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The Perceptions of Critical Thinking and Inclusive Practice among Primary School Teachers

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Abstrak

Kurikulum di mana inklusivitas terhadap semua siswa menjadi prioritas, kemampuan paling berguna untuk mengatasi masalah di abad kedua puluh satu. Penelitian ini bertujuan untuk menyajikan pendidikan sekolah dasar yang diterapkan oleh guru sekolah dasar untuk pengajaran dan evaluasi berpikir kritis dan inklusif. Dengan menggunakan metode kualitatif, penulis mencari kandidat yang memiliki komitmen nyata untuk meningkatkan profesi guru sekolah dasar pada rentang usia sekolah dasar (sekitar 7-12 tahun). Kemudian, penulis melakukan wawancara mendalam pada bulan September dan Oktober 2022 dengan sepuluh guru SD, yang terdiri dari 5 sekolah negeri dan 5 sekolah swasta di Surabaya, Indonesia. Penelitian menunjukkan bahwa guru sekolah dasar menyadari perlunya mengembangkan keterampilan berpikir kritis siswa, tetapi tidak dilengkapi secara memadai untuk memenuhi permintaan ini. Guru sekolah dasar memilih musyawarah dan interaksi lintas kelompok sebagai metode kunci untuk mengembangkan pemikiran kritis. Para guru sekolah dasar ini menghubungkan hubungan antara berpikir kritis dengan sekolah yang adil dan berkualitas. Berpikir kritis sangat penting jika ingin mengubah masyarakat dengan cara yang dapat menilai nalar, nilai, pluralisme, dan keragaman.
Kata Kunci: Berpikir Kritis, Praktek Inklusif, Guru SD, Siswa SD.

Abstract

Curricula, where inclusiveness towards all students is a priority, are the most useful ability to tackle problems in the twenty-first century. This research aims to present primary school education applied by primary school teachers for the teaching and evaluation of critical and inclusive thinking. Using a qualitative method, the authors looked for candidates who have a real commitment to improving the profession of primary school teachers in the elementary school age range (about 7-12 years). Then, the author conducted in-depth interviews in September and October 2022 with ten elementary school teachers, of which 5 were from public schools and 5 were from private schools in Surabaya, Indonesia. Research shows that primary school teachers will recognize the need to develop students' critical thinking skills but are not adequately equipped to meet this demand. Elementary school teachers choose deliberation and cross-group interaction as key methods for developing critical thinking. These primary school teachers link the relationship between critical thinking and fair and high-quality schools. Critical thinking is very important if wants to change society in a way that can assess reason, values, pluralism, and diversity.
Keywords: *Critical Thinking, Inclusive Practice, Primary School Teachers, Primary School Students.*

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INTRODUCTION

There have been several changes to Indonesia's present educational system in recent years. As a result of societal shifts, schools must adapt in order to accommodate the student of today. As such, it is crucial to provide all children with access to a high-quality education that caters to their individual requirements. This is particularly true in a country like Indonesia, where the appreciation of cultural differences is widespread. One facet of the inclusion process is "inclusive practice" (Qvortrup & Qvortrup, 2018). Good inclusive practices, according to Sulasmi & Akrim (2019), consist of the measures made by educators to ensure that all students have an equal chance of attending class regularly and excelling academically (Arneson, 2018). Schools should provide in-depth instruction to equip kids with the knowledge and abilities they will need to succeed in today's world (Kapur, 2018; Kassing & Jay, 2020; Siedentop, Hastie, & Van der Mars, 2019). Critical thinking is one of the most highly prized talents in recent decades because of its central role in fostering complete human development (R. W. Paul, 2018; Renatovna & Renatovna, 2020). For a long time, people have used critical thinking as a method of developing their own unique identities. This skill allows people to think critically about the facts at hand, independently weigh the benefits and drawbacks of potential solutions, and come up with their own solutions to issues.

