

Critical Thinking in ELT among Indonesian Pre – Service Teachers: Understanding and Practice

¹Fadila Vani Dea Risanti, ²Bambang Widi Pratolo

^{1, 2} English Language Education, Universitas Ahmad Dahlan, Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55191

ARTICLE INFO

Riwayat Artikel:

Diterima: 18 Maret 2025

Disetujui: 26 Mei 2025

Keywords:

Critical Thinking,
English Language Teacher (ELT),
Pre – service teachers.

ABSTRACT

Critical thinking is essential in 21st-century education, but its application in English language teaching (ELT) in Indonesia still needs to be better understood. This research examines the understanding and application of critical thinking among prospective ELT teachers in Indonesia. Using qualitative methods with in-depth interviews with three pre-service ELT teachers, this study revealed that prospective teachers understand critical thinking as the ability to analyse, evaluate, and synthesize information. They employ strategies such as group discussions and accurate case analysis to encourage critical thinking but face challenges such as time constraints and variations in student abilities. Findings indicate the need for teacher training programs focusing more on critical thinking skills and providing adequate resources. This research emphasizes the importance of reformulating teacher education curricula and developing effective teaching strategies, contributing to the academic literature and a foundation for practical improvements in ELT in Indonesia. This study's implications are the need to reform teacher education curricula and develop more effective teaching strategies that enhance students' critical thinking abilities. Therefore, this research contributes to the academic literature and provides a foundation for practical improvements in ELT in Indonesia.

Correspondence Address:

Bambang Widi Pratolo
Departement English Language Education
Universitas Ahmad Dahlan
Jl. Ringroad Selatan, Kragilan, Tamanan, Kec. Banguntapan, Kabupaten Bantul, Daerah Istimewa Yogyakarta 55191
E-mail: bambang.pratolo@pbi.uad.ac.id

INTRODUCTION

Critical thinking (CT) has become an integral component of English Language Teaching (ELT) worldwide. As one of the basic competencies of the 21st century, critical thinking (CT) has gained recognition over the past decade, as it provides students with the ability to judge, reason, and make wise decisions. This competency has been highlighted in Indonesia through national education policies, including Regulation No. 23/2016 and Article 77 of Minister of Education and Culture Regulation No. 17/2010. As part of the National Assessment system, the Indonesian government has recently replaced the National Exam, *Ujian Nasional* (UN), with the *Asesmen Kompetensi Minimum* (AKM). AKM assesses students' literacy and numeracy skills using PISA-style questions that require higher-order thinking skills (Kementrian Pendidikan dan Kebudayaan, 2020). The *Programme for International Student Assessment* (PISA) is a triennial international study conducted by the *Organisation for Economic Co-operation and Development* (OECD) that evaluates the ability of 15-year-old students to apply their knowledge and skills in reading, mathematics, and science to meet real-life challenges (OECD, 2018).

Under this policy, English teachers are expected to integrate critical thinking (CT) into their teaching practices. This expectation requires that teachers be equipped with the necessary digital and pedagogical competencies. Pratolo & Solikhati (2020), emphasize that without adequate digital literacy, many EFL teachers struggle to implement critical thinking effectively in classroom practice. However, the reality in Indonesian classrooms is far from ideal. Research shows that, although this policy has been implemented for more than a decade, CT has not been effectively integrated into classroom teaching. For example, Indah & Kusuma (2016), found that students' argumentative essays often lacked essential critical thinking (CT) elements, such as logical reasoning, refutation, and evidence-based claims. Similarly, Defianty & Wilsonz (2022) highlighted that many English teachers struggle to implement effective questioning strategies that encourage critical engagement in classroom discussions. These findings are also supported by other studies, such as Widyastuti (2018), which reveal that students majoring in English often present weak arguments with limited reasoning and inadequate use of supporting details. Similarly, Indriani (2017) found that pre-service teachers also struggled to demonstrate critical analysis in academic journal writing, suggesting that higher-order thinking skills require specialized training and scaffolding. Additionally, according to Srinawati and Alwi (2021), students struggle to address counterarguments and provide sound reasoning in their academic writing. According to these studies, there is a consistent mismatch between curriculum expectations and classroom practice. This mismatch is also

