

Cultivating Children's Critical Attitude with Educational Philosophy

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Abstract: In essence children are natural philosophers, they have the desire to ask. Children have a kind of philosophical intuition that already exists naturally within him, he tends to doubt an adult's answer so that an answer is not received simply but it will be tried or felt like groping, putting it into the mouth and or imitating it in the form of movement. Often children invite an adult or philosophical dialogue teacher, but the teacher is not ready to answer according to the child's ratio. This paper is an engineering bid idea that educators should start with philosophical thinking that is comprehensive or comprehensive. This paper would like to describe the efforts of a teacher to develop a child's critical attitude through philosophical education, taught to question everything; the child's critical attitude will arise. It's time the child is not only told about everything that is real, even the non-real also the child needs to be told to start thinking. It is no longer the child is called smart if able to memorize the lesson but without ever criticizing what he read. In parallel, teachers should also prepare themselves to answer critical child questions that are appropriate to the child's reason. Teachers must be able to cultivate a child's critical attitude by always responding to the curiosity of the child. Each answer is a possibility so the child builds his idea to grasp the meaning of the teacher's answer.

Keywords: *Critical attitude of children, education philosophy*

I. INTRODUCTION

The development of the world is unrelenting and always in the process of becoming. Nature with all its contents always change with various series of events continuously and directed toward a new form. What is said now is only one time will be said obsolete when it has been found a replacement. Both theory, policy, law and technology are constantly changing. Herakleitos (540-473 BC) calls it *panta rhei, kaiuden meinei* - all flowing nothing is fixed-, because everything "becomes" or "changes". Everything that exists moves continuously, moving eternally. Human inevitably has to adjust to change and have a role in the change. Nature with all its contents is constantly changing with a series of events continuously in the form of directional and integrated change (Amril, M. in Muhmidayeli, 2013: v). Education is an attempt to change, from not knowing something to know something, from childhood to adulthood. From the realm of mythic thinking to be logical, so that not everything true is accepted as it is, but always doubtful and questioned again about the truth of something. Instinctively man is a creature who always asks, ask anything

until there is a questionable answer. The answer was not satisfactory so he began to doubt and doubt the answer to his question, then began the man to conduct an investigation to answer his doubt. he substance of the Curriculum 2013 (K-13) teaches children critical thinking with a process that supports creativity with a scientific and contextual approach. Creativity capabilities obtained by the child through observing (*mengamati*), questioning (*bertanya*), associating (*menalar*), experimenting (*mencoba*) and networking (*membentuk jaringan*). The 2013 curriculum includes building effective and creative thinking and effective and creative acts in the abstract and concrete realm. Similarly, in the assessment process is no longer based on the results but the process. The answer of the child is no longer a single answer, but the child's answer must be appreciated by the teacher.

The creativity of the child supports an old conception of power that can complement the human mind with the universal abstract idea to be the sole source of true knowledge called nous and noisis, which in Latin is called *intelectus an intelegentia* or in the intellectual English and intelligence (Saragi, 2016: 50).

Substantially, the 2013 curriculum contains philosophical content, it teaches the child critical thinking, and values the creativity of the child's answers, the outcome is not the end but rather the process of why the answer is and not the other. On the one hand, the KTSP switching to K-13 contains the pros and cons, when it is time for the child to be taught philosophy so that the child can think critically, to ask everything what he knows and thinking, so that the child will reason with the logic of his thinking and finally do the experiment and set up a network to find out more.

II. PROBLEMS

The problem in this paper is, why the development of education in Indonesia is always left behind when compared with neighboring countries. Is there a lagging influence of educational achievement in Indonesia with less critical of Indonesian children? What are the factors that make the students hesitate to ask let alone criticize something someone's opinion let alone doubt the truth. Are there cultural factors that affect the mindset of students. How do the efforts of teachers and parents to develop a critical attitude of children in school so that later children have the intelligence of thinkers and solve problems.

III. OBJECTIVES

This article would like to introduce philosophy and philosophical thinking to primary school children. Growing a critical attitude to the students, with a critical attitude that children have to increase their intelligence so that children no longer hesitate to ask and not quickly satisfied with an answer. Grow the child's attitude to not accept existence. Changing the mindset of a child from a culture of accepting what it is to be brave to criticize and provide input to a statement. Educating children starting from a culture of reading and criticizing cultures in the hope after a child is born a critical attitude of the child who is followed up with a fond of researching.

