

GAME PLATINUM FOR CRITICAL THINKING ASSESSMENT THROUGH LANGUAGE FOR PRIMARY SCHOOL STUDENTS

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Indonesian is the formal language and the language for driving knowledge in schools

Problems encountered in teaching Indonesian.
Indonesian nation has more than 746 mother tongue and 17,508 islands.

each language
different from each
other





In fact, students in grade 1 to 3 still use his mother tongue to communicate including to learn Indonesian.

They use 2 language in time

This is the problem in the Indonesian language, especially teachers grades 1 to 3.



Principles of Indonesian language is taught in primary school as a language for driving knowledge, so how Indonesian used as an instrument to learn the knowledge and learning of the language itself as knowledge.

Indonesian learned in school is focused on language as a tool of thinking better for communication

THE REASON:

Language and thought has a linkage that language affects humans in the perception of the world, as well as influencing the thinking of individual users of language



Some one who has the critical thinking skills can do things like :

1. understanding the logical relationships between ideas,
2. identifying,
3. constructing and evaluating arguments,
4. detecting inconsistencies and common errors in reasoning,
5. solving problems systematically,
6. identifying the relevance and importance of ideas, and
7. reflecting the justification of beliefs and values of their own.



How about the elementary school students at the age of 10 years can to think critically?

If yes, what is the level of their critical thinking skills?

Vygotsky : also says that primary school students can think critically as long as they are given scaffolding in learning.

Students depend a lot on the support of adults to gain an understanding outside of their ZPD, while the students who are free or do not depends on the support of adults have been in the area of their ZPD.

"students develop higher level thinking skills when they get the guidance (scaffolding) from a more expert or through colleagues who have a higher capacity"



to foster critical thinking skills in learning, teachers must use the method of discussion and debate as well as providing opportunities and stimulate students to ask questions.

The problem is that teachers teach classically with the number of students more than 25 people in a class, so the teacher cannot serve students individually.



- Game on the smartphone easily operated by children.
- Interactive screen that adds interest of the students to follow the stages of a game there.
- The game can be continued if the student can complete one stage.
- This can be used to encourage students have to solve problems in the game before continuing the game.



Game Platinum



the commands and picture on the screen of Smartphone are scaffolding to learn of critical thinking in language





CRITICAL THINKING IS WRITTEN IN THE FORM OF A SENTENCE WHICH STATES THE HYPOTHESIS BY USING CONJUNCTIONS SUPPOSITION

Andaikan


particles are used to presuppose something that has not in fact occur or do not occur, and is used to express assumption underlying assumption does not occur as expected.

Seandainya

Particles are used to assume that something will happen on the fact that did not happen.

Andaikata

Particles are used to posit something that likely occurred



in Indonesian there
are similarities use of
conjunctions
supposition
ANDAIKAN
SEANDAINYA
ANDAİKATA

- ***IF in this forest there had been a giant, we would have torn to pieces by it. (andaikan)***
- ***IF I had wings, I would fly down this forest. (seandainya)***
- ***IF in this forest there are beautiful fluffy cat, surely we will be taking it home. (andaikata)***



PRESUPPOSITIONS THAT MAY OCCUR CHARACTERIZED BY THE USE OF CONJUNCTIONS, IF, WHEN, AND WHERE.

IF the assumption is a conjunction is going to happen with the conditions are met (**jika**)

WHEN is the stated consequence conjunction requirements are met (**bila**)

WHEN is the conjunction expressed supposition would occur the conditions prescribed are met.
(**bilamana**)



- We'll meet a poisonous snake IF you go into the woods. **(jika)**
- We'll soon find something we have been looking for IF immediately enter the forest. **(jika)**
- IF you hear the howling of the dogs, we have to run. **(jika)**
- IF we are late there, perhaps the animal was dead. **(bila)**
- WHEN toward the sound of it, we will be able to help animals in pain.
- We'll see what happens in the forest WHEN there now. **(bila)**
- WHEN you hear the roar of a lion, we would gallop. **(bila)**
- We can get away from the target of a lion WHEN the lion came, we climbed to the top of the tree. **(bilamana)**



ASSUMPTION THAT DESCRIBES CONCERNS CHARACTERIZED BY THE USE OF CONJUNCTIONS LEST.

Here is an example of a sentence that describes concern assumption.

I worry that in this forest there is a giant.

(NO CONJUNCTION → INDONESIA IS JANGAN-JANGAN

LEST sounds we hear the sounds of wild animals. (jangan-jangan)



PRESUPPOSITIONS ASSOCIATED WITH THE UNCERTAINTY CHARACTERIZED BY THE USE OF CONJUNCTIONS IN CASE.



Here is an example sentence modality dealing with uncertainty.

Come on, we approached the voice, IN CASE the cats that we were looking for. (kalau-kalau)

He glanced toward the voice behind the tree IN CASE behind the tree was a wild animal.

- ❖ Elementary school students can think critically in the presence of the scaffolding that leads thinking abstractly to thinking concretely.
- ❖ Learning strategies to develop critical thinking skills are dialogical and dialectical thinking.





- With the critical thinking at the level of dialectical thinking in the forms hypotheses, students are able to assume and find new or alternative possibilities based on the underlying assumption.
- This ability is formed by their ability to think ahead.
- Thinking ahead is the ability of students to make a prediction based on their experiences.
- This is where the students apply insight and foresight ability.
- These abilities are needed to improve the competitiveness of human resources.