observed in the findings of Windiarti et al (2019), who found that teachers often encounter structural and technical limitations when attempting to integrate critical thinking through digital platforms in Indonesian classrooms. In an ELT environment, where CT has the dual purpose of promoting deeper language learning and equipping students to participate in international academic and professional this mismatch is particularly troubling.

To better understand how critical thinking can be integrated into English language teaching, it is essential to revisit the conceptual foundation of CT. Smith (2018), states that critical thinking is about reasoned reasoning. It is generally accepted that essential thinking involves cognitive and affective traits (Facione, 2015). Critical thinking includes understanding, drawing conclusions, evaluating, self-control, and other abilities. The psychological characteristics and components associated with critical thinking are included in essential thinking attributes (Facione et al., 1994). Critical thinking can provide logical findings or answers through review. Dwyer and Eigenauer (2017) also improve judgment by examining multiple sources of information. As a result, it has been stated that critical thinking is essential for improving student education and laying the foundation for representative citizenship, independence, and individualism (Abrami et al., 2015).

However, educators still consider critical thinking a challenging concept to understand Al-Kindi & Al-Mekhlafi (2017), which likely contributes to students' limited understanding of the concept (Mbato, 2019; Zainudin et al., 2019). Trisusana et al (2025) also argue that while asynchronous online discussions have the potential to support deeper reasoning, teachers often lack the training to design and facilitate such activities effectively. As Gandana et al (2021) highlight, spreading critical thinking can be difficult. Their research with thirteen EFL teachers found that a limited understanding of essential knowledge of thinking prevented teachers from integrating it effectively into their teaching practice. However, several studies show success in improving students' critical thinking skills. For example, Saputra et al (2019) found that the jigsaw problem-based collaborative learning model effectively improved students' critical thinking skills, a finding in line with Kurniawati et al (2020) who demonstrated that integrating Critical Literacy Pedagogy (CLP) can enhance students' critical thinking abilities.

The findings suggest that improving students' critical thinking skills can be achieved if teachers are well-versed in the concepts. Professional development and training for teachers can facilitate this process. According to Pratolo & Solikhati (2020), systematic and ongoing teacher training programs, particularly in under-resourced areas, are essential for developing effective instruction in critical thinking. However, there is a need for further research investigating pre-service teachers' views on critical thinking despite the numerous studies on critical thinking in English Language Teaching (ELT) in Indonesia. Research on pre-service teachers' dispositions in Indonesia related to developing critical thinking skills typically focuses on this skill as they evaluate their teaching abilities Tutyandari, n.d. (2022). In the context of pre-service English teachers, teachers in Indonesia typically discuss their preparation, pedagogical abilities, self-efficacy, and professional identity (Hadi, 2019; Tutyandari, n.d.). Pre-service teachers must complete specialized training before starting their formal teaching career. For the government to provide facilities that meet essential educational needs, it is crucial to assess the capabilities of pre-service teachers in Indonesia. Understanding how pre-service teachers apply critical thinking in English language teaching remains rare. On the other hand, English is a vital international language to master in formal and informal environments (Harahap & Fithriani, 2024).

This research aims to fill this gap by exploring the critical thinking concepts of prospective English teachers and how they apply and evaluate them in the classroom. Many researchers argue that qualified teachers with critical thinking skills and pedagogy focused on critical thinking are essential for students to develop their critical thinking (Cáceres et al., 2020; Yuan & Stapleton, 2020). This is supported by research using tools such as Quizizz and Kahoot!, which promote student engagement and critical evaluation (Hadijah et al., 2020; Zuhriyah & Pratolo, 2020). This highlights the importance of incorporating Critical Thinking (CT) into pre-service teacher education programs to enhance prospective teachers' critical thinking skills and prepare them to teach critical thinking. In addition, applying critical thinking skills to pre-service teachers ensures that learning objectives are achieved and students thoroughly understand writing classes in English as a Foreign Language (Alwan, 2022). Because writing is the most commonly used method for applying critical thinking in student learning, pre-service teachers must thoroughly understand this skill (Petek & Bedir, 2018).

