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Considering the COVID-19 Pandemic via the Lens of Critical Reflection on Teaching and Education

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ABSTRACT

This study set out to answer the question, "How can we, as faculty members of the Science, Business, and Sharia departments, foster reflective critical thinking among their students during class discussions during the new normal period in the midst of the Pandemic Coronavirus Disease 19?" during the 2021–2022 school year. Professors have a hurdle when trying to come up with creative solutions to class problems that include critical thinking abilities. Since the findings from the observation and interview procedures were examined using percentage values, field notes, and interviews, a combination of qualitative methodologies and quantitative descriptions were used. Positive actions, thoughts, and emotions are uncovered by observational data. Pay attention to what's happening, how you're feeling, and how you're re-evaluating what happened. Based on their work in class discussions, students draw conclusions or make reflective, critical thinking commitments. Reason, argue, and make decisions orally. Results from interviews and open-ended questionnaires showed that students used Reflective Critical Thinking strategies throughout class discussions. The study found that reflective critical thinking methods are still missing from the teaching discussion class. Rigidity in learning has been brought about by the pandemic's effects. During this new normal phase, this study suggests that Reflective Critical Thinking might be used as a teaching option.

Keywords: Reflective, Critical thinking, Pandemic, Covid-19, New normal, Behavior, and Education.

INTRODUCTION:

Previously conducted in person, the fast expansion of the COVID-19 pandemic necessitated a shift in educational practices toward online delivery. This was just one example of how the ubiquitous Corona Virus has altered daily routines. Wuhan, China was the site of the first discovery of the 2019 coronavirus disease (COVID-19) around the tail end of December 2019. Within a few of months, this virus had made its way to almost every country, including Indonesia. Consequently, the World Health Organization (WHO) designated this epidemic as a worldwide pandemic on March 11, 2020. Several nations have instituted lockdown rules in response to the rapid spread of the coronavirus. To combat the spread of this virus, Indonesia instituted the Large-Scale Social Restriction (PSBB) policy (Azanella L. A, 2020). April to May of 2022, then. In the middle of a pandemic, the government is allowing schools more latitude to have in-person meetings, although the ratio of online to offline instruction is still somewhat high at 60% to 40%. The government's approach to combat the spread of the Corona Virus is the use of online learning methods. The government's strategy to limit the spread of the Corona Virus is the online learning approach. On the other hand, more mature preparedness is definitely necessary for this approach, particularly for Internet net place of employment. Online education that relies on devices like smartphones, laptops, or desktop computers is expensive and time-consuming for both students and teachers. The term "online learning system" refers to a method of education that does not include

instructors and students meeting in person but rather makes use of the internet. Even when students are at home, lecturers still have a responsibility to keep the learning process going. As a solution, online education must provide professors with the skills to create their own instructional material. Following the Presidential Regulation of the Indonesian Minister of Education and Culture on the Execution of Educational Policies in the Event of a Corona Virus Disease Emergency (COVID-19) (Nahid, 2021). An individual's home computer linked to the internet powers the learning system. Educators may collaborate on group projects utilizing tools like Zoom, Instagram, Messenger, Google Scholar, and other social media platforms. So, even when their students are in various locations, professors can still make sure they are studying. The challenge of online learning, which has numerous advantages, needs a swift government policy solution.

Challenges with online learning, particularly on campuses without reliable internet access, highlight the need for the government to provide a free online application service in partnership with internet providers to alleviate these issues. Additionally, it has to make a holistically designed curriculum and online learning syllabus. Using social media, universities may convey information to students and the public about the methods for adopting online learning based on their responsibilities and tasks, and they can also get technical help on the online implementation process. Because certain topics need more thorough



