model or learning in nature is an effective learning strategy in the school environment. It can improve students' critical thinking skills, especially in remote areas throughout Indonesia (Manap, 2023).

This research is not limited to the development of critical thinking skills through learning methods alone, but includes a comprehensive analysis of school programs, learning preparation, implementation, and evaluation. This holistic approach provides a new perspective that is broader than previous research that tends to focus on one particular aspect. From this context, the objectives to be achieved from this research are (1) To find out the school program that aims to develop critical thinking, (2) To find out the preparation of learning in developing critical thinking, (3) To find out the implementation of learning in developing critical thinking, (4) To find out the evaluation of learning in developing critical thinking. The researcher took the title "Critical Thinking Development Model in Elementary School" as his research, which was carried out at SD Muhammadiyah Alam Surya Mentari Surakarta.

METHODS

Type and Design

This type of research is qualitative research, aiming to find out the critical thinking development model in Alam schools. The design of this research is descriptive qualitative using a phenomenological approach. The purpose of this study is to explore how the critical thinking development model of students is used in Alam schools. In this case, the researcher analyzes the learning and programs that aim to develop students' critical thinking skills in Alam schools. The analysis results will be described in the form of descriptive words.

Data and Data Sources

The research data contains the critical thinking development model in Alam schools. The data sources for this research are observation interviews and documentation regarding programs and learning activities in the classroom, with sources such as the vice principal for curriculum, homeroom teachers, and PJOK/Outbound teachers. In addition, researchers look for relevant data from scientific journals, articles, books, and other sources.

Data collection technique

The data collection techniques used in this study were observation, interview, and documentation of the critical thinking development model in nature school. Observation was

conducted to observe learning activities in and outside the classroom. Interviews were conducted with several homeroom teachers and sports teachers. The documentation was related to the school and student learning activities, such as the school's vision and mission, learning books, student teaching and learning activities, and the classroom.
The instrument used in the observation was how student learning activities were in the classroom and outside the classroom. The interview instrument in this study contained several questions, including what the school's programs were, how the preparation for learning was, how the learning implementation process was, and what methods were used during the learning evaluation.

Data analysis

The analysis technique used the source triangulation data. Initially, the researcher interviewed teachers regarding the critical thinking development model, starting from preparation, implementation, and evaluation of learning. The researcher asked questions alternately to 4 teachers. The researcher also interviewed the curriculum's vice principal regarding the school's programs. The data that had been obtained was recorded and stored. Then, the researcher conducted observations and documentation to find other supporting data. Observations were conducted by observing the teaching and learning process and school program activities. Researchers also conducted documentation related to learning and school programs in the school. Data obtained from interviews, observations, and documentation were analyzed and processed to obtain the truth of the information obtained.

RESULTS AND DISCUSSION

This study began with interviews with class teachers and PJOK/Outbond teachers. Each homeroom teacher had the same questions. Then, data collection methods were used through observation, interviews, and documentation. According to the results of interviews and observations, a model is used to develop students' critical thinking skills at SD Muhammadiyah Alam Surya Mentari. The model is a school program, and learning includes preparation, implementation, and evaluation.

School Program to Develop Critical Thinking

Surya Mentari Elementary School has various programs implemented, namely the use of a mixed curriculum at SD Muhammadiyah Alam Surya Mentari, which is implemented in such a way as one form of the school program. The curriculum used is (1) Natural curriculum because this school is natural; of course, the use of a natural curriculum is mandatory; (2) Al-Islam Curriculum, why use this curriculum because this school is under the auspices of the Muhammadiyah foundation, (3) Government curriculum or Merdeka Curriculum. The relationship between schools, the Merdeka Curriculum, and the development of critical thinking skills in elementary school students can be seen from the role of each element in creating an adaptive, innovative, and relevant learning environment to the needs of 21st century students. The Independent Curriculum provides schools with flexibility to design and implement learning programs based on local potential, student interests, and the needs of the times. This flexibility allows elementary schools to integrate approaches that encourage critical thinking skills through active and contextual learning methods.

The development of critical thinking skills in elementary schools is very important because this age is the initial stage of forming students' analytical and reflective mindsets. Through the implementation of the Independent Curriculum, teachers can design more flexible and experience-based learning. For example, students can learn by exploring natural phenomena, analyzing stories, or completing assignments based on projects that are relevant to everyday life. In addition, teachers also play a role in directing students to ask questions, discuss, and share their understanding.