The report also surveys the challenges faced by aspiring educators. Understandably, educators need help illustrating critical thinking. The term must be understood despite its widespread use in educational programs worldwide. However, it is widely acknowledged that critical thinking, the ability to solve problems, make informed decisions, and choose what to believe or do and why, will be crucial in a world of an unpredictable future. As Vincent-Lancrin et al. (2019) stated, CT is necessary for people's well-being because it enables them to live "good and happy" lives and fulfil their responsibilities in a democratic society. Most importantly, critical thinking fosters deeper student engagement with the material, inspiring motivation and allowing students to apply what they have learned to new situations (Biggs, 2011).

Integrating critical thinking into English language teaching has clear benefits for developing students' language proficiency and overall critical thinking skills in dealing with the rapidly changing modern world. However, despite these benefits and the mandate of CT in the Indonesian education system for a decade, English teachers still need to understand CT and CT pedagogy, as discussed in the introduction. To further promote content and language-integrated learning (CLIL) in English language teaching in Indonesia, it is essential to study how prospective teachers are prepared and how they apply CLIL in their teaching

practices. Pre-service teachers are crucial to the future of education, as they will introduce new concepts into teaching practice. Therefore, understanding and applying CT among pre-service teachers is very important. These findings have implications for reformulating teacher education curricula and developing more effective teaching strategies to improve student's critical thinking skills. In this context, Tyatira & Sulistyaningrum (2021) found that while pre-service English teachers often included critical thinking components in their lesson plans, these were frequently imbalanced across cognitive domains, highlighting the need for improved curriculum design. This research seeks to answer two main questions: (1) How do prospective teachers in Indonesia understand critical thinking in the context of English language teaching (ELT)?, (2) How do they apply critical thinking strategies in their English teaching practice? By answering these questions, this research hopes to make an important contribution to the development of teacher education programs and improve the quality of critical thinking teaching in the ELT context in Indonesia.

METHOD

This study employed in-depth interviews as the primary instrument to collect data, aiming to understand how prospective English teachers interpret and apply critical thinking in their learning practices. Interviews were conducted with three participants, all of whom were female prospective English teachers. The interviews followed a self-constructed guide developed based on a literature review related to critical thinking and English language teaching. The guide included a series of open-ended questions aimed at exploring the participants' understanding of the concept of critical thinking, how they integrate it into their lesson plans, the challenges they encounter, and their reflections and aspirations regarding the development of students' critical thinking skills.

To collect data, the researcher conducted in-depth, semi-structured interviews with each participant. The interview protocol was developed based on a literature review on CT and ELT, ensuring that questions covered conceptual understandings, pedagogical applications, instructional challenges, and reflections related to developing CT in the classroom. Each interview was conducted individually, audio-recorded with consent, and transcribed verbatim for analysis. The data were analyzed thematically using Braun & Clarke (2014) six-phase approach. This involved familiarization with the transcripts, initial coding, identification, and refinement of themes, and final interpretation of the research questions. Themes were developed inductively to reflect recurring patterns in participant responses, and the findings were then interpreted in the context of the existing literature on CT in English language education.