and direct explanation, some university lecturers concede that online learning is not as successful as conventional learning activities (face to face). Online instructors have found that this technique works well for distributing course materials, but not for providing detailed explanations of concepts. According to Suarno (2009), education is crucial for people, communities, and countries. Actually, a lot of nations have educational statutes or rules. For the simple reason that a highly effective educational system may provide highly competitive human resources. To top it all off, these graduates will go on to be the nation's leaders and heirs, paving the way for improved education and the advancement of science and technology for years to come. Because of this, the government can foster an environment where students learn to think critically, which might improve the standard of living for everyone in the country. Due to its strong correlation to other valuable employability abilities, such as assessment and analysis, it has evolved into a potent instrument for modern-day job preparation. The ability to think critically is prized and even prioritized at universities. Students in higher education are expected to think critically, and training is necessary so that they can put their critical thinking skills to use (Dji-wandono and Wuryani, 2009). Students from Asian backgrounds are less likely to have a critical mindset and be familiar with the concepts of critical thinking, according to research by Egege and Kutieleh (2004). As previously stated by Fisher and Scriven in 1997 Understanding, applying, analyzing, synthesizing, and evaluating are all parts of the mental or intellectual process known as critical thinking. Analyzing arguments, coming up with insights, and developing coherent and logical reasoning patterns all need the development of critical thinking skills. Critical thinking, according to Liliarsari (2003), requires students to be able to do things like make comparisons, debate, and convey what they've learned in class. In general, 88.5% of students at the scientific, business, and sharia faculties still prioritize learning the content and ideas above improving their critical thinking abilities, according to the poll conducted in 2021–2022. The brain processes data from all five of the human senses in order to perform thinking. According to Rahman et al. (2021) and Islam et al. (2021), thinking allows individuals to generate ideas, reason, think critically, make choices, be creative, and find solutions to issues. Reflective practice is one of the ways of thinking. Involvement, as per King and Kitchener (1994)

Understanding and fostering critical thinking and intellectual development in adults and adolescents. The ideas of reflective thinking and epistemological issues that arise from attempting to answer organized problems are the foundation of this approach (Dewey, 1964). Reasoned and purposeful thinking is the foundation of reflective practice. Students may hone their critical thinking abilities by reflecting on their learning and making connections to their prior knowledge in order to address novel challenges. The success of students' reflective practice depends not just on their knowledge, but also on their ability to apply that information and find solutions to the issues

they encounter. Students have engaged in reflective thinking if they are able to do so in pursuit of their objectives. That is, at its core, reflective thinking is students' capacity to draw on and use the information they already possess in order to overcome obstacles and accomplish their objectives. "Reflective Critical Thinking on Teaching English during the COVID-19 pandemic" (Hasan et al., 2021; Symum et al., 2021) is the topic of the authors' study.

Theoretical framework

Critical thinking is something that must develop continuously and focus on what is believed and done reflectively. Ennis, Robert H (1962) stated that Focus on deciding what to believe or exclude, critical thinking tools are reflective thinking processes that focus on deciding what to believe to do. These means that in a critical thinking tool it is directed solely at formulas that meet certain criteria to be done. Critical thinking tool is an ability and disposition to critically evaluate a belief, what assumptions underlie it and the basis of the view of life in which these assumptions are located (Paul, 1993). Critical thinking as thinking that facilitates decisions because it is based on real, self-correcting and substantive criteria in context (Lipman, 1995) Critical thinking is a reflective, reasoned way of thinking that focuses on what decisions are made or believed. It is a process to apply, relate, create, or evaluate the information collected actively and skillfully (Abraham, 2004) stated that Critical thinking is a meaningful process to direct oneself for making a decision. This process provides a variety of reasons for consideration in determining appropriate evidence, context, conceptualization, methods and criteria (American Philosophical Association, 1990). Halpern, (1998) made the taxonomy of critical thinking skills, namely: verbal reasoning, argument analysis, thinking skills, decision making skills, and problem solving skills. Individual characteristics that support a person to think critically as quoted by Duldt-Batney, BW. (1997) among others are truth-seeking, open-mindedness, analytical, systematic, self-confident, curiosity, and maturity. (McPeck, 1990) put forward the opinion that critical thinking or focus. It is for a particular discipline upon which it relies on thorough knowledge and comprehending of the content and discipline epistemology; critical thinking is a way of providing argument for the assessment of important component of the ministry's dispositional domain; Jane Roland

Martin emphasizes on the study of character related to critical thinking shows that Motivation could be shaped in a moral perspective, especially certain values. The definitions above show that critical thinking is a human being which is a normative



concept.