Previous research, such as that conducted by Franco et al. (2018), resulted in that before students can develop their critical thinking skills, teachers must be given the opportunity to develop their own critical thinking capacities and learn to use them effectively in the classroom. Here, the importance of schools in shaping critical thinking is emphasized, and successful teaching methods are highlighted. Furthermore, research conducted by Mngo & Mngo (2018) shows that the majority of Cameroonian Middle School educators still choose special needs schools over inclusive schools. This finding contradicts previous research which places religious and cultural norms as the root cause of opposition to integrated schools. Support for inclusive education is higher among instructors who have had at least some training in working with students with disabilities, as well as among those with longer teaching experience or higher levels of education. In addition, research conducted by Anagün (2018) shows that the results of modern pedagogical competence are proven to have a good correlation with educators' views on constructivism in the classroom. These findings suggest that instructors with favorable opinions about students' abilities to solve problems, think critically, cooperate effectively, communicate effectively, and be creative seem to create classrooms that encourage these behaviors in their students. The results of these studies indicate that the interest of researchers is very high in this topic, however, research related to critical thinking and inclusive practices for the development of perceptions of elementary school teachers is still very difficult to find.

The goal of this research is to determine how much influence the teacher's perspective has on learning critical thinking in elementary schools. Learning from a conceptual content-based curriculum prevents students from learning to reason their findings, think quickly on their feet, come up with novel solutions, and choose appropriate actions. As a result, the ideas that elementary school teachers have about their students' intelligence and learning styles are often the cause of variations in their motivation to create and carry out critical thinking activities for their students. The formulation of the problem in this research is how are the perceptions of critical thinking and inclusive practices among elementary school teachers to students? and what effect do critical thinking and inclusive practice among primary school teachers have on student development?

This study's significance lies in its analysis and application of critical thinking in the classroom, where it elucidates crucial dynamics for the development of such an ability. This research can be used as a source of literature for the development of further research. Can be a source of reference for teachers, especially elementary school teachers in implementing learning in critical thinking practices and inclusive practices. Can be used as information material for activities that support students in critical thinking.

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METHOD

A qualitative study was developed to examine how primary school teachers perceive the impact of intervention strategies on students' critical thinking and the significance teachers place on these skills (Bogna, Raineri, & Dell, 2020). In particular, the author uses a phenomenological theoretical and methodological approach. To do so requires an in-depth analysis of the interviewee's words, thoughts, and feelings. Participants were selected using a sample formed using theoretical purposeful sampling and a set of preset inclusion criteria. There are ten different schools namely 5 public schools and 5 private schools represented by these educators. Every effort was made to ensure equal representation of women and men in interviews.

The author conducted in-depth interviews with ten elementary school teachers, of which 5 were from public schools and 5 were from private schools in Surabaya, Indonesia. Individual thoughts and feelings about the research problem can be collected with some autonomy using this type of interview (Moser & Korstjens, 2018). Interviews were conducted in September and October 2022 which were conducted face-to-face, by visiting the selected elementary schools as samples and all recorded orally. The duration ranges from 25-35 minutes, depending on how involved the primary school teacher is. Data were collected by having observers sit in the course and take notes on teacher interactions with each student. In the field, walking notebooks are used to track thoughts and ideas. The way primary school teachers, both verbal and nonverbal, is explained in great detail, with word-for-word quotations included where possible in the field notes. Several examples were recorded, along with contextual information such as their relative time and position in the classroom. In addition to recording their observations, observers often write down their interpretation of the findings in their field notes.