RESULT

This research aims to understand the understanding and practice of critical thinking among prospective English language teachers (ELT) in Indonesia. Using in-depth interviews as a data collection method, we gained rich insights into how prospective teachers define, integrate, and apply the concept of critical thinking in the context of English language teaching. In addition, this study also identified various challenges that teachers face in developing their students' critical thinking skills and the solutions they implement to overcome these challenges. This section presents the main findings of the study, which are organized into four primary themes: understanding critical thinking, applying critical thinking concepts in teaching practice, addressing challenges and solutions in developing critical thinking, and reflections and hopes for the future. Implications of this research

Understanding critical thinking in ELT

The results of interviews with pre-service ELT teachers in Indonesia found that their understanding of critical thinking in the context of teaching English is very diverse but has core similarities. Analysis of the three participants' responses shows a diverse but complementary understanding of the concept of critical thinking in ELT.

Respondent 1 (NR) emphasized the analysis and evaluation aspects:

“Critical thinking in the context of English language teaching is students' ability to analyze and disseminate information from various English sources, as well as consider various points of view before making conclusions or decisions in English”

Respondent 2 (NBL) provided a more comprehensive definition, including a synthesis of aspects:

“Critical thinking in the context of English language teaching can be defined as students' ability to actively disseminate, disseminate, and synthesize information from various sources in English”

Meanwhile, Respondent 3 (SK) emphasized the practical and applicable aspects of critical thinking:

“Critical thinking in the context of teaching English, based on my experience, is the ability to understand learning in depth and explain information other than what has been presented in class”

Despite differences in emphasis, the third respondent agreed that critical thinking involves an in-depth process of analyzing and evaluating information and the ability to apply knowledge outside the context taught in class. These teachers consider the importance of critical thinking skills in helping students understand and use information from English texts better. They also see

critical thinking as a tool for developing students' abilities to identify and initiate arguments and connect ideas from various sources.

These pre-service teachers plan to integrate critical thinking concepts into their English learning plans by using group discussions, projects, and assignments that encourage deep thinking and self-discovery. To integrate essential thinking concepts into English language learning plans, these pre-service teachers use various methods because they hope to produce independent learners and think analytically. This integration is carried out through a structured approach, including setting clear learning objectives, selecting appropriate material, designing critical reading activities, facilitating discussions and debates, as well as integrating argumentative writing assignments,

NR states that she combines discussion groups and projects that encourage students to think critically:

"I use discussion groups and projects where students analyze texts, compare perspectives, and present their findings. This helps them understand texts and develop their critical thinking skills"

NBL focuses more on argumentative writing assignments and class debates:

"I often give argumentative writing assignments where students have to gather evidence from various sources and build a coherent argument. I also use class debates to develop their critical thinking ability and defend their views based on existing evidence"

SK, on the other hand, takes a more practical approach by drawing on real situations:

"I often ask students to analyze real situations relevant to the subject matter. For example, they can compare news stories from different English-language sources and discuss biases or different points of view"

With these approaches, pre – service teachers aim to produce independent and analytical learners. They believe that critical thinking interactions in English language learning are significant for helping students understand the material and apply it in various contexts.

The quote above explains the concept of critical thinking and its uses in everyday life. With critical thinking skills, someone can prevent misinformation, prejudice, and other harmful things. This needs to be applied in teaching English because English is a global language, and all countries use it so that information can be accessed not only by a native English speaker. Meanwhile, critical thinking is their way of thinking seriously to solve problems and find solutions. This is necessary in teaching English because English, which consists of reading, writing, listening, and speaking, certainly has difficulties when learning it. The tasks the teacher gives will also vary in each aspect, so critical thinking skills are essential to teaching students so that they are more creative and able to understand lessons according to their passion.

Application of Critical Thinking Concepts in Teaching Practice

In applying critical thinking concepts in teaching practice, the respondents showed interesting strategies. Each has a unique approach reflecting their understanding of critical thinking and teaching context.