METHODOLOGY:

The data were reported using percentages, which makes this research a qualitative and descriptive quantitative approach. It is also acceptable for this study because of three other factors. As a first step, we might think about how qualitative research is supposed to help us understand the people and causes behind social and humanitarian issues (Cres-well, 2009). Understanding the ways in which students' critical thinking processes are mirrored in their discussion texts is the primary goal of the project. aid in the development of analytical minds. The second thing to think about is that the information gathered may help pupils with their reflective and critical thinking. Since the collected data is textual, a more qualitative approach is required for this design (Dornyei, 2007). Thirdly, the research questions were answered using interpretative analysis, which is based on the researcher's subjective interpretation of the data and presented as evidence in the data (Hatch, 2002). Various fields of business, research, and society make

use of data analysis, which is a strategy that incorporates a number of approaches (Sugi-yono, 2019). From February 15, 2022, to July 23, 2022, during the new normal period in the middle of a pandemic, researchers from Sources of Data designed study for 20 meetings in 4 classes, with each class being watched five times.

The academic force in 2021–2022, who are enrolled in English classes, was randomly selected to participate in the following study programs: one for Islamic family law (with 26 students), two for sharia economic law (with 46 students), and one for constitutional law (with 28 students). Accordingly, there are a hundred pupils in all. Tools for Gathering Information Based on, Observation is a way to gather data by looking closely and directly at the study site to see what's going on or to verify the validity of a research design. Researchers use an observation checklist to ensure they get valid data from their observations. While the children were studying English, the teachers utilized the observation checklist to record their every move.

Table 1: Observation Checklist.

No	Aspect	Sub Aspects	Indikator	Statement number	Total Number of Students	Persentase (%)
1	Critical Thinking	Curiosity	The desire to know more information and look for evidence and be open to new ideas.			
		Skepticism	Questioning new information that is known and not blindly trusting everything that is said to him.			
		Humility	Recognize that your opinions and ideas are wrong when confronted with convincing new evidence.			

Interview, according to Sugiyono, (2015:72) the interview is a meeting conducted by two people to exchange information or something ideas by means of questions and answers, so that they can be reduced a conclusion or meaning in a particular topic. The interview data

Table 2: Interview Question.

were taken based on the results of the researcher's interviews with lecturers who taught English at the science, business, sharia faculty for the 2020/2021 academic year.

No	Aspect	Sub Aspect	Indikator	Statement number	Total Number of students	Persentase (%)
1	Critical Thinking	Curiosity	- Question all arguments - Enormous curiosity - Learn more information. - Open to new ideas			
		Skepticism	- Questioning new information. - Not blindly trusting all new ideas. - Question the evidence			
		Humility	- Accept opinions and suggestions from others. - Humbly admit when his opinions and ideas are wrong. - Provide a solution			

Field Note, during the observation, the researcher wrote all activities that were related to the core of the research, especially the student' and lecturer activities in Learning English. Then, the field notes were analyzed as one source of research data.

Table 3: Field Note.

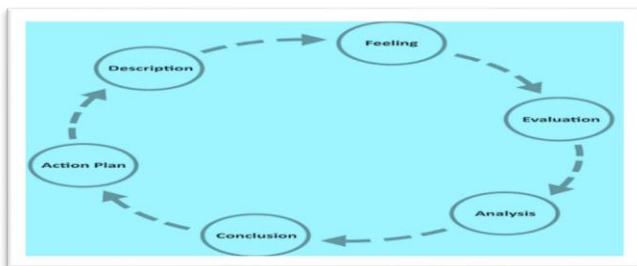


Name
Identity number of students
Grade
Date
Critical thinking's note

Research Procedure provides the order of class activities, which covers the reflective practice implementation employed by students. A field notes and video recording were used to reveal the similar activity for each meeting. In overall, each activities were based on the reflective practice framework proposed by Gibbs.

Gibbs' Reflective Cycle

Gibbs' Reflective Cycle was developed by Graham Gibbs in 1988 to give structure to learning from ex-periences. It offers a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn't go well.



It covers 6 stages -

- a) Description of the experience
- b) Feelings and thoughts about the experience
- c) Evaluation of the experience, both good and bad
- d) Analysis to make sense of the situation
- e) Conclusion about what you learned and what did differently
- f) Action plan is how you would deal with similar situations in the future, or general changes you might find appropriate.

In analyzing the data (Metthew *et al.*, 1994) stated that the researcher will apply the data analysis stages proposed by Miles and Huberman who propose three

RESULTS:

Table 4: Critical Thinking Percentage.

