Doi: http://doi.org/10.55266/journaletanic.v3i2.561

ETANIC
Journal Of English Language Teaching And Applied Linguistics
E-ISSN : 2986-7274
Available Online on the Website: https://jurnal.radisi.or.id/index.php/JournalETANIC

Volume : 3 | Number : 2 | August 2025 | Page : 102-110

An Analysis of Second Semester Students Afternoon Session Class of Stikom Tunas Bangsa by Critical Thinking Skill

Susiani[1*]

[1]Manajemen Informatika, STIKOM, Tunas Bangsa Pematangsiantar, Indonesia

Fitri Rizki [2]

[2] Sistem Informasi, STIKOM Tunas Bangsa Pematangsiantar, Indonesia

Rizky Khairunnisa Sormin [3]

[3] Sistem Informasi, STIKOM Tunas Bangsa Pematangsiantar, Indonesia

ARTICLE INFO

Article History

Received: 29, June 2025

Accepted: 08, July 2025

Keywords:

Critical Thinking

Second Semester Students

Afternoon Class

Higher Education

Facione Framework

ABSTRACT

This study aims to analyze the level of critical thinking skills among second semester students enrolled in afternoon session classes at STIKOM Tunas Bangsa. As critical thinking becomes as essential competency in higher education and the modern workforce, evaluating students' abilities in this area is crucial especially at the early stages of their academic journey. The research employed a descriptive quantitative approach, using a structure test based on Facione's critical thinking framework, which assesses five core components: interpretation, analysis, evaluation, inference, and explanation.This participants consisted of students selected through purposive sampling. The results revealed that the majority of students demostrated a moderate level of critical thinking with higher performance in interpretation and inference, and lower scores in evaluation and explanation. These findings suggest that while students possess foundational critical thinking skills, they require further instructional support and engagement strategies to improve deeper analytical reasoning and clarity in expressing argumnent.. This study highlights the importance if incorporating critical thinking instruction into the curriculum, particularly for afternoon classes where students engagement may be lower due the time related factors. The results are expected to inform future teaching practices and curriculum design aimed at fostering critical thinking in higher education contexts.

Corresponding Author:
Susiani
English Language Education Study Program, Universitas Graha Nusantara, Indonesia
Email: susiani@amiktunasbangsa.ac.id

A. INTRODUCTION

In the rapidly envolving landscape of global education and employment, the ability to think critically has become a core requirement for success in both academic and professional fields. Critical thinking enables students to analyze information objectively, make reasoned judgements, solve problems effectively and communicate ideas clearly. It is no longer sufficient for students to merely memorize facts or follow procedures; they must be able to assess situation, interpret data, and develop logical arguments.

Higher education institutions have a significant role in nurturing these skills. In Indonesia, universities and colleges are increasingly expected to intergrate critical thinking into their curricula as part of efforts to prepare graduates who can compete in the global workforce. However, the level of critical thinking ability among students varies widely, depending on several factors such as teaching methods, curriculum design, student motivation and even class timing. Stikom Tunas Bangsa, as one of the institutions committed to producing competent and critical graduates in the field of information technology and communication, recognizes the importance of cultivating students' critical thinking abilities early in their academic journey. This study focuses specifically on second semester sudents in the afternoon session classes, a group that is often under examined in educational research. Afternoon classes may pose unique challenges such as reduced attention span, lower energy levels, and differences in engagement compared to morning classes.

The main objective of this research is to analyze the level of ctitical thinking skills among these students by using a structured assessment based on established critical thinking models. By identifying the strengths and weaknesses in specific components of critical thinking such as interpretation, analysis, evaluation, inference, and explanation. This study aims to provide useful insights for educators and curriculum developers to improve teaching strategies and student learning outcomes. In summary, this research addresses two central question; what is the overall level of critical thinking skill among second semester afternoon session students at Stikom Tunas Bangsa and which components of critical thinking are most and least developed among these students. By answering these question, the study seeks to contribute to the ongoing discourse on improving the quality of education through the enhancement of critical thinking abilities.