The author coded each interview separately and then looked at the whole series together. Several qualitative research quality factors are taken into account to ensure the validity of the study (FitzPatrick, 2019). Study team triangulation was used to complement and differentiate findings, so this criterion was taken into account (Kankaraš, Feron, & Renbarger, 2019). Quantitative research results are supposed to be generalized to a wide range of contexts, whereas quantitative findings are expected to be translated to contexts with analogous qualities (Castleberry & Nolen, 2018). This study's external validity was ensured by both detailed description and meticulous sampling. When doing qualitative research, as opposed to quantitative research, the researcher is responsible for persuading the audience of the usefulness and credibility of the data collected. Expertise on the part of the researcher is an indicator of the study's internal validity (Thomas, Martin, Etnier, & Silverman, 2022). The use of both expert opinion and participant confirmation helped keep this study's internal validity strong. Results from qualitative studies may only be trusted if they have been independently verified by the researcher (Rose & Johnson, 2020). Fast confirmation was employed in this research to guarantee the findings could be relied upon in the real world.

Specifically, the study was divided into a series of steps. First, the overarching topic on which the interview questions will be made is drawn from comprehensive literature research. After that, an interview request was sent to the relevant primary school teacher. Interviews were conducted in September and October 2022 which were conducted in person, with the authors visiting the primary schools that had been selected as samples and every one of them was a verbatim account. At the outset, they were informed of the interview's goals and given assurances about their privacy. Each interviewee was assigned a unique number code to protect their anonymity. The length ranges from 25-35 minutes, depending on how involved the primary school teacher is being asked. The data is then transcribed afterward. To conclude, the authors conducted an analysis of the conversations and outcomes using the rubrics set out by Martin & Bolliger and Preston et al. (2018; 2020). Information is disclosed, cataloged, and categorized based on broad themes that are defined from the start.

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RESULT AND DISCUSSION

In light of the goals, the presentation of results builds on the topics already introduced: the positive effects of critical thinking on student development, the connections between critical thinking and school inclusion, the ways in which it can be evaluated, the strategies useful for fostering critical thinking in the classroom, etc., and the preparation of teachers to foster critical thinking in their students.

Under the first heading, "critical thinking's positive effects on student learning," these educators highlight the need of incorporating critical thinking into the design of educational processes. A phenomenology that facilitates the growth of multifaceted, well-rounded individuals in the minds of young people. They also stress the need for critical thinking in fostering an approach to thinking and reasoning that is distinct from the morality imposed by society, or monotheism. The pupils might then compare their own perspectives with external realities and critically examine the rationale of others. Thus, they are able to make sound choices that aid in the development of their minds and the completion of challenging tasks. Some of the participants' testimonies provide an excellent illustration of this.

Table 1
The importance of critical thinking is incorporated into the design of the educational process

Participant	Quote
Participant 1	"People who can think critically are a need in today's society. It would serve as both a boon to elementary education and preparation for more independent civic participation. Students' ability to make judgments and develop their own thinking and action depends on their capacity for critical thinking and the ability to examine the information from a variety of perspectives. Naturally, you should never go beyond your comfort zone."
Participant 2	"Given that the "majority" frequently dictates a single line of thinking in today's culture, I believe that teaching students to think critically is crucial. In addition to offering advice on how to think outside the box when confronted with common issues, and how to ultimately arrive at the most optimal answer possible."

However, when asked about the importance of critical thinking in the classroom, most of the educators questioned had a common theme. They all agree that it is a problem that cuts across all fields of study and technological progress. Students who have had the chance to explore and discuss their own and others' ways of thinking will benefit much from growth in self-awareness and the capacity to expand upon existing strengths. All of them are also open to argument, discussion, and acceptance. Through such experiences, kids have a much larger perspective on the world around them.

Table 2
How to develop students' critical thinking

Participant	Quote
Participant 2	"Naturally, even more than many features and topics of the curriculum that must be taught. By using their critical thinking skills, students will be able to provide responses that demonstrate an appreciation for and an awareness of other viewpoints. It promotes collaborative problem-solving, when different team members provide their own suggestions, leading to an abundance of different approaches."
Participant 4	"Yes, every student examines and is aware of her strengths and weaknesses, with the goal of developing the former and strengthening the latter."
Participant 9	"Understanding one's own and others' strengths and weaknesses is a huge step in developing critical thinking skills. An accepting and critical mindset is necessary for seeing that others, like me, have both strengths and weaknesses. The recognition of the difference's worth requires all of this. Here, it's just as crucial to foster attitudes that encourage critical thinking as it is to foster such thinking itself."