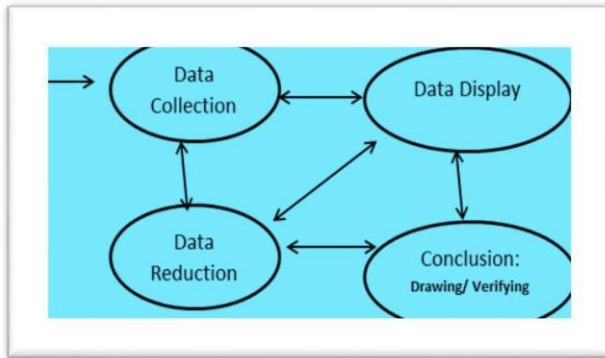
No	Aspect	Sub Aspects	Indikator	Statement number	Total Number of Students	Percentage %	
1	Critical Thinking	Curiosity	The desire to know more information and look for evidence and be open to new ideas.	1,2,3,4	30/100 = 0,3	curiosity 30	Non curiosity 70
		Skepticism	Questioning new information that is known and not blindly trusting everything that is said to him.	5,6,7	40/100 = 0,4	Skepticism 40	Unskepticism 60
		Humility	Recognize that your opinions and ideas are wrong when confronted with convincing new evidence.	8,9,10	60/100 = 0,6	Humility 30	Unhumility 70

According to the Observation Checklist, Curiosity, students' desire to find more information and seek evidence as good as being open to new ideas was only 30% critical thinking by asking something about the English material that discussed based on facts, students only accept. Students did not have a greater curiosity because English lecturers also have limitations to control one by one student who was studying. Looking for evidence and being open to new ideas is not done by students because students only listen to explanations given by

lecturers reaching 70%, only 30% of students question information that was received in class. Questioning the evidence and not believing all the new ideas found in class are not done by students, because 70% of 100 students just listened and followed the lesson until the end. Skepticism, students who question new information that knew and did not believe information blindly about everything that was stages of data analysis, that are 1). data reduction; 2). data display; & 3). drawing and verifying conclusion.



Data reduction



Data reduction occurs continually throughout the analysis. It happened through editing, segmenting and summarizing the data. In the middle stages, it happened through coding and memoing, and associating activities such as finding themes, clusters, and patterns. In the later stages, it happened through conceptualizing and explaining, since developing abstract concepts are also the way of reducing the data.

Data Display

Data display organize, compress and assemble information by displaying data through – graphs, charts, and diagrams.

Drawing and verifying conclusion

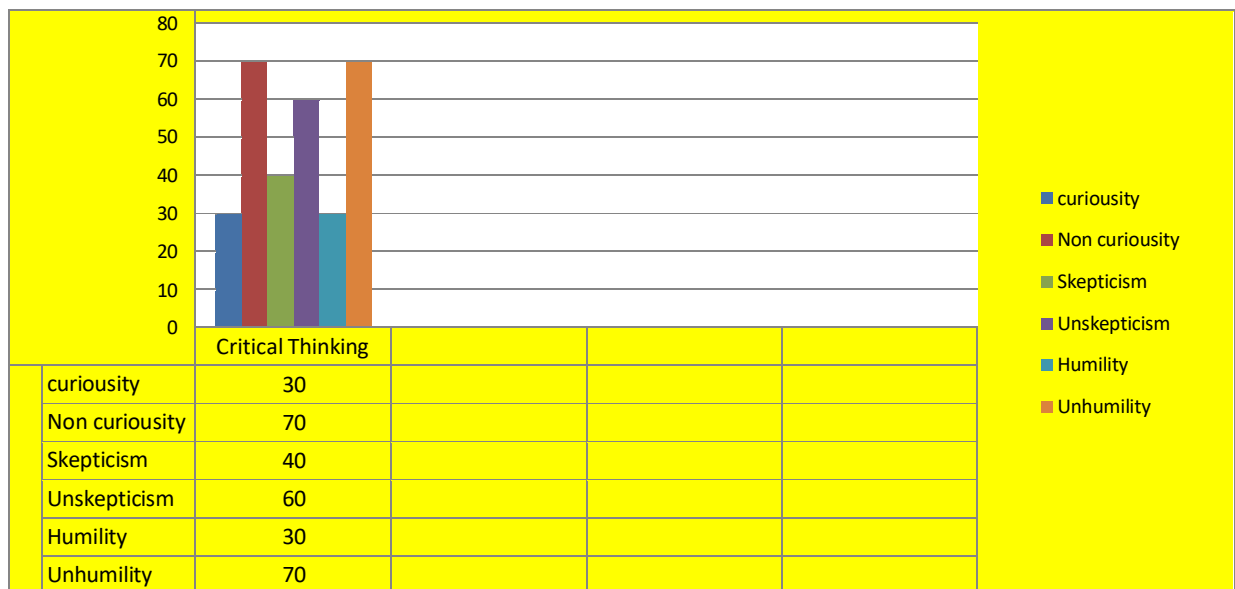
Reducing and displaying the data aim to help drawing conclusion. While drawing conclusions