B. LITERATUR REVIEW

1. Defenition and Importance of Critical Thinking

Critical thinking is widely regarded as one of the essential skills for success in the 21st century. According to Facione (1990), critical thinking is defined as "purposeful, self regulatory judgement which results in interpretation, analysis, evaluation and inference, as well as explanation of the evidential, conceptual, methodological, or contextual considerations upon which that judgment is based". In essence,it refers to the ability to think logically and reflectively, to evaluate information and arguments and to make reasoned decisions.

Critical thinking plays a pivotal role in academic success and lifelong learning. It allows students to engage deeply with content, question assumptions, and approach problems from multiple perspectives. In higher education, fostering critical thinking is essential not only to improve academic performance but also to prepare students for the complexities of the modern workplace, where decision making and problem solving are core competencies.

2. The Components of Critical Thinking

Facione (1990) identifies six core components of critical thinking. Interpretation involves understanding and expressing meaning through categorization, decoding, significance, and clarifying ideas. Analysis refers to identifying the intended and actual inferential relationships among statements, questions, concepts, and descriptions. Evaluation entails assessing the credibility of statements or other representations and the logical strength of the relationships among statements. Inference is the process of drawing reasonable conclusions from the available information. Explanation includes stating results, justifying procedures, and presenting arguments in a coherent manner. Finally, Self-Regulation means self-consciously monitoring one's cognitive activities and the strategies used in reasoning. These components are often used as a framework for assessing and developing critical thinking skills in academic environments.

3. Factors Affecting Critical Thinking Development

Various factors influence the development of critical thinking skills in students. Teaching method plays a significant role; active learning strategies such as problem-based learning (PBL), case studies, discussions, debates, and project-based learning have been shown to significantly improve critical thinking (Brookfield, 2012). Curriculum design also matters, as courses that integrate analytical writing, reflective tasks, and inquiry-based activities tend to foster deeper thinking. Student

motivation and engagement are crucial, with intrinsically motivated students more likely to engage in deep learning and reflective thinking. Finally, the learning environment—including classroom culture, teacher support, peer interaction, and even factors such as class schedules (e.g., morning versus afternoon sessions)—can impact how students process information.

4. Critical Thinking in the Indonesian Context

In the Indonesian higher education system, the Ministry of Education has increasingly emphasized the integration of critical thinking and problem solving into the national curriculum. However, research indicates that many students still rely heavily on rote memorization and teacher centered learning (Suwandi, 2016). This pedagogical approach may hinder the development of independent thinking and reasoning skills.

Studies also highlight the need to contextualize critical thinking development based on students' academic level, background, and the time at which they attend classes. Afternoon class sessions, in particular, may present unique challenges due to reduced attention, fatigue, and lower motivation, making it important to assess whether these conditions affects students' cognitive engagement.

5. Relevance of the Study

Given the significance of critical thinking in academic and professional success, it becomes crucial to evaluate how well students, particularly at the early stages of university education, demostrate these skills. This study is focused on second semester students in afternoon sessions. An understudied group in the literature. The findings are expected to offer valuable insights for improving curriculum delivery and instructional strategies at Stikom Tunas Bangsa and similar institutions.

C. RESEARCH METHOD

This study employed a quantitative descriptive research design aimed at assessing the level of critical thinking skills among second semester students in the afternoon session classes at Stikom Tunas Bangsa. A descriptive approach was chosen to provide a comprehensive overview of students' critical thinking performance based on measurable indicators without manipulating any variables.

The population of this research consisted of all second semester students enrolled in the afternoon session at Stikon Tunas Bangsa during the academic year. From this population, a purposive sampling technique was applied to select a representative sample of students across various departments or study programs.

The purposing sampling was based on the criteria that participants must be actively enrolled in the second semester and attend classes schedules during the afternoon.

