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Original Article

## Strategy of core curriculum to improving student's critical thinking skill

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**Abstract:** The purpose of this research is the development of core curriculum that is able to increase critical thinking skills for students. 21st Century demands that humans go on to establish themselves with various skills. There are a variety of human skills required in the 21st Century Skills Critical thinking skills to be one of the human skills needed to survive in the 21st century Critical thinking will support people in dealing with various issues it faces today through a systematic process of thinking. Core curriculum in guidance and counseling in schools will be able to improve critical thinking skills. This study is a review of the literature. From this study indicated a technique related to core curriculum that can improve critical thinking skills in students. Techniques in basic services which can be applied as blended learning, the inquiry learning, case-based learning, problem base learning and so forth.

**Key words:** 21st century, core curriculum, critical thinking

**Abstrak:** Tujuan dari penelitian ini adalah pengembangan strategi layanan dasar yang mampu untuk meningkatkan *critical thinking skill* pada siswa. Abad 21 menuntut manusia untuk terus mengembangkan dirinya dengan berbagai macam keterampilan. Ada berbagai keterampilan yang diperlukan manusia di Abad 21. Keterampilan *Critical thinking skill* menjadi salah satu keterampilan yang dibutuhkan manusia dalam bertahan di abad 21. *Critical thinking* akan membantu manusia dalam menyelesaikan berbagai permasalahan yang dilapinya saat ini melalui proses berpikir yang sistematis. Strategi layanan dasar dalam bimbingan dan konseling yang diberikan di sekolah akan mampu meningkatkan critical thinking skill. Penelitian ini merupakan penelitian kajian literatur. Dari penelitian ini diperoleh hasil terkait teknik layanan dasar yang mampu meningkatkan *critical thinking skill* dalam diri siswa. Teknik dalam layanan dasar yang mampu digunakan seperti *blended learning, inquiry learning, case-based learning, problem-based learning* dan lain sebagainya.

**Kata Kunci:** abad 21, strategi layanan dasar, berfikir kreatif

## Introductions

Human life in the 21st century is increasingly complex. This is because the 21st century have a wide range of highly complex life problems. Thus, humans are required to continue to develop themselves by having a wide range of skills which help people to be able to survive in the 21st century.

There is a wide range of skills needed in the 21st century was developed by this. One of the skills that need to humans is *Critical Thinking Skill*. According to Jalal (2008) quotes from Kai Min Cheng stating that *the 21st Century Skills and Literacies, that include: basic skills, technology skills, problem solving skills, communication skills, critical and creative skills, information/digital skills, inquiry/reasoning skills, interpersonal skills, and multicultural and multilingual skills*. From the description above If we observed, critical thinking skills (*Critical Thinking Skills*) in the category of skills needed in the 21st century Accordingly, *Critical Thinking Skill* indispensable man for man to adapt and face the 21st century

Critical thinking skills become indispensable for *Critical thinking Skill* alone is not limited to the usual thought process. According Izhab (2004) revealed that the critical thinking means not quickly believe, always suspicious and doubts about the alleged facts or symptoms before it is known exactly (or

close certain) that it was. From this, thinking critical skills are needed to deal with complex adab 21. Thus it takes planting *Critical Thinking Skill* optimally to humans early on.

Planting *Critical Thinking Skill* can be applied to humans since he was in school. planting *Critical Thinking Skills* in students from an early age, will produce a good critical thinking skills and strong for her future. *Critical Thinking Skill* instilled early on to students is very necessary to produce quality human and able to face the 21st century role of guidance and counseling teachers in particular are very important in the planting of critical thinking skills 17. Students, an effective strategy basic services provided to students of teacher guidance and counseling will be able to enhance students' *critical thinking skills* optimally. This is because the basic services strategy that consists of classical guidance and counseling group has a wide range pemebelajaran methods that can improve critical thinking skills in students.