logically follows reduction and displaying of data.

Processing Data Analysis

said to him only reach 40%, so 60% of students did not want to get the information they just got, in other words they just accepted without criticizing and asking for details about the information about the lesson just described. This data showed that there was still a high sense of skepticism among science, business, sharia faculty students towards new information about lessons. Humility, realizing that your opinions and ideas are wrong when faced with compelling new evidence. According to the facts, humility to accept the truth of other people's opinions and realize that it was wrong only reaches 30% of students and 70% did not have ability to accept the mistakes of their own opinions and it was difficult to accept the truth of other people's opinions. All descriptions of the lack of Critical Thinking diagram students can be seen in the following diagram.

The critical Thinking diagram of Students



According to the result From Interview, The researcher conducted interviews with lecturers who teach English to ensure answers by observation checklist that the researchers gave previously. The results of interviews that was conducted, researchers obtained data from 10 questions given to English lecturers

Table 5: The Interview Percentage. based on 3 core critical thinking skills. The results of the interviews were similar to the answers given by observation checklist. The researcher conducted interviews with English lecturers to obtain information about the application of critical thinking reflective exercises in class discussions.

No	Aspect	Sub Aspects	Indikator	Statement number	Total Number of Students	Percentage %	
1	Critical Thinking	curiosity	- Question all arguments - Enormous curiosity - Learn more information. - Open to new ideas	1,2,3,4	45/100 = 0,3	Curiousity 45	Non curiousity 55



		Skepticism	- Questioning new information. - Not blindly trusting all new ideas. - Question the evidence	5,6,7	66/100 = 0.66	Skepticism 66	Unskepticism 34
		Humility	- Accept opinions and suggestions from others. - Humbly admit when his opinions and ideas are wrong. - Provide a solution	8,9,10	33/100 = 0.33	Humility 33	Unhumility 67

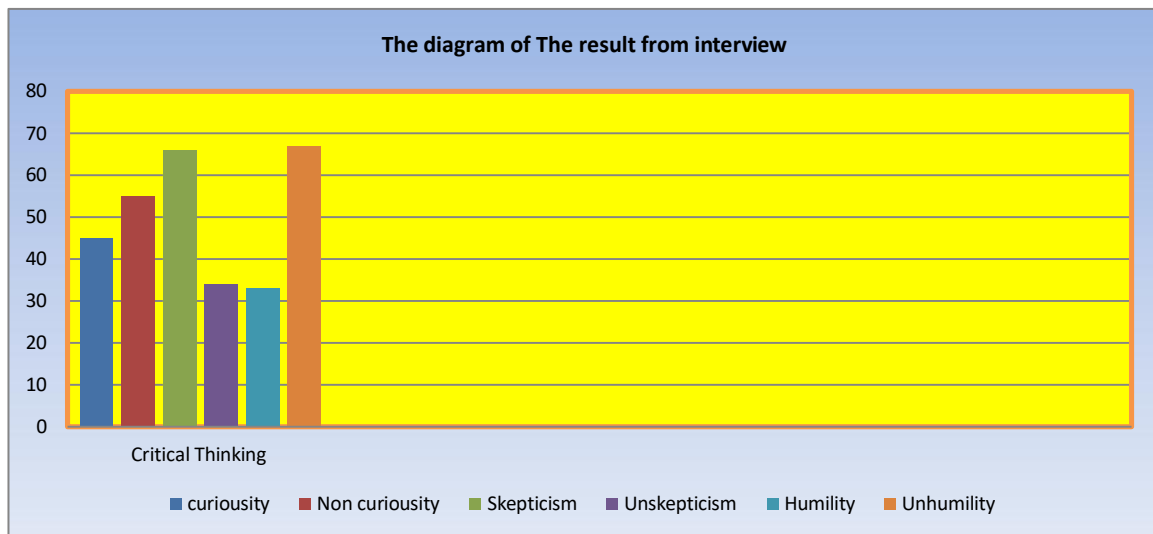
The result from interview, curiosity, The lecturer who teaches English he said Critical thinking activities were a bit less active because the COVID-19 pandemic, students did a lot of learning activities from home. "So that students who had great curiosity, desire to learn more information and look for evidence and are open to new ideas only reach 45% of 100 students who study English and 55% only accept and remain silent without giving opinions and questions to given material. Skepticism, based on an interview with a lecturer who teaches English he said "Questioning new information and not believing everything everyone says was one of the three cores critical thinking skills. Similar to curiosity, students' skepticism was less than 66%, because not all students demanded evidence." and only 34% of students who wanted to ask for new information and tried to believe the explanations and existing information. Humility, based on interviews by lecturers who taught English he said "In contrast to curiosity and skepticism, humility was practiced by all students in the class only reaching 33%, while humility is not still acknowledging that other people's opinions and ideas are correct and when faced by new convincing evidence that states otherwise. Meanwhile, 67% of students are still not able to open themselves to accept opinions and ideas from others. The diagram depicting the percentage of interviews conducted by lecturers.