The school's Vision and Mission are included in the program developed by the school. The vision of SD Muhammadiyah Alam Surya Mentari is to form a generation of Muslims with noble morals who are environmentally aware and superior in achievement. Meanwhile, the mission of this school has 6 of them, namely: (1) Developing the appreciation, understanding, and practice of Islamic values so that they can become *khalifatul fil ardii*, (2) Preparing students to become people with strong characters who have a brave, honest, polite, caring and independent attitude, (3) Organizing quality education based on nature, to develop reasoning power through optimal interaction with nature as a form of gratitude for the creation of Allah SWT. (4) Fostering a sense of concern for the environment and the surrounding nature, (5) Optimizing guidance efforts for students to achieve superior, competitive, and productive output, (6) Maintaining a generation of independent Muslims who have an entrepreneurial spirit to be ready to compete in the global era. From the Vision-Mission, the school aims to develop children's critical thinking skills. In this way, the school supports its students' development.

One of them is to guide students in deepening their knowledge about Islam. As stated in the first point of the SD Mission, it explains how to develop appreciation, understanding, and practice of Islamic values to become *khalifatul fil ardii* for its students. According to Eka Putri (2023), the urgency of critical thinking lies in helping students understand Islam's teachings in depth and develop the ability to analyze, assess, and organize logical thinking. The teacher not only teaches about input but also the output abilities of students. By the mission, the school optimizes guidance efforts for students to achieve superior, competitive, and productive output. This means that all activities or programs implemented at school are to guide students to become children with superior, competitive, and productive output. This is in line with the school programs scheduled on the annual agenda. The annual agenda has been arranged before the new school year.

Figure 2. Annual Agenda of Muhammadiyah Elementary School Alam Surya Mentari

The picture above explains the activities that will be carried out during the SD Muhammadiyah Alam Surya Mentari school year. These activities include awalussanah, the commemoration of the Independence Day of the Republic of Indonesia, the excitement of Muharam, Mid-Semester Break, Final Assessment of Semester 1, OFTA, a celebration of national holidays, Milad Surya Mentari, marked day, homestay, cooking class, Ramadhan camp, Field Trip and others. In addition, other activities can improve students' critical thinking skills, namely children's seminar activities.

Figure 3. Children's Seminar Activities

In this children's seminar activity, all the committees involved were students, such as seminar leaders, resource persons, MCs and moderators, and others guided or trained by class teachers. This activity is carried out in turns for each class. This children's seminar is held so that children hone their abilities because, according to Mustakim et al. (2020), the early age is a golden age where physical, motoric, intellectual, emotional, language and social development occurs rapidly. Child development is closely related to their physical condition and health from birth to approximately two years of age. Here, the need for adult protection to meet physical and health needs is greater than in the periods afterward. Therefore, this seminar activity is good for improving the development of students. In addition to the children's seminar program, there are other activities in this nature school, namely extracurricular activities.

Based on an interview with homeroom teacher 2B (28 Oktober 2024), the activity that can improve critical thinking skills is journalism. This aligns with research conducted by Alinssan

(2020), the process of developing critical thinking skills through journalism extracurricular activities; teachers and mentors foster students by asking questions related to certain themes to peers, guided by 5W + 1H. Afterward, the teacher and mentor invite students to observe outside the classroom by reporting on the canteen guard or observing nature. That way, students' critical thinking skills can develop through direct practice.

Learning Preparation in Instilling Critical Thinking

Educators must understand the material that will be taught to students. As educators, the ability to design good learning determines whether or not a lesson is achieved. Learning that is designed in such a way is never separated from the role of teachers in carrying out various preparations before teaching activities, including preparation of the material to be implemented (Ahmadi, 2023). Several things need to be prepared before implementing Critical Thinking, namely:

a. Teachers' understanding of the concept of Critical Thinking

As implementers or facilitators of teaching and learning activities, teachers must prepare everything related to the course of learning; preparations before teaching and readiness in the course of learning are known as teaching skills (Ubabuddin, 2020). Critical thinking is a process that involves mental operations such as induction deduction, classification, evaluation, and reasoning. Critical thinking skills are important so that learning can be carried out meaningfully for students (Syafitri et al., 2021).

As for the teacher's understanding, critical thinking is a way for children to think, answer questions, and explain the question's meaning. Then, I can ask questions about the material being taught. Based on the results of an interview with the homeroom teacher of 5A (November 1, 2024), namely as follows.

> "Critical Thinking is critical thinking, so children can not only answer but can explain, the second is being able to make questions from the material being taught".

b. Learning Materials

The learning materials must meet the needs of the subjects being taught because improving students' critical thinking skills is a soft skill that is very important for their future lives. The school has regulated the learning materials, but the books used by students use modules and worksheets made by the class teacher accordingly.

Figure 4. Modules and Worksheets for PJOK/ Outbond Subjects

Implementing learning to instill Critical Thinking in students is certainly inseparable from the Student Handbook. The Student Handbook at SD Muhammadiyah Alam Surya uses teaching modules and worksheets. For each subject, different modules and worksheets are

used according to the subject. In addition to modules and worksheets, students also use other books, such as Bupena or books in the school library.

c. Teaching Module

Teaching modules are important tools used in learning. Each subject must create this teaching module. What are the learning objectives, the learning model used, and the learning evaluation? Teaching modules have a major role in helping teachers design learning. In compiling learning devices, the teacher plays an important role; the teacher's thinking skills will be honed to innovate in the teaching modules they create (Irmaliya Izzah Salsabilla et al., 2023).