However, in reality learning methods in basic services are implemented in schools is still said to be ineffective. This is because the methods currently diterapkan still focused on the teacher alone. as an example of a method that has not been exactly a lecture. According to Ismail (2008), Methods caramah be less effective if used in the classroom with a large number of students, for various reasons, such as most of them less teacher talk show, talking to himself with his friend, the teacher is less than optimal in supervising students. of the service implementation, Critical thinking skills in students will not develop optimally.

The application of the current methods in basic services should be able to follow the development of the 21st century In 25. 21st century, students are more interested in learning which involves the student or the student center as well as the use of technology in the learning process. There are various methods that can be applied by teachers guidance and counseling which is more effective. Thus, students will be enjoying learning provided by teachers and learning provided by the teacher to be effective, so that the skills of critical thinking skills will develop optimally in students.

## Method

The research method and/or writing used is the study of literature. The data used in the preparation of this paper comes from various literature relating to the cases studied. Some types of major references used are books, legislation and regulation, conference papers, proceedings, journals (print and online version), the results of research and scientific articles were sourced from the internet. Data obtained varied types, qualitative measures. and quantitative

Sources of data and information obtained from the literature and are prepared based on the study of the information 21. Writing pursued interconnected between each other and according to the topics studied. The collected data were selected and sorted according to the study topic. Then do the preparation of papers based on the data that has been prepared in 2 a logical and systematic. The data analysis technique is descriptive argumentative. The conclusions obtained after referring back to the formulation of the problem, the purpose of writing, and discussion. The conclusions drawn from the analysis of the principal discussion papers and supported with practical suggestions as subsequent recommendations.

## Result and Discussions

### *Guidance and Counseling Comprehensive*

13 According to Suherman (2011: 5) Comprehensive Guidance is a cutting-edge view starts from the positive assumptions about human potential. Based on this assumption the guidance is seen as a process to facilitate the development, with emphasis on efforts to assist all learners in all phases of development. During this guidance services are often viewed as activities that promote healing or solving problems. In fact, besides 12 the guidance function of prevention, education and development.

Comprehensive guidance and counseling is based on the achievement of the task of development, potential development, and the alleviation of the problems of the counselee. Comprehensive guidance and counseling programs have tried to transform and perform the role, tasks and functions that are run by the school counselor. The principles of the comprehensive guidance is as follows: 1) The subject of the service

are all learners; 2) focus on the learning activities of learners and encourage the development of learners; 3) counselors and teachers are working together functionaries; 4) guidance program organized and planned as a vital part of a comprehensive guidance; 5) care for self-acceptance, self-understanding, and self improvement; 6) focuses on the process; 7) Taem oriented work and requires the services of a professional counselor trained; 8) flexible and sequential.

Using the ASCA Model Comprehensive Guidance and Counseling program is by using a variety of concepts such as Gysbers, Myricks and comprehensive support and service development program. The ASCA models that focus on accountability program and emphasis on results siswa. Empat ASCA models overarching theme is leadership, advocacy, collaboration, systematic change. These four themes or areas important for school counselors ability to be used to help all students to succeed in the field akaemik, career, social pribadi.

ASCA there are four essential components (1) Framework of thought (foundation), (2) delivery system (delivery system), (3) Management System (Management system), (4), process accountability (Accountability process). ASCA management system model focuses on the organizational structure and management equipment for counselors in the planning and delivery of a comprehensive program.

Excess Comprehensive Guidance counseling is a program implementation according to the plan, orchestrated from the planning, data collection, implementation and evaluation. While the systemic nature of the guidance and counseling program comprehensively appear on such things, the preparation of guidance and counseling program begins with a needs assessment, guidance and counseling services reach all learners, guidance and counseling program involves collaboration between professions in the educational unit, evaluation includes three type of evaluation is evaluation of the performance of the counselor (counselor on performance evaluations), evaluation of programs and evaluation of results (result evaluation).