Respondent 1 (NR) explained her approach that integrates text analysis with cross-cultural understanding:

"A concrete example is when teaching narrative text, I ask students to analyze the characters and plot, and compare the story with stories from other regions, so that they can see similarities and differences and understand different cultural contexts"

Respondent 2 (NBL) emphasized the use of open questions and in-depth analysis:

"When I teach students to interpret texts in English, I ask open-ended questions encouraging them to relate the information they read to their previous knowledge. For example, I ask them to identify a story's main themes or analyze the characters' motivations based on their behavior"

Meanwhile, Respondent 3 (SK) focused on connecting new material with previous knowledge:

"Students can mention and connect the material taught with what has been taught. For example, students can connect report text material with simple past tense material taught at the previous meeting"

In teaching practice, teachers provide concrete examples of how critical thinking is applied, such as analyzing characters and plots in narrative texts, comparing stories from various regions, and encouraging students to bring local stories for analysis. The interaction strategies include posing reflective questions, small group discussions, case studies, and real situational analysis to stimulate critical evaluation from cultural, social, and ethical perspectives.

NR integrates an inquiry-based learning approach with group discussions:

"I often start with inquiry questions that spark students' curiosity, then divide them into small groups to discuss their findings. For example, when discussing narrative text, I ask them to explore various perspectives of the characters in the story"

NBL uses a problem-based learning approach and provides structured feedback:

"I often use real problems relevant to the subject matter as a discussion starting point. In addition, I provide structured and in-depth feedback after each critical analysis assignment they work on"

SK applies cooperative learning with a focus on connecting new and old knowledge:

"I combine cooperative learning methods where students work together to connect new knowledge with what they have learned previously. For example, they can connect report text material with simple past tense material."

These prospective teachers believe that by using these various methods and approaches, they can teach the material and encourage students to think critically and analytically. This approach provides a more comprehensive picture of how preservice teachers apply critical thinking concepts in their teaching practice, demonstrating variety and creativity in their strategies.

Challenges in Describing Critical Thinking

Analysis of the responses of pre-service teacher candidates revealed significant challenges faced in describing and applying critical thinking concepts in English language teaching. Although each respondent demonstrated a good understanding of critical thinking, its implementation faced several obstacles.

Respondent 1 (NR) identified two main challenges:

"The main challenge is the lack of student motivation in learning and limited learning time in class"

These limitations show that the application of critical thinking is related to teaching methods, classroom management, and active student involvement.

Respondent 2 (NBL) emphasized the challenges in changing students' mindsets:

"One of the main challenges is changing students' mindset from passively receiving information to being active in questioning, analyzing and evaluating information in English"

This statement illustrates the difficulty of changing the traditional learning paradigm from a passive model to an active model, which is needed to develop critical thinking.

Respondent 3 (SK) highlighted the issue of differences in students' learning abilities:

"Students' understanding when the material is presented, because some students are slow learners"

This challenge highlights the complexity of applying critical thinking in a classroom composed of students with diverse learning abilities. These challenges reflect various aspects of critical thinking, from problems of motivation and time constraints to changes in thinking patterns to differences in students' learning abilities. This shows that applying critical thinking in English language teaching requires a holistic and adaptive approach, considering not only cognitive aspects but also aspects of motivation, time management, and the diversity of students' abilities.

To overcome these challenges, the preservice teachers proposed several strategies in their teaching practice. NR uses time outside of class hours to provide additional assignments encouraging students to think critically.

"I use time outside class hours to provide additional assignments encouraging students to think critically" she said.

This approach allows students to explore the material more deeply without strict class time constraints.

SK applies critical thinking teaching methods in stages, starting from simple tasks that then develop into more complex ones. With this gradual approach, students are slowly familiarized with deeper critical thinking processes.

"I apply critical thinking teaching methods in stages, starting from simple tasks which then develop into more complex ones" SK said

NBL creates teaching materials that focus more on developing critical thinking skills.

"I created teaching materials that focused more on developing critical thinking skills" she said.