Teachers also note that students' unique perspectives make classroom discussions more engaging and informative. Therefore, teaching students to think critically is essential. Students may enhance their quality of

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life by developing high-caliber, reasonable thought processes via this. Furthermore, one's problem-solving and decision-making skills will vastly increase. Better and higher-quality decision-making allows us to come up with novel answers and swiftly achieve desirable outcomes. However, there are professors who do not see connections between critical thinking and diversity and inclusion. A common misconception held by these individuals is that they can't be taught clearly in a classroom setting using a networked approach. Whatever the situation, targeted activities and initiatives may help foster these knowledge gains.

Table 3
Student involvement is needed in developing critical thinking

Participant	Quote
Participant 6	"Yes. To the opposite of indoctrination, a classroom that welcomes all students and celebrates their differences does just that."
Participant 7	"Naturally, this is the case. Classrooms with a wide range of students from different backgrounds help students develop personally and academically."
Participant 1	"Simply having a high level of critical thinking is not enough to ensure acceptance in the classroom. Assuming you don't want to reject this conclusion out of hand, you'll need to create rigorous studies that positively link both variables. The two variables, however, should be connected."
Participant 3	"We need to connect critical thinking with every facet of our existence. But that's not how it works; often, a single idea wins out. Additionally, at these ages, the need to fit in with the group may have a detrimental impact on how welcoming a school can be for children of varied backgrounds."
Participant 8	"There seems to be no obvious relationship between the two ideas. Why? It is possible to design a school assignment that prioritizes student participation above encouraging critical thinking. It's possible, too, that when kids are given more agency in the classroom, it leads to circumstances that may be reflected upon, which in turn encourages critical thinking."

Yet many educators lack familiarity with more objective and analytical approaches to assessing students' critical thinking. This may be because few people have been given enough instruction in or exposure to these methods of assessment. Some of them have actually worked with or been taught by experts whose specialty is using some kind of assessment technique. By doing so, they were able to see firsthand the positive effects encouraging pupils to think critically can have. The following testimonials serve as an illustration of this point.

Table 4
Teacher's constraints in evaluating the development of students' critical thinking

Participant	Quote
Participant 5	"I don't know whether there are any tried-and-true techniques, but I do know that it's something that cuts across disciplines."
Participant 8	"Unfortunately, I am unable to provide a method for objectively measuring critical thinking."
Participant 9	"In my opinion, critical thinking should be assessed from the point of view of its production. That is, the actions must include promotion. Judging the worth of a concept is unnecessary; what's important is figuring out what blocks our own thinking."

A major contributing factor to teachers not being familiar with how to evaluate students' critical thinking skills is their education. In this regard, the instructors who were questioned said that they had never had any formal training before. However, they also stress the significance of each professional's motivation and curiosity to learn more about effective strategies for fostering critical thinking in the classroom. These claims are eye-opening, to say the least. The instructors have a rough idea of how to evaluate their pupils' critical thinking abilities, but few have received formal training in this area. Only one participant mentioned feeling confident in their ability to do a systematic assessment via the planning of activities meant to reveal competing hypotheses and their respective solutions.