### **Core Curriculum**

In theory of the services in a comprehensive counseling services, there are 4 components: 1) Core curriculum, 2) Individual Planning Services Specialization and, 3) the service is responsive, 4) Support sistem. Layanan Elementary is one of the services that can be used to increase the Critical Thinking Skill for core curriculum in the Comprehensive Counseling can be used as a form of assistance through preparation activities classically structured experience or group that designed and carried out systematically in order to develop effective self-adjustment capability according to the stage and the task of development. According permendikbud 111 Core curriculum are defined as a process aid to all students (for all) through the classical activities or groups that presented systematically in order to foster themselves optimally. The service aims to assist all students in order to obtain a normal development, have a healthy mental, and acquire basic skills of life, or in other words to help students so they can achieve development tasks.

Functions of Core curriculum guidance and counseling According to the Ministry of Education (2008: 200-202), namely 1) the function of the understanding, which is a function of guidance and counseling help counseling in order to have an understanding of his (potential) and the environment (education, occupation, and religious norms. 2) Function facilitation, providing convenience to counselees in achieving optimal growth and development, harmonious and balanced all aspects of the self counselees. 3) adjustment function, namely the function of guidance and counseling in helping counselees order to adapt themselves to themselves and their environment in a dynamic and constructive. 4) distribution function, namely the function of guidance and counseling in helping counselees choose extracurricular activities, majors or courses of study, and establish mastery careers or positions that match their interests, talents, skills and other personality traits.

In performing this function, the counselor needs to work with other educators both inside and outside the institution. 5) The function of adaptation, which helps the executive functions of education, head of the School/Madrasah and staff, counselors, and teachers to tailor educational programs to educational background, interests, abilities, and needs counselee. 6) The function of prevention (preventive) is the function associated with the counselor attempts to continually anticipate problems that might occur and try to block it, so that is not experienced by the counselee. techniques that can be used is service orientation, information, and guidance groups. 7) The function of improvement, which is a



function of guidance and counseling to help the counselee so that it can fix the errors in thinking, feeling and acting (wills). 8) The function of healing, which is a function of guidance and counseling for curative.

This function is closely related to efforts to provide assistance to the counselee who has experienced problems, either in relation to aspects of personal, social, learning, and career. The technique that can be used is counseling, and remedial teaching. 9) maintenance functions, ie functions of guidance and counseling to help the counselee in order to keep themselves and maintain a conducive environment in order to create within him. realized through attractive programs, recreational and aktualatif (selection) in accordance with the interests of the counselee. 10) The function of development, namely the function of guidance and counseling that is more proactive than other functions.

Counselors constantly strive to create a conducive learning environment, which facilitates the development of the counselee. Counseling techniques that can be used here is the ministry of information, tutorials, group discussions or brainstorming (brainstorming), home room, and field trips. While detailed objectives of core curriculum in an effort to help students to: Have an awareness (understanding) about themselves and their environment (education, employment, social, cultural and religious), able to develop the skills to identify responsibility or set of behaviors eligible for adjustment with environment, Able to address the needs and problems and able to develop themselves in order to achieve his goal. Basic service strategies According to Ministry of Education (2008: 224-230), is a program implementation strategy for each component of the core curriculum that classical Guidance and Guidance Group. From the classical guidance and counseling groups, there is a variety of alternative methods that can be used to develop the potential of students. These methods include:

### **21** **Problem Based Learning**

Project Based Learning Which is a learning model that is designed to solve the problem presented. Project Based Learning helps learners to develop critical thinking skills and problem solving skills. By Ni Made (2008: 76), the application of problem based learning model is intended to increase the participation and achievement of 13 learners because through this learning students to learn how to use the concepts and processes of interaction to assess what they know, identify what is to be known, gathering information and collaboration to evaluate the hypothesis based on the data that has been collected. The main feature of the first learning strategy is a series of learning activities, which means that learners are not just listening to a lecture and memorization, but focused on the activities of learners in thinking, communication, data processing, and conclude. Second, learning activities directed to resolve the problem. In the learning process necessary to the problems examined.