Using available resources creatively, NBL can design materials that encourage students to think critically even with limited tools and materials. Prospective teachers also expressed hopes for further training and adequate resources to support them in teaching critical thinking. They also want closer collaboration with schools and universities to create a learning environment that supports the development of critical thinking skills. By understanding these challenges and implementing the proposed strategies, prospective teachers can be better prepared and creative in finding solutions to overcome obstacles to developing students' critical thinking skills in learning English.

Reflections and Hope for the Future

Reflections from pre-service teacher candidates reveal a deep awareness of the importance of critical thinking in English language teaching and their hopes to continue developing this ability in the future. Each respondent provided valuable insight regarding plans to improve understanding and application of critical thinking concepts as well as hopes for the future of their teaching.

NR emphasized her desire to continue learning and developing new strategies to improve students' critical thinking skills.

"I plan to look for new methods and strategies to help my students think more critically. I also want to participate in training and workshops to improve my abilities as an educator" she said.

NR's hope is to become a more competent teacher and be able to facilitate the development of students' critical thinking effectively.

NBL also emphasized the importance of self-reflection and professional development.

"I want to continue to develop myself by taking part in further training and education. I will continue to reflect on my teaching practices to find new ways to apply critical thinking in the classroom" she said.

NBL hopes that support from educational institutions, such as adequate training and resources, will continue to be provided to support the professional development of teachers.

On the other hand, SK spoke about the importance of collaboration and sharing best practices with peers.

"I plan to collaborate with other teacher colleagues to share experiences and strategies in teaching critical thinking. By working together, we can find better solutions to the challenges we face," she explained.

SK also hopes that the teacher community can better support each other in professional development and application of critical thinking concepts.

The prospective teachers also expressed their hopes for the future of education in Indonesia. They hope that the concept of critical thinking can become an integral part of the national education curriculum and receive more significant support from the government and educational institutions. They also emphasized the importance of creating a learning environment that supports and motivates students to think critically and develop skills relevant to the demands of the modern world. Overall, the reflections and hopes of these pre-service teacher candidates demonstrate their commitment to continuing to learn and develop as educators. They recognize the importance of critical thinking in English language teaching. They are determined to overcome existing challenges and take advantage of opportunities to improve their and their students' critical thinking abilities. By understanding these reflections and expectations, it is clear that continued support and collaboration within the education community is necessary to create an education system that can prepare students to face future challenges with strong critical thinking skills.

DISCUSSION

This research aims to explore two main questions: (1) How do prospective English teachers in Indonesia interpret critical thinking in the context of English learning? And (2) How do they apply critical thinking strategies in English teaching practice?

Meaning of Critical Thinking in English Language Learning

The research findings indicate that prospective English teachers possess diverse yet complementary understandings of critical thinking. Some emphasize analysis and evaluation skills, such as scrutinizing information and considering different perspectives before making a decision. Others focus on synthesis, actively gathering and integrating information from various sources, and some highlight the practical application of critical thinking outside the classroom context. These variations in meaning reflect the complexity of critical thinking as both a cognitive and an applied skill (Elder & Paul 2005 ; Facione, 2015). This diversity demonstrates that prospective teachers recognize that critical thinking is not merely a cognitive ability but also encompasses practical skills and cultural awareness. Their understanding aligns with educational theories that define critical thinking as a process of analysis, evaluation, synthesis, and application (Facione, 2015).

This diversity demonstrates that aspiring educators understand that critical thinking encompasses more than just cognitive skills; it also requires practical knowledge and cultural sensitivity. This aligns with Novawan et al (2020), who discovered that while Indonesian EFL teachers conceptualize critical thinking through reasoning, creativity, and analysis, their understandings vary based on exposure and environment. Furthermore, Pratolo & Solikhati (2020) emphasized that teachers must be both digitally and pedagogically competent to utilize critical thinking effectively, particularly in EFL classrooms where the curriculum often addresses global concerns and technologies.