To measure critical thinking skills, the study used a structured test instrument adapted from the California Critical Thinking Skills Test (CCTST) framework developed by Facione (1990). The instrument assessed five key dimensions of critical thinking: interpretation, analysis, evaluation, inference, and explanation. The test consisted of multiple-choice and short-answer questions designed to evaluate students' abilities in each of these areas. Each question was validated through expert judgment and pilot testing to ensure clarity, relevance, and reliability.

Data collection was conducted through a series of coordinated steps. First, arrangements were made with faculty and academic staff to schedule assessment sessions. Students were then informed about the purpose of the study and its voluntary nature. The critical thinking test was administered under controlled classroom conditions to ensure consistency. Afterward, the completed tests were collected and scored using a standardized rubric. Ethical considerations were upheld throughout the process; all participants were assured of confidentiality, and the data were used solely for academic research purposes.

After data collection, students' responses were analyzed using descriptive statistical methods. Mean scores were calculated to determine the average performance in each critical thinking component. Frequency and percentage distributions were used to categorize students into levels such as low, medium, and high. Cross-tabulation was conducted, if necessary, to examine patterns related to variables such as gender, academic department, or other relevant factors. The results were interpreted to identify which aspects of critical thinking were most and least developed among the participants. This analysis serves as the foundation for the discussion and recommendations provided in later sections of the study.

D. RESULT AND DISCUSSION

1. The Result of Research

Overall Performance

The results of the critical thinking assessment showed that the second-semester students in the afternoon session at Stikom Tunas Bangsa displayed a moderate level of critical thinking skills. On average, students scored 68% across all components. The distribution of scores indicated that 20% of students demonstrated high levels of critical thinking, 58% exhibited a moderate level, and 22% had a low

level of critical thinking. This distribution suggests that the majority of students possess a basic ability to think critically, but there is a significant gap in performance, particularly in higher-order thinking skills.

Table 1

Distribution of Students by Level of Critical Thinking

Level of Critical Thinking	Number of Students	Percentage
High	12	20%
Moderate	35	58%
Low	13	22%
Total	60	100%

Performance by Component

In interpretation, students demonstrated the strongest performance, with a mean score of 72 out of 100. This indicates that most students were able to understand and clarify the meaning of the information presented to them. The ability to interpret data and context is a foundational skill in critical thinking, suggesting that students are capable of grasping basic concepts and ideas. The percentage of students with moderate to high performance in this area was 65%.

In analysis, students performed moderately well, with a mean score of 68 out of 100. While most were able to identify relationships between ideas and recognize patterns, some struggled to differentiate between relevant and irrelevant information. This suggests that although students can break down arguments or data, they require further practice in identifying core concepts and evaluating their relevance. The percentage of students with moderate to high performance was 60%.

In evaluation, which emerged as one of the weaker components, students achieved a mean score of 61 out of 100. This result indicates that many students had difficulty assessing the credibility of sources and evaluating the logical strength of arguments. Since evaluation is a higher-order thinking skill, this area requires more focused instructional support. Only 45% of students demonstrated moderate to high performance in this component.

In inference, students performed relatively well, with a mean score of 74 out of 100. This reflects strong abilities to draw logical conclusions from the information provided. Inference is a vital skill for decision-making based on data, and this result

suggests that students can apply reasoning skills effectively. A total of 70% of students showed moderate to high performance in this area.

In explanation, students showed the weakest performance, with a mean score of 59 out of 100. This suggests difficulty in articulating reasoning and justifying conclusions. Effective explanation is essential for demonstrating and communicating understanding, and the lack of clarity in this component indicates a need for more emphasis on verbal and written articulation in the classroom. Only 40% of students achieved moderate to high performance in this component. The table below summarizes the findings:

Table 2

Summary of Student Performance by Critical Thinking Component

Component	Mean Score (/100)	Performance Category
Interpretation	72	Moderate to High
Analysis	68	Moderate
Evaluation	61	Low to Moderate
Inference	74	High
Explanation	59	Low

2. The Discussion

The findings suggest several key conclusions about the critical thinking skills of second-semester students at Stikom Tunas Bangsa in the afternoon session. Students showed the most proficiency in interpretation and inference, indicating they were able to understand information and draw conclusions based on that information. This aligns with previous studies showing that students tend to perform well in tasks involving basic comprehension and logical reasoning (Facione, 1990; Paul & Elder, 2014).