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Table 5
Cause teachers are not accustomed to assessing students' critical thinking skills

Participant	Quote
Participant 2	"There has been no training of this kind for me. However, I have been fortunate enough to meet, work with, and learn from experts whose work has given me a front-row seat to the advantages of this approach to education."
Participant 3	"The short answer is "no," since I have not received any. In my opinion, neither society nor the people in charge of schools are interested in cultivating critical thinking skills. People are more easily manipulated the less critical they are."
Participant 9	"No, just random articles from various fields of study that touch on critical thinking somewhere down the line."
Participant 2	"This line of thinking is further upon in some of the approaches presented by Robert Swartz and David Perkins. With its emphasis on routines and the development of critical thinking abilities, the Thought Based Learning approach is a useful tool for this purpose."
Participant 4 :	"Methods like projects, debates, thinking routines, etc., that require students to put their knowledge to use are excellent. The student's own self-evaluation tools seem like a solid way to gauge critical thinking skills. Using evaluation rubrics is another way to improve this ability."

Teachers' evaluation strategies vary widely depending on their level of education and experience. Possibly this is because they are lacking in knowledge on how to foster critical thinking. Despite this, they agree that it is crucial to choose a method of assessment that is both fair and equitable for the students. Analyzing, evaluating, and making connections are the three stages of a critical thinking assessment. Open-ended tasks that require more than just recalling previously learned information require the student to engage in critical thinking by analyzing judgments, evaluations, problem-solving, and the ability to draw inferences or draw conclusions from premises or evidence; the ability to construct and evaluate arguments; the ability to classify objects; the ability to identify assumptions and main ideas; the ability to identify the sequence. To this end, some educators favor using rubrics since they are seen as the most neutral and fair method of assessment. These tools measure what the educator cares about most in terms of student growth (in terms of critical thinking):

Table 6
The assessment method used by the teacher

Participant	Quote
Participant 1	"My current level of expertise suggests that if I were to conduct an inquiry, I would use a validated test. If I merely cared about making comparisons among my pupils, I would create a basic rubric with the criteria that are always of most interest to me, given the context in which..."
Participant 10	"By using scoring rubrics to measure against predetermined criteria. Those criteria would allow me to determine whether or not a student's critical thinking has improved as a result of their assignment."

Teachers value a wide range of tools that provide students with possibilities for introspection, analysis, criterion development, priority setting, and verification, to name a few. Among the strategies used by these educators include the use of routines, the development of critical thinking abilities, self-assessment, evaluation by targets, co-evaluation, classroom observation, discourse, debate, the explanation of arguments on a subject, and the examination of students' perspectives. Some of these educators, however, haven't given much attention to how to assess their students' critical thinking skills, believing that it's too subjective to be measured objectively and via standardized assessments.

DOI: https://doi.org/10.31004/basicedu.v7i1.4593

Table 7
Tools for introspection and self-analysis

Participant	Quote
Participant 2	"Would use established procedures and critical thinking to evaluate the pupils' responses. To me, it's more important to understand how you arrived at that solution than to know whether or not it's accurate."
Participant 4	"Self-evaluation tools like an evaluation by objectives or co-evaluation, together with some student comment, would make up the bulk of my assessment strategy."
Participant 7	"Classroom observation, discussions with and among students, and student-on-student and student-on-teacher debates and argument presentations."
Participant 9	"I think it's important for students to critically examine their own biases and preconceptions and provide their own explanations for them."
Participant 3	"Really, I have no idea. When it comes to assessing things, I'm not very good at it and I'm not even sure it's feasible. In my opinion, understanding your pupils is essential to making an impartial assessment on this."

There has also been debate about the best ways to instill a sense of critical analysis in their students. In order to foster critical thinking, increase personality traits like self-respect, a sense of safety and security, and the ability to express oneself verbally and physically, and more, teachers often use conversation as a foundational teaching tool. Conversations help students develop decision-making criteria by highlighting the merits and limitations of other perspectives. They also have the option of sharing their choices and perspectives with others. As a result, the conversation is a great medium for the development of analytical skills.

