IMPLEMENTATION OF CRITICAL AND CREATIVE THINKING SKILLS IN THE TEACHING AND LEARNING OF LITERATURE COMPONENT IN SECONDARY SCHOOL

Shashipriya Nadara, Fong Peng Chew

University of Malaya, Kuala Lumpur Malaysia
E-Mail: shsh.pro@gmail.com; fpchew@um.edu.my

ABSTRACT

Abstract: The study aims to observe the implementation of critical and creative thinking skills (CCTS) in the teaching and learning of the literature component in Malay language at secondary schools in the Petaling District. The respondents involved in this survey were 40 teachers and 120 students from three secondary schools, one being a girls’ school, a boys’ school and a co-ed school. The survey forms were distributed to the respondents. The findings of the research revealed that the application of creative and critical thinking skills was implemented at the satisfactory level. Nevertheless, the implementation was also not very successful because the respondents teachers were unable to evaluate the effectiveness of critical and creative thinking in the teaching and learning process (mean 3.44, SD 3.34). In terms of the implementation of CCTS, respondent teachers expressed their agreement (mean 3.95, SD .74) that the students are taking too long time to apply the thinking skills in the learning process of the literature component. The t-test was carried out to identify the relationship between the implementation of CCTS in the learning of literature component in schools according to gender, stream and interest in the literature component. The result of the analysis indicates that there is a significant differences between the implementation of CCTS according to gender t(120)=9.1; p=.05) and streams t(120)=3.41;p=.03). The One Way Anova test was carried out and it indicates that there is significant difference F(3,116)=2.60; p=.05 in the implementation of CCTS according to ethnic. This indicates that the gender, stream and ethnic factors influence the implementation of CCTS in the learning of the literature component. Therefore, the executor should consider these three aspects in the implementation of CCTS teaching and learning of literature component to achieve optimal learning outcomes.

Keywords: CCTS, literature component, Malay language, secondary schools

I. INTRODUCTION

Our country is in the midst of a information and technology advancements. In other words, we are in an age of industrial economic competition and therefore it requires individuals to have thinking skills that are critical, innovative, imaginative and creative. The Malaysia Education Blueprint 2006-2010 (Ministry of Education, 2006) states that the primary in producing first class human capital is to produce students who are capable of critical and creative thinking. As quoted in The Malaysia Education Blueprint 2013-2025:

"every child will learn how to gain life long education that will weave different types of knowledge to create something new. Every child is able to master many cognitive skills that are vital in education" (Malaysia Education Blueprint 2013-2025, 2013, pg E9)

This part is a weakness in the history of our education system because students are incapable of using knowledge and critical thinking skills outside of their academic pursuit. Due to this, the education transformation was started with the implementation of the Primary School Standard Curriculum in 2011 and the teaching of critical and creative thinking skills and strategic learning. In addition to this, Higher Thinking Skills are emphasis in schools. Therefore, it is predicted that students under the new school system will exhibit higher order thinking skills encompassing critical and creative thinking skills.

1.1 Research Problem

Thinking skills are the very foundation of educational development among students. The emphasis on thinking skills in all subjects allows students to make rational and more objective decisions (Abdul Rahim, 1999; Maumunah, 2004). Hence, the rational of teaching thinking skills not only fulfills the objectives of the