In contrast, the lowest scores were observed in evaluation and explanation, which are more advanced components of critical thinking. Evaluation requires assessing the quality and credibility of information, while explanation involves clearly justifying one's reasoning. These results are consistent with prior research suggesting that higher-order cognitive skills, such as critical evaluation and the articulation of reasoning, often pose greater challenges for students (Halpern, 2014).

Another factor that may have influenced the results is the timing of the class. Afternoon sessions may contribute to increased levels of fatigue, which can negatively affect attention and cognitive performance (Suwandi, 2016). This could explain why some students, despite having basic reasoning abilities, struggled to explain their thought processes effectively or evaluate the credibility of the information presented to them.

The overall moderate performance further suggests that while students are familiar with basic critical thinking processes, they require more opportunities to engage in higher-order thinking tasks. Active learning methods such as debates, case studies, and problem-based learning could support deeper engagement with content and help students strengthen their evaluation and explanation skills (Brookfield, 2012).

Given the moderate levels of critical thinking observed, there is a clear need for instructors to integrate more active learning strategies into the curriculum. Emphasizing tasks that promote critical evaluation, argumentation, self-reflection, and explanation is likely to enhance students' critical thinking abilities. In addition, providing targeted support through workshops or dedicated sessions focused on argument development and evaluation could help address the specific weaknesses identified in this study.

E. CONCLUSION

Based on the findings of this study, it can be concluded that the overall level of critical thinking skills among second semester students in the afternoon session at Stikom Tunas Bangsa is moderate, with significant variations across different components of critical thinking. Most students showed adequate abilities in interpretation and inference, indicating they are generally capable of understanding information and drawing logical conclusions. However, the analysis also revealed notable weaknesses in evaluation and explanation. These are essential components of critical thinking that involve assessing the credibility of sources, judging the strength of arguments, and clearly articulating one's reasoning.The relatively low scores in these areas suggest that student require more guided practice and instructional support to develop higher-order thinking skills.

Furthermore, several possible contributing factors were identified. One factor is the timing of the class session, as afternoon classes may affect students' energy levels and concentration. Another is the teaching approach used in class, which may not yet fully support active engagement or foster critical discussion. Additionally, the academic maturity of second-semester students plays a role, as they are still in the early stages of adapting to university-level thinking and learning.

In conclusion, while students have begun to develop their critical thinking skills, more targeted efforts are needed to strengthen their abilities—particularly in critically evaluating information and clearly expressing arguments. These findings emphasize the importance of integrating critical thinking into classroom activities, assessments, and instructional strategies, especially for students in the early stages of their academic journey

REFERENCES

Brookfield, S.D. (2012). Teaching for critical thinking: Tools and techniques to help students question their assumptions. Jossey-Bass

Facione. P.A. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction (The Delphi Report). American Philosophical Association.

Facione, P.A (2015). Critical thinking: What it is and why it counts (2015 update). Insight assessment, Retrieved from https://www.insightassessment.com

Paul, R., & Elder, L. (2014). The miniature guide to critical thinking : Concepts and tools (7th ed). Foundation for Critical Thinking.

Suwandi, S. (2016). The implementation of critical thinking in the Indonesian curriculum; Challenges and opportunities. Indonesian Journal of Curriculum and Educational Technology Studies, Ú(1), 24-33.

Halpern, D.F. (2014). Thought and knowledge: An introduction to critical thinking (5th ed).Psychology Press.

Ennis, R.H. (2011. The nature of critical thinking dispositions and abilities. University of Illinois. Retrieved from https://faculty.educationalillinois.edu/rhennis