Before the learning period, the teacher certainly creates a Teaching Module. One of the contents of the Teaching Module is the learning model. However, various learning models are used so children do not get bored. The learning model that is often used in this nature school is Project Based Learning. Project-based learning can contribute to developing the intellectual intelligence of elementary school students. Through this approach, students can design, implement, and present innovative projects related to the material studied (Azizah et al., 2024). However, not only is PjBl used, but PBL (Problem-Based Learning) and Inquiry are also used.

d. Teaching the four pillars of the school

Teaching at SD Muhammadiyah Mentari utilizes the school's four pillars to develop students' critical thinking skills. The four pillars are: 1) Religion/morals, learning religious knowledge to improve critical thinking skills with activities related to religion. 2) Logic, how to develop children's logic so that they develop because they are also the nation's future. 3) Leadership: children are trained to become leaders of themselves and others. 4) Entrepreneurship: Children are taught about entrepreneurship to bebe useful in the future.

Figure 5. Dhuha Prayer Activity

One example of the application of the pillar of morality is that before learning starts at 07.00 - 07.30, students are accustomed to reading *Iqra/Tilawah* every day. After that, they carry out stretching and Dhuha prayer; according to the results of observations, this aims to accustom children to be close to Allah and to establish their morals. The activity of reading Iqra '/ Tilawah and Dhuha prayer is, of course, already on the schedule of each class. This activity implements one of the pillars of the nature school.

Based on the results of an interview with the school curriculum deputy (October 28, 2024), namely about the method of instilling a moral curriculum in students.

"Our moral curriculum is through the example of more mature people, namely teachers and all school residents such as employees. Like that, it is expected to be a role model *uswatun khasanah*."

e. Classroom Management

Classroom management is an important preparation before the implementation of learning. Classroom management needs to create a happy or pleasant atmosphere in the school environment through classroom management. By establishing familiarity between teachers and students, teachers can direct students more easily and encourage and motivate students' enthusiasm for learning. The educator's responsibility in fostering a conducive learning environment to ensure that educational goals are effectively met involves supplying resources, organizing various positional configurations, including seating arrangements and classroom adornments. In addition, educators also serve as coordinators and overseers (Aini & Alfan Hadi, 2023).

Comfortable seating will increase children's concentration and participation in learning. For lower classes, such as classes 1,2 and 3, the seats are lesehan, while for upper classes, such as classes 4,5 and 6, chairs are used. In addition, the seating model is arranged before the implementation of learning by adjusting the classroom atmosphere, ensuring that students do not get bored quickly.

Figure 6. Classroom of 2B

Figure 7.Classroom of 5A

According to the picture above, the upper and lower classes have different tables and seats. Because considering the comfort of the students. And the varied seating models can keep children from getting bored.

f. Learning Media

The next thing that needs to be prepared is learning media. Learning media is a learning resource that can help teachers enrich students' insights with various types of learning media by teachers (Nurfadhillah et al., 2021).

Furthermore, there are media or teaching aids used by teachers in teaching and learning. At SD Muhammadiyah Alam Surya Mentari, many variations of learning media are used, including books from the library, the internet or YouTube, and concrete media. Based on interviews conducted by class 4B teachers about learning media using concrete media.

The concrete media used for learning is, of course, related to the ongoing subjects. Varied media or teaching aids can make students interested in learning and more enjoyable. From this media, students can think critically about solving puzzles by asking questions to guess an object in the box.

g. Condition of students

The Condition of students and their feelings and class conditions can affect the learning process. One of the participants who are not in good condition will disrupt the learning process. So, it is the teacher's job to condition the students first. Before learning, teachers usually check the condition of their students to ask about the child's readiness for learning by asking or paying direct attention to the Condition of the students. The teacher's knowledge of the condition of student diversity is the basis for designing learning, so the condition of the diversity of the students determines it. Teachers must spend enough time preparing learning plans (Ahmad Teguh Purwanto, 2023).

Implementation of Learning in Instilling Critical Thinking

Before entering the learning material, the teacher applies the mother tongue approach (PBI), which refers to the mother tongue or the language of love. The use of PBI or Mother Tongue is in line with research conducted by Elopere (2024), which states that the use of Mother Tongue in literacy learning has a positive impact on students' understanding of the subject matter and also enriches their learning experience. The aim is for children and teachers to have a good relationship to make acquiring knowledge easy. This is based on an interview conducted with the homeroom teacher of class 5A (October 29, 2024) regarding the application of the mother tongue. "We apply mother tongue/love language, so before entering the learning the teacher has a strong bond with his students, so inserting his noble character will be easy."