DISCUSSION:

Establishing Reflective Practices for Students This assignment was done by students in an English lesson as a kind of reflective practice. Using field notes, we were able to identify commonalities across all of the meetings. All things considered, each and every assignment follows Gibbs's (Boud et al., 1985) suggested model of reflective practice. Meanwhile, is it necessary for pupils to engage in a process known as "reflection" while

completing reflection exercises? Following the broad outline of (Boud et al., 1985, pp. 26-38), this study reflected on its findings. Students also agreed with the use of reflective tactics in class discussions, according to the report. It is important to mention that students were prompted to perform a series of reflection tasks. there are three phases to thought. The first step was to have students participate in class discussions. Discussing video documentaries via the lens of personal experiences was the primary focus of several gatherings. Students are able to position their actions, thoughts, and emotions when they are engaged with experience. Additionally, pupils started to reflect at stage 2. There are three steps to this process: going back to the event, paying attention to how you felt, and then reevaluating it. View the reflection findings in phase 3. It comes up with conclusions and uncovers fresh viewpoints on the subject of class discussion. In the initial step, the instructor welcomed the class. After that, he employs reflective practice strategies while directing pupils to follow his explanations and directions. So as to reiterate, in order to

In this activity, students will reflect on and reevaluate their prior experiences in light of the lessons learned. After that, they drafted the concept after developing it. If students are unable to find the right words to describe themselves in English, they may always ask their peers for help. Is everyone prepared? (Observations made on February 15, 2021) Discussion and reflective practice were to be central to the lecturer's actions, as indicated in the previous sentence. The students here knew their way around a classroom and had learnt a lot. While discussing their experiences, the instructor subtly encouraged the class to act in a constructive way and share their thoughts and emotions. Its purpose is to address learning goals derived from student experiences as they pertain to the subject matter covered in class.



In the second stage, the lecturer instructed the students to form groups and arrange the group positions. Each group consists of five students. Therefore, there were four groups. This activity lasts until the last minute of learning. After grouping, the lecturer instructed students to watch a documentary video about the discovery of shark fins that was prepared in advance and sent via Messengers' group. The documentary video took about five minutes and contained explanatory text and vocabulary. Before watching, the lecturer again reminded the students about their activities would involve discussion and reflection exercises. Therefore, the lecturer asked them in order to pay attention and wrote down important information or questions. Lecturers also reminded the students to consider the information conveyed from videos, responses and reflections of other students. After watching the video, the lecturer aimed to stimulate the students by asking their opinion about the video. It aimed to build a student's reflective process, following the stages: returning to the experience, paying attention to feelings, and re-evaluating the experience (Boud *et al.*, 1985). The lecturer asked, "What did you see from the video?" Then group 1 answered, "I thought that the purpose of this video was to inform us about the use of shark fins and what we could do or how to make things out of shark fins and it also had many uses such as human food and cosmetic needs. I think so. (Field notes, February 15, 2021). There was no further response from the other groups. It seems they had to conceptualize what they wanted to say. It was time to reconsider what they wanted to inform. Therefore, the researcher gave them time to conceptualize their ideas by including personal experiences. During the process of thinking of ideas, some groups started using reflective exercises. Starting with the formation of reflection through communication between group members, or what is called "back to experience". With the guidance of researchers, the groups began to reverse their understanding and experiences with sharks. They were seen discussing