Table 8
Development of analytical skills through conversation

Participant	Quote
Participant 1	"Make sure that any problems that need to be solved include the use of language, and that these activities are open and collaborative. Second, I would actively promote and organize opportunities for kids to engage in both verbal and nonverbal forms of communication with one another. Taking into account the feelings and sentiments involved. Third, I'd attempt to steer the debate into exploratory topics rather than the more common cumulative ones."
Participant 3	"I'd want to start with the conversation. I try to convey all I mean clearly, and I always appreciate hearing back from them. Second, make the most of the opportunity now. When I think of school, I don't think of a sheltered environment apart from the rest of the world. In addition, I use media like WonderPonder Thinking Cards and other similar tools to help students develop their analytical abilities."
Participant 9	"A precise approach is beyond my ken, unfortunately. In any case, these are the points I want to emphasize: precision in the provision of data or references (not based on general data); relevance of the elements that make up a fact or thought (distinguish between the essential and the accessory); clarity in the definition of what they think (avoid confusion and unfounded generalizations, a mix of topics, etc.); accuracy (that when they make any judgment, they do so with specific, clear, demonstrable information); willingness to consider other points of view (rather than holding fast to one's own interpretation of events) and actively seeking out information that contradicts or supports one's own conclusions."

Finally, it is interesting to note that two of the instructors we surveyed both emphasize the PBL method (method of instruction that focuses on solving problems or completing projects). PBL, or project-based learning, is a relatively new and dynamic teaching method that has recently seen significant use. It's perfectly in line with the factors that really matter when it comes to shaping one's capacity for critical thinking. Students in a project-based learning (PBL) environment are expected to do research and produce a final product as a means of demonstrating their mastery of course material. This outcome is a reflection of not just the learning process, but also the development of abilities such as imagination, communication, collaboration, problem-solving, and

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building upon previously acquired knowledge, while also leaving a greater opportunity for experimentation and discovery.

Table 9
Teachers' agreement on problem-based learning

Participant	Quote
Participant 2	"By forcing them to actively process the data presented to them in order to formulate a reasonable answer, thought-based learning encourages students to become self-aware and mentally fit."
Participant 4	"Some of the strategies I may use in the classroom are thought routines, visual thinking, and problem-based learning."

The majority of educators aren't currently addressing the importance of critical thinking in their classes, as these educators have discovered. The significance of learning to think critically in the modern world is something that almost all educators have stressed. This importance has also been emphasized by the findings of several investigations (Hebebci, Bertiz, & Alan, 2020). In our culture, the vast majority tends to adhere to a narrow line of thought (Heyes, 2018). Students will be able to draw on their own unique perspectives and judgments as a result of this line of reasoning. In addition, in agreement with Fabian (2018), this mode of thinking equips students with the means to approach commonplace issues imaginatively and seek out the best possible answer for each circumstance. Students who take the time to cultivate their own distinctive ways of thinking are more likely to find success in the classroom than those who focus just on mastering the subject matter covered in the curriculum and the theoretical frameworks presented. As a matter of fact, it gives students the opportunity to answer the questions in a way that shows appreciation for and awareness of other viewpoints. By having everyone on the team provide their own unique approaches, the team is able to come up with a wide range of potential answers. Consistent with the findings of several writers, this variety of problem-solving approaches is the product of critical thinking (Belecina & Ocampo Jr, 2018; Shively, Stith, & Rubenstein, 2018).

However, several strategies for teaching and testing critical thinking have been published in the literature (Bezanilla, Fernández-Nogueira, Poblete, & Galindo-Domínguez, 2019). The instructors questioned here, however, echo the findings of Bean & Melzer (Bean & Melzer, 2021) in that they demonstrate a lack of preparation in the area of evaluating and fostering critical thinking among their pupils. In particular, PBL was the most commonly stated approach. The great efficacy its practical implementation has exhibited in some research, especially with preschool children, may explain this conclusion (Kozioł-Kozakowska, Piórecka, & Schlegel-Zawadzka, 2018). Although there are several methods available, one of the most popular is dialogue. The students polled for Bause et al. (2018) research agreed that debate is an effective tool for fostering analytical thinking, effective communication, and collaborative problem-solving.