According to the interview results, students are very communicative during learning when responding to something they have seen. They have a high imagination when facing events or problems that interest them. They are trained to discuss the events given with teachers and friends. Discussion activities with teachers usually occur when the teacher opens a question-and-answer session. When discussing with friends, namely when the teacher asks for learning to be done in groups by discussing an object being studied, this is reinforced by research conducted by Ngadha et al. (2023), regarding applying discussion methods to activate critical thinking processes. Critical thinking skills can encourage students, especially those learning Indonesian, and give rise to new ideas about problems in the world. Students will be trained on how to resolve various opinions well.

SD Alam uses HOTS-based questions given by teachers in module books and student worksheets. The data analysis conducted by Najoan et al. (2023), stated that HOTS-based learning significantly affected students' critical thinking skills in mathematics compared to conventional learning. The average value of critical thinking skills of students who received HOTS-based learning was higher than those using conventional methods.

Evaluation of Learning in Instilling Critical Thinking

Learning in the classroom is, of course, also evaluated by the homeroom teacher. Many variations can be used to evaluate learning activities. The following are the results of an interview with the homeroom teacher of class 5A (October 29, 2024) regarding the evaluation given.

> "Usually, the second facial expression is from the results of the children, then from the results of the questions. Sometimes they are not asked, they immediately give input, so before the end they already know how to give comments. Because they are communicative, active before being asked to give their opinions, they have suggested it themselves. In addition, from the results of the students' work."

Based on the teacher's statement above, the evaluation is done with tests and non-tests. Evaluation with tests is based on the results of children's work. If it turns out that there are still wrong children, it means that their understanding is lacking, then it is necessary to repeat the learning that is taught. This test can be summative, diagnostic, or formative (Sisca Septiani et al., 2024). After that, if the results are good or better, they will be improved with more difficult questions.

In addition, through non-tests, namely observation and interviews. Observation is done by looking at facial expressions or direct observation. Furthermore, the evaluation was done using the interview method, which asked about difficulties directly. This interview aims to obtain information directly to explain a particular thing, situation, and condition. In addition, it also aims to complete a scientific investigation and obtain data to influence a particular situation or person (Sawaluddin & Muhammad, 2020).

Critical thinking development model

The term "model" is generally interpreted as a conceptual framework used as a guideline in carrying out an activity (Siregar, 2021). Seeing the development of critical thinking skills, a critical thinking skills development model is needed. This critical thinking development model was created from research conducted at SD Muhammadiyah Alam Surya Mentari and refined with theoretical studies. The critical thinking development model at SD Muhammadiyah Alam Surya Mentari, first, is the programs implemented through learning consisting of preparation, implementation, and evaluation. The model image is as follows.

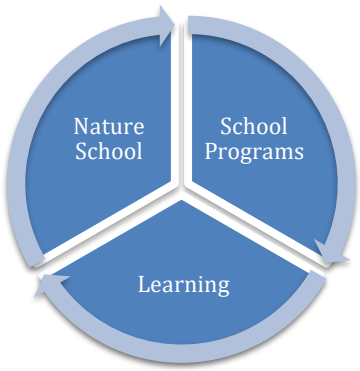

Figure 8. Critical Thinking Development Model at Muhammadiyah Elementary School Surya Mentari

From the picture, various methods used in the Muhammadiyah Alam Surya Mentari Elementary School to develop students' critical thinking can be used as a model. Nature schools are places for children to get an education, especially in critical thinking. Continued with the school program, which includes programs carried out in schools such as annual activities,

extracurricular activities, and other activities inside and outside the classroom. Furthermore, developing critical thinking during learning starts from preparing, implementing, and evaluating learning. This pattern does not stop at one round but will continue to rotate until the policy in force at the school changes.

CONCLUSION

Based on the results of research conducted by researchers regarding the critical thinking development model in natural elementary schools at SD Muhammadiyah Alam Surya Mentari, it can be concluded that (1) The school program that aims to develop critical thinking through the implementation of the school's Vision-Mission, annual activities, and extracurricular activities. (2) Preparation of learning needed in developing critical thinking includes teacher understanding of critical thinking, learning materials, teaching modules, teaching the school's four pillars, classroom management, learning media, and student conditions. (3) Implementation of learning in developing critical thinking through discussion and HOTS-based questions. (4) Evaluation of learning is carried out using test methods, namely through the results of student work, and non-tests, namely through observations such as looking at students' facial expressions and interviews or asking directly during class.

That can be used as a model in natural schools to develop students' critical thinking. Schools are places for children to get an education, especially in critical thinking. Continuing with the nature school program, the development of critical thinking is carried out during learning, starting from preparation, implementation, and evaluation. This pattern will continue until the policy changes at the school.

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