### **Discovery Learning**

Instructional strategy to engage learners directly through their own research and knowledge discovery leading to the experimental activities. According to the Divine (2012: 41), fundamental implications on Discovery Learning is as follows: 1. Discovery Learning through learning, intellectual potential learners will be increased, giving rise to new hope for success. 2. The students will learn to organize and confront a problem with stressed Discovery Learning. 3. Discovery Learning leads to self reward that learners achieve the satisfaction of solving the problems themselves and with the experience it can improve its ability to problems in everyday life.

On learning model Discovery Learning problems given to learners engineered by the teacher so that the teacher's role in the Discovery Learning should actively guide the discovery in experiments conducted by students.

According Mulyartiningsih (2012: 236), learning steps Discovery Learning is as follows: 1. explain the learning objectives. 2. divide the lab manual or experiment. 3. The learners perform experiments under the supervision of teachers. 4. The teacher showed the symptoms observed. 5. learners summed up the results of experiments. There are several forms of activities Discovery Learning among other things to ask and answer, discussion, observation, experiment, interview persons, doing exercises, simulating, mengadakan games, tasks, conduct simple research, solve problems (Syaodih, 2003: 38). According to research Tenenbaum (2011), Learning Discovery learning model can optimize active learners in learning.

Discovery Learning does require more time than conventional learning, but learning model 13 Discovery Learning can produce long-term transfer is better than conventional learning. According to

research Akinbobola (2010), Learning Discovery learning model has been shown to foster critical thinking skills of learners.

**Project based learning**

Learning model that organizes class in a project (Thomas, 2000, p. 1). According to the NYC Department of Education (2009), The PPA is a teaching strategy in which students must build their own content knowledge and demonstrate new understanding through various forms of representation (p. 8). Based on some definition to the experts, it can be concluded that the PPA is a model student-centered learning to develop and apply the concept of the project generated by exploring and solving real-world problems independently. Student independence in learning to complete the task it faces is the goal of the PPA. However, the independence of the study need to be trained by the teacher to the students to get used in learning when using PPA. Elementary and junior high students still need to be guided in completing project tasks even high school students. Teacher guidance necessary to direct students to the learning process can be run in accordance with the learning path. Project-based learning is a learning model that uses the issue as a first step in collecting and integrating new knowledge based on experience in the activity significantly. Through the PPA, the process begins with the inquiry raised questions guide (a guiding question) and guiding students in a collaborative project that integrate a variety of subject (matter) in the curriculum. The PPA is an in-depth investigation on a topic of the real world, it would be valuable for the attention and effort of students (Kemdikbud, 2014, p. 33)

**Critical thinking skills**

important critical thinking skills to face the times are getting more complex. This is because, *Critical Thinking Skill* is a very effective ability to assist people in resolving the problem. Potter (2010: 6) suggests that there are three (3) reasons why the critical thinking skills required. First, the explosion of information that requires a critical evaluation of sources and data. Second, there is a global challenge that requires a perfect solution through critical thinking to overcome the global crisis. Third, differences in knowledge of citizens in addressing the era of change that needs to think critically about any changes that occur. The ability to think critically or *Critical Thinking Skill*, not merely think like normal. Critical thinking skill is the ability to think through various processes. This is corroborated by Cotrell (2011) which says, "critical thinking is a cognitive activity, associated with using the mind. Learning to think in critical analytic and evaluative ways means using mental processes as attention, Categorization, selection, and judgment." thus, critical berpikir process through several processes such as attention, categorization, choose and decide. From the above understanding can be concluded that, *Critical Thinking Skill* deeper than usual thought processes need to understand what needs to be prepared tomorrow. Critical thinking skills itself has a wide range of indicators. by Carole Wade (in Hendra ya, 2011) Indicators of character critical thinking skills among others: 1) Activities to formulate questions, 2) Limiting the problem, 3) Test data, 4) Analyze the various opinions and biases, 5) Avoid consideration very emotional, 6) Avoid oversimplification, 7) Consider various interpretations, 8) the ambiguities. Karakter Tolerated, adapted to the conditions in which the situation in the problem. Of these people capable of these characters can be said to have *critical* a good thinking. Thus, it increases Important *Critical Thinking Skill* in human beings, so that man could face an increasingly complex development period.