Application of Critical Thinking Strategies in Teaching Practice

Regarding the application of critical thinking strategies, the findings show a variety of methods that reflect their conceptual understanding. Group discussions, project-based learning, argumentative writing, debates, and analysis of real-world situations are some of the commonly used ways to engage students in the critical thinking process. These methods support active learning and encourage students to analyze, evaluate, and synthesize information in line with best practices suggested in the literature (Saputra et al., 2019 ; Kurniawati et al., 2020). Additionally, Zuhriyah & Pratolo (2020) and Hadijah et al (2020) reinforce this by demonstrating how gamified assessments, which incorporate Quizizz and Kahoot!, can enhance students' critical evaluation and participation.

To foster critical thinking, study participants employed inquiry-based learning, problem-based learning, and cooperative learning approaches. These techniques help students connect new material to what they already know. According to In & Instruction (2021) the efficacy of these approaches primarily rests on the teacher's ability to apply critical thinking concepts

during instruction, an area in which many new instructors still need to improve. Prospective teachers also use approaches such as inquiry-based learning, problem-based learning, and cooperative learning to develop critical thinking skills. These approaches enable students to connect new knowledge with prior learning and apply critical thinking skills in diverse contexts. The integration of cross-cultural comparisons and real-life examples further enriches the relevance and depth of the learning experience.

Challenges in Interpreting and Applying Critical Thinking

Despite having a positive understanding and applying creative strategies, prospective teachers face challenges such as limited learning time, low student motivation, and difficulty changing students' passive learning habits. These barriers underscore the need for policy support, professional training, and resources to better equip teachers to facilitate critical thinking effectively (Al-Kindi & AL-Mekhlafi, 2017; Defianty & Wilson, 2022). According to Windiarti et al (2019), teachers in Indonesian schools are unable to use higher-order thinking techniques due to pedagogical and infrastructure constraints. Similarly, Wilson & Defianty (2024) show that the pressure of test-oriented learning nonetheless hampers teachers' efforts to promote deeper inquiry and reflection. Additionally, Suarcaya (2023) discovered that while pre-service teachers recognized the value of CT, its application was only cursory in the absence of significant scaffolding and reflection.

Implication and Future Research Direction

The findings of this research confirm the importance of ongoing teacher training that focuses not only on conceptual understanding but also on the practical application of critical thinking in English language learning. The prospective teachers' reflections and expectations demonstrate their commitment to enhancing their skills and improving teaching quality. Educational institutions and policymakers should provide more support for critical thinking learning, including curriculum integration, provision of learning resources, and opportunities for collaboration among teachers. These efforts can contribute to the development of higher-order thinking skills, which are essential for students' academic success and global competence.

CONCLUSION AND SUGGESTION

This research reveals the understanding and practices of critical thinking among pre-service English teachers in Indonesia. The findings indicate that pre-service teachers have diverse yet complementary conceptions of critical thinking. They perceive it as a complex skill that involves analyzing, evaluating, and synthesizing information, as well as considering multiple perspectives to reach informed conclusions. In teaching practice, these understandings are reflected in strategies such as group discussions, argumentative writing, and case analysis, which aim to engage students in critical thinking processes. However, implementation still faces several obstacles, including limited class time, low student motivation, and passive learning habits. These challenges underscore the need for stronger institutional support, particularly through teacher training programs that focus on developing critical thinking skills and providing adequate resources.

This research contributes to the understanding of how critical thinking is integrated into English Language Teaching (ELT) within the Indonesian context. Nevertheless, the study has limitations, particularly in terms of sample size and data collection methods. Future research is recommended to employ larger samples, and mixed-methods approaches to yield more comprehensive insights. The findings suggest practical implications for reformulating teacher education curricula and developing more effective pedagogical strategies to enhance students' critical thinking skills. Consequently, this study not only enriches the academic discourse but also offers a foundation for improving English language teaching practices in Indonesia.

ACKNOWLEDGEMENT

The author would like to thank the Department of English Language Education for the support provided, which enabled the study to be completed on time.

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