Similarly, educators have divergent views on whether students should be taught in small groups or large ones, and how critical thinking should be assessed. Better results are shown, however, in research that proposes techniques to develop critical thinking from a collective viewpoint (Azorín, Harris, & Jones, 2020; Darnell, Chawansky, Marchesseault, Holmes, & Hayhurst, 2018; R. Paul & Elder, 2019). Most of these educators believe that group projects are superior to individual ones when it comes to cultivating students' capacity for independent thought. As a matter of fact, multiple studies have shown that working in groups may improve students' critical thinking across a variety of academic settings (Shiraev & Levy, 2020). The outcomes are more variable when looking at specific projects. In sum, the writer agrees with El Soufi & See (2019) that it's possible to teach critical thinking successfully, given the right circumstances. Among these are the facilitation of learning situations, the allocation of adequate time for the completion of activities, and the development of incentives for students to engage in such behaviors as critical thinking, creative problem-solving, active participation, engagement, cooperation, and collaboration.

Teachers' thoughts on the critical thinking/inclusion dichotomy were also collected through interviews. Their stance is that students need to learn to think critically as part of a well-rounded curriculum. As a result,

DOI: https://doi.org/10.31004/basicedu.v7i1.4593

improving students' capacity for metacognition may help them think more clearly, communicate more effectively, and argue and debate more persuasively in the classroom. Furthermore, as determined by Shavelson et al. (2019), If they have this skill, they will be able to back up social evaluations and critically examine the beliefs and situations of their immediate environment. For the development of critical thinking and acceptance, Woldeyes & Offord (2018) emphasized the significance of teaching in contexts of dialogue and diversity. Critical thinking is a skill that benefits greatly from exposure to a wide range of perspectives, therefore an inclusive education system is certain to foster its growth (Ainscow, 2020).

Creating a system of assessment that promotes an integrated and insightful kind of critical thinking deserves special attention. Students' justifications and the methods they used to arrive at their answers should also be taken into account, not only the correctness of the answers themselves. Despite this diversity, there was consensus among the questioned instructors that there are not enough chances for professional development that focus on explicitly promoting teaching critical thinking. Despite this, they all have access to sufficient materials (often including assessment rubrics) to conduct a reasonably objective evaluation of their students' proficiency in these areas. Self-evaluation, co-assessment, the use of multiple examinations, and assessment rubrics have all been used in the past, but all methods have their limitations (Almohaimede, 2022; Arce, Suárez-García, López-Vázquez, & Fernández-Ibáñez, 2022). However, educators are unhappy with the lack of focus on cultivating students' capacity for critical thinking. This is why they are advocating for education that will equip them to meet this need and take steps that will lead to a shift in the dominant ways of thinking. Several writers have pointed out the significance of teachers' training in this area (König, Jäger-Biela, & Glutsch, 2020; Sepulveda-Escobar & Morrison, 2020). Since it is a direct factor in the success of educational interventions aimed at fostering students' capacity for critical thinking.

CONCLUSION

To present primary school education applied by primary school teachers for learning and evaluation of critical and inclusive thinking is the aim of this study. These educators highlight the need of incorporating critical thinking into the design of educational processes. They all agree that it is a problem that cuts across all fields of study and technological progress. Teachers also note that students' unique perspectives make classroom discussions more engaging and informative. Teachers value a wide range of tools that provide students with possibilities for introspection, analysis, criterion development, priority setting, and verification, to name a few. In order to foster critical thinking, increase personality traits like self-respect, a sense of safety and security, and the ability to express oneself verbally and physically, and more, teachers often use conversation as a foundational teaching tool. The findings of this study are important in incorporating lessons about learning into teacher preparation programs, with the ultimate goal of preparing students for a better life and ensuring their participation in classes that reflect their diverse needs. In this study, there is still a limited number of respondents, so further research in taking more respondents to represent the results of the study.

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