



Analysis of High School Students' Critical Thinking Skills Profile According to Ennis Indicators

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ABSTRACT

Objective: This study aims to identify the profile of senior high school students' critical thinking skills in ecosystem material on several critical thinking indicators compiled by Ennis. **Method:** This research uses quantitative descriptive methods. The research used six essay questions prepared to analyze students' thinking skills based on several indicators compiled by Ennis. The population in this study were all high school students at one of the senior high schools in West Nusa Tenggara, with the sample being class X students with a total of 60 students. **Results:** Based on research findings, it is known that the skills of the students in the sample are divided into three categories, namely very low, low, and moderate. Half of the sample size is in the very low category. At the same time, the rest is divided into the low and moderate categories, where a small number of students belong to the moderate category. **Novelty:** The novelty of this research is to explore the level of students' critical thinking skills using indicators compiled by Ennis. These results will provide an overall understanding of students' critical thinking skills, which teachers can use as a basis for designing learning designs to train students' critical thinking skills to reach the high and very high categories.

INTRODUCTION

Improving education in the 21st era includes several essential skills and expertise that are essential for students. This includes the ability to think critically, lateral, and systematic thinking skills, mainly when applied in the context of problem-solving (Djufri et al., 2022). Critical thinking is very important for students in various aspects of life because it enables students to understand the world, become assertive, and gain self-confidence, ultimately preparing them to face future challenges in both the personal and professional realms (Alifteria et al., 2023). A similar sentiment is also conveyed by Kusumah (2019), who states that individuals who can think critically can recognize relevant information, so when facing problems in daily life, they can provide appropriate solutions. High school students are in their teens, and developing critical thinking in this phase helps them maximize their potential. These skills are essential for success in academic and social activities, enabling them to be adept at communicating, building foundational skills, and concluding well to face the challenges of the 21st century (Fauziah & Kuswanto, 2020).

Critical thinking involves logical reasoning and a systematic approach to comprehending the connections between ideas or facts. Ennis (2011) states that critical thinking involves a logical and thorough thinking process used to determine appropriate beliefs or actions (Arini & Rahayu, 2023). Ennis's framework encompasses five aspects and twelve indicators, guiding individuals from essential explanations to organizing strategies and tactics to enhance their critical thinking

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