with group members. It seemed that each group was trying to remember what had happened and to keep past memories of shark fins in their thoughts. They told and reviewed their experiences that they saw, what information was related to the topic of discussion. The following was an illustration of the application of reflective practice in a class discussion situation. There was a discussion between the male students and the female students from group 1. The student said "Do you think that sharks don't have scales?". Male students answered "no, skin" The discussion continued while students wrote the main points of their discussion in English. The student said, "Shark is the biggest fish, it eats other small fish". The other members immediately answered, "A: yes, right, B: right!"). Group 1 restated its opinion on sharks. He said, about sharks, I have watched it on television. I love learning about sharks because sharks have many benefits to humans, but some of them were very vicious. They can eat other animals. Do you know the movie about Finding Nemo? There are shark-like characters, but in this film it's not too serious. Sharks can make friends with other animals. I really like this shark character. sharks could also be found in the ocean. That's all. There was a statement from the second group, represented by the group leader. He said, "I thought the shark was an animal because it is so big. They are carnivores. I think that's all." (Field notes, February, 15, 2021) This case arose when group 1 wanted to convey its statement to another group. This becomes a problem when the other person did not understand the statement. They felt that group 1 spoke English with difficult words and poor pronunciation. So, the lecturer reminded students to speak as simply and clearly as possible. With this experience, the members of group 1 immediately discussed their performance. It seemed that group 1 was suggested by the members to revise his statement and teach him to improve his pronunciation. This reflective exercise process is continued in groups at the same situation until it lasts approximately two hours of lessons. However, their concept continues to be developed into the



best form. They argued with each other, gave advice, and prepared to draw conclusions. Finally they arrived at the closing session where each group shared their experiences during the activity. As the final stage, the researcher provided explanations and additional information that related to the learning material. When the class ends, the lecturer closes the class by saying goodbye and the class is dismissed. The findings above, they can be concluded that the general process of implementing reflective practice must involve reflection and discussion. Three phrases of reflection concepts are represented by the above findings (Boud *et al.*, 1985, 26-38). Meanwhile, class discussion provides the best medium for students did Gibbs reflection process (Boud *et al.*, 1985, 92-93). That is, attending personal reflection through discussions that support them to learn critical thinking, because the findings of this research can be the key for suggestion that applied reflective practice is one of the right techniques to produce critical thinking.

CONCLUSION:

Research has shown that students in science, business, and sharia classes need to practice reflective critical thinking in order to succeed in English classes. This is because students in these classes fail to think critically by not evaluating the validity of the arguments and conclusions presented, and they also show a general lack of interest in what their professors have to say in class. The class's novel concepts were open to feedback and criticism, but students' abilities to solve problems for their peers were lacking. Students were very engaged when we used critical thinking reflecting tasks in class, as they drew on their own experiences and challenged their preconceived notions. The many advantages of reflective practice were also known to us. I think this is a fantastic and novel approach to English language instruction. To the point that they were really excited about studying English. Typically, students do not practice critical thinking by critically examining arguments and their conclusions. This proportion also reveals that English teachers were unable to individually instruct their pupils, which likely contributed to a lack of interest on their part. Few students actively sought for evidence and were receptive to other viewpoints; instead, they passively absorbed the subject lecturers' explanations. Few students questioned what they had just learned in class, and even fewer didn't blindly accept all the novel concepts taught. Having doubts about the facts and dismissing some of

Few pupils used what they learned in class because they passively absorbed the material. A small percentage of students were open to hearing out classmates' thoughts and ideas while class was in session. When some pupils' views and opinions are incorrect, humility acknowledges it. Due to a lack of engagement in chat rooms, students do not provide solutions to other individuals during

learning hours. According to this research, it is expected that campus authorities and students will work together to create policies that focus on critical thinking skills, global nuances, science and technology proficiency, and the development of a strong nationalist character. This will help prepare the next generation to thrive in today's interconnected world.

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