IV. BENEFITS

By having a critical attitude, the child is able to express his ideas or arguments against a statement or a problem. Introduce philosophical thinking to children, by starting to think critically from an early age, so that children love to read and criticize what he read. By teaching philosophy to children, the exam in school is no longer a memorization, but the result of argumentation and providing solutions.

V. THEORETICAL STUDY

1. Understanding Philosophy

Philosophy comes from the Greek "*philein*" (to love, love) and "*sophia*" (wisdom) (Hunnex, 2004: 2). Therefore, philosophy is a human effort to fulfill his desire for his love of wisdom, or love of wisdom. Philosophy is a careful analysis of the reasoning of a problem, and the deliberate and systematic arrangement of an angle of view on which action is based (Kattsoff, 1992: 4). Furthermore, Kattsoff wrote philosophizing trying to doubt everything, asking questions, connecting one idea to another, asking "why" to find a better answer compared to the answer available at first sight.

Three things make people philosophize, which is always asking, doubting or doubting the truth of something and being aware of its own limitations. These three things make people into the world of philosophy. Asking is not just a casual question, but comes to the nature of everything being asked. Why did he die? This is a common question, but when people ask, where are humans after death? This is a philosophical question.

The object of philosophy is that everything that exists, is real, is in possibility, and is in the mind. All statements or theories must be questioned and questioned. Without doubting something of truth then the development of science stagnated. Precisely when the truth of science is always questioned again, it will appear critical thinking to investigate the truth again from different angles of science so that science can develop.

2. Critical Thinking Attitude

The process of thinking and critical thinking are two inseparable parts. In psychology studies, thinking is a mental

process so that one is able to explore various experiences maps that are a skill to act by utilizing intelligence as a resource of reasoning in a person (Surya, 2015: 117). According to Surya, the process of thinking is passed directly through various "cognitive modes such as observation, memory, concept formation, responding, analyzing, comparing, imagining, and judging." Thinking processes that are supported with these capabilities will help a person to understand something, so that through that mode an individual person will do the thinking process perfectly.

Critical thinking is a strategy that can be used as a solution to more complex problems. Thinking is an activity that is done from a certain point of view, based on a certain assumption consciously and leads to an implementation step with the readiness to face certain consequences. Thinking is an activity that is carried out using various information and experiences and done by using estimates and considerations that are based on certain values, using good reasoning, healthy and objective and all the actions of thinking are done in an effort to get answers from a particular question (Surya, 2015: 117-118). The result of critical thinking is a statement or truth according to the point of view and the level of one's scientific thought. Therefore truth is not singular, but plural or multifarious, according to the flow of thought and the level of experience, understanding and education of a person knows something.

VI. BUILD INSTINCT LIKE-TO-ASK IN CHILDREN'S MIND

Rene Descartes (1596-1650) a father of philosophy of rationalism known by his famous spontaneity *cogito ergo sum*, "I think then I exist", this speaks human consciousness as a thinking creature. Only man has consciousness, so he can realize himself to move ahead of what he already knows.

Instinctively, humans are creatures who love to ask questions. The human questioning instinct should be built on children, the habits of asking and doubting any answer to the question will make the child critical. Similarly, for teachers to be able to hear the answers of children, whatever the child answered should be appreciated and given the strengthening to better able with a more critical answer again. In accordance with the age and level of the child's thinking, there is no wrong child's question and answer. This should be seen as an entrance to the world of philosophy. Every child's question and answer is a possibility, nothing is certain, and in philosophy it is possible to ask about everything that exists or is gone. There is nothing taboo to question, about the immanent man or the transcendent God. Each question and answer is the way to find a new answer that always tested its truth.

It is time for educational institutions and parents to work together to build a child's thinking method so that it comes to open conclusions. Both teachers and parents should have the patience of hearing and listening intently to what the child's questions and answers are. Teachers must be able to find,

discover and float the talents of children. This is the essence of a teacher, and in front of the teacher no child is foolish, the child's ignorance is simply because they do not have the opportunity to teach teachers who have philosophical insight. Therefore learning is no longer focused on exam grades, but how the birth of the child's answers and critical responses to his own problems.