**Basic Strategy Implementation Service to Improve Critical Thinking Skill**

Core curriculum strategy implementation guidance either classical or group counseling to improve students' critical thinking skills can be applied by various methods. the methods used must be able to adjust the 21st century and engage students in the learning process. There are several examples of methods that can be used in core curriculum that can enhance students' critical thinking skills.

Tabel.1 Some Methods to Improve Critical Thinking Service Skill

Service Method	Carried Student	Performed Teacher Guidance and Counseling
Problem Based Learning	<ul style="list-style-type: none"> <li>Learning by digging / searching for information (inquiry) and use that</li> </ul>	<ul style="list-style-type: none"> <li>Designing tasks for achieve a certain competence</li> </ul>

Service Method	Carried Student	Performed Teacher Guidance and Counseling
	information to solve the problem of factual / designed by professors	<ul style="list-style-type: none"> <li>• Creating user (method) for students in finding a solution that is chosen by the students themselves or set.</li> </ul>
Discovery Learning	<ul style="list-style-type: none"> <li>• search, collect and collate existing information to describe a knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide data or instructions (method) to discover a knowledge that must be learned by the students.</li> <li>• Examine and review the results of independent study students.</li> </ul>
Project Based Learning	<ul style="list-style-type: none"> <li>• Working on assignments (a project) that has been designed to systematically.</li> <li>• Show the performance and accountable for their work in the forum.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a task (project) systematic so that students learn knowledge and skills through the process of searching / extracting (inquiry), structured and complex.</li> <li>• Formulate and conduct coaching and assessment process.</li> </ul>

Thereby to support the effectiveness of methods of basic services, the need to strengthen the professional competence of teachers' guidance and counseling. According to (Hartini, 2016) following a strategy that can be done in strengthening the professional competence of teachers counseling: (1) changing the *mindset* for teachers BK in the development of professional competence, (2) MGBK function development as a means of self-development, (3) Strengthening the role of universities producing exceptional teacher called Institutions Education personnel (LPTK) in collaboration between faculty research activities with teachers as well as community service activities are oriented to strengthening the training of guidance and counseling teacher competence, and; (4) through a *system of support*, competence development counselors will depend largely on the condition of the system in which the counselor on duty. Therefore, efforts to increase professionalism should take place in the organization and management system that is conducive. For this it is necessary that the organization and the environment organized so that it becomes a management system that supports professional development of teachers. Management and adequate supporting infrastructure that is needed to form a conducive working environment for the implementation of your tasks effectively.

## Conclusions

Critical thinking skills are needed in the 21st century continues to grow rapidly. This is because the human demands of the 21st century to continue solving increasingly complex problems over time. cultivation of critical thinking skills necessary to be done early so that people in the future will have the optimal critical thinking skills and strong, so that people will be able to survive in the 21st century is increasingly complex. In this case, the teacher's role is very important BK in developing students' critical thinking skills. core curriculum are becoming one of the important components in koprehensif services can be used in mengembangkan students' critical thinking skills. good core curriculum strategy guidance classical or groups that currently have to adjust to the needs of students, it is that the development of students' potential to develop optimally. There are various methods that can be applied in core curriculum that can enhance students' critical thinking skills optimally, such as blended learning, sociodramas, case-based learning, and so forth. of the method, if implemented in the classical group counseling or critical thinking skills in students will develop optimally. It's not forget the support of several parties such as the schools, teachers, school stakeholder guardians, and others. in addition to support the effectiveness of the services, the need to improve teacher competence

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