Education begins with curiosity and with a sense of doubt. Philosophy is encouraged to know what has been known and what is not yet known. The characteristic of philosophical thinking is its overall nature and is not quick to accept what it is. A scientist is not satisfied only to know the science from the perspective of science itself, but want to see the essence of science in other constellations of knowledge.

Teachers must have patience to hear questions or answers of children because of their critical nature, so that children have the feeling that the questions are important and taken seriously. Thus with the child's answer is appreciated so that a culture of mutual thinking and the desire to ask more critical questions can be developed. There is no standard answer in philosophy, the answer is open to the possibility of right and possibly wrong. There is no absolute answer that cannot be contested; even the child's silly answer should be addressed, because there may be hidden ideas in the child. Attitude only recognizes a single answer to be removed, because the truth of science and the social sciences of humanities is not dogmatic.

Children's answers should not be imposed on dogmatic attitudes that provide the assurance of a standard and absolute answer. Children need to be taught a lot of truth, so that children dare to think critically and express opinions according to what he knows, even what he feels, we should not demand the child's answer as what we think, or what in the book.

VII. TESTING CHILD'S CRITICAL POWER

To promote education in this country, the need to build critical thinking of children. Education is no longer focused on test scores with numbers, let alone obtained by multiple choice or right-wrong problem. It is necessary to change the paradigm of the child when it comes to problems or cases. For example social science materials for grade 5 students, often only test the cognition of children with multiple choice questions (Choose the correct answer below: The capital of the State of Indonesia is: a. Medan, b. Bandung, c. Surabaya, d. Jakarta) if a problem like this child who cannot be true by cheating his friend. The paradigm shift of the matter is done like this, (Please express your opinion if the capital city of Indonesia Jakarta is moved to Medan). Of course the child will think critically, and answer with the argument. Through answers like these, teachers should be able to analyze to what extent the critical thinking of the child. The second example, (ASEAN stands for: of course with 4 choices), we change the question with the same material content (Please express your opinion if ASEAN is dissolved). Does not this trigger child's critical thinking ?. The child no longer memorizes the

extension of ASEAN, but the child will argue against the issue, so we can measure the child's criticism of a problem.

An educator must train the child to think, not memorize. Teachers have time to educate children to always ask. Children no longer served memorization problems, but must be problem-based problem so that children can argue. In order for children to consider good and bad, right and wrong wrong beautiful beautiful something.

Every child's question is legitimate, without any charge beyond his curiosity. In philosophy it does allow every question to be asked, even the most taboo to be questioned by adults. This is where the role of teachers must first learn philosophy for children to teach philosophy.

VIII. CONCLUSION

Man is a curious being, curious because he doubts what he already knows. It's time for children to be taught philosophy, to ask questions, to doubt any answers and dare to answer differently from friends of his age. The role of the teacher should be able to motivate the child to answer with the arguments that he built himself. Teachers must be patient with the child's answers, and any answer should be appreciated, because the answer is not absolute, and the truth of science is openly wrong.

Teaching philosophy to children aims to have the ability to think critically, and this must be owned for every citizen, especially learners. Because through this critical thinking ability a citizen will be able to understand, analyze, synthesize, evaluate even able to take decision from various problem of life experienced as well as in life of nation and state. If children are taught early in philosophy, then they will have critical thinking skills, tolerant wise and responsible. The ability to think critically will have an impact on the improvement of human and scientific quality, so that the children of the nation are able to participate in the public arena. It is not impossible that a period of education in Indonesia will be able to catch up from Singapore and even New Zealand.

Children should be educated philosophically, so that they understand the meaning of life, and that they live wisely. The students' critical thinking ability is a forerunner of education in this country. The substance of each educational curriculum emphasizes the development of critical thinking skills of students and teachers. Critical thinking skills can be trained and developed, so long as using the right learning strategy. Once the importance of critical thinking skills for learners so that every teacher should be able to make critical thinking skills become the first goal in learning. And importantly, the teacher must have a philosophical knowledge. In order for what he teaches is the seed to grow and develop the mindset of the child toward the critical and not accept what it is, but always ask why something is.

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