

The Teacher Fosters Students' Courage and Critical Attitude

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The Teacher Fosters Students' Courage and Critical Attitude

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ABSTRACT

Learners are the main focus in the learning process, which needs to be given space and opportunity to express their abilities in developing their potential and attitude of daring to argue and their critical attitude, but often students are reluctant to give their opinions, therefore this research will be a bridge for teachers to pay more attention and crave students who are less critical in learning activities. To complete this scientific paper, the author uses a literature study method or library research with a descriptive qualitative approach. To realize students who have courage and a good critical attitude, the teacher must be able to create a sense of security for students, be able to be friends, be able to motivate, and be able to create a pleasant learning atmosphere that can attract students' interest in learning.

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INTRODUCTION

Learners are the main focus in the learning process, which needs to be given space and opportunity to express their abilities in developing their potential and their courageous attitude and critical attitude, as often happens that a student tends not to dare to give an opinion that is in his mind and is silent when asked by his teacher, this happens because of internal factors, namely the existence of introverted nature in students, difficulty speaking (stuttering), and external factors, namely lack of stimulation at school or at home which makes students shy to express their opinions, teachers do not respond to students' opinions rationally which makes students lazy to express their opinions again. So to achieve this, a teacher needs to foster the attitude of courage and critical attitude of these students because it is an important part of implementing learning. So in an effort to form students, students need to be trained in good communication, responsibility and many things so that they have the courage to express opinions that are in their own minds. But in reality there are still many learners who do not have the courage to express opinions and also do not dare to comment on other people's opinions.

RESEARCH METHODS

The research method in a scientific work is the main way used to achieve goals in an organized manner. Therefore, the research method used in writing scientific papers always influences the writing. To complete this scientific paper, the author uses a literature study method or library research with a descriptive qualitative approach. The author will utilize various sources, such as books, journals, commentaries, and scientific articles to obtain complete data. This is done to enrich the study conducted by the author.

RESULTS AND DISCUSSION

What is Courage

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According to Mustari as cited by Dahlan, courage is the ability to face fear, pain, risk, danger and uncertainty or intimidation. Physical courage is the courage to face physical suffering, difficulty, death or the threat of death, while moral courage is the ability to act correctly even though many people disagree, even though it can be embarrassing, even though it is scandalous, or there is no support from others. Peterson and Seligman suggest that courage is an emotional strength that involves the desire to achieve personal goals even though there are both internal and external obstacles in achieving them. Meanwhile, according to Yusuf, courage is one of the attitudes to act on something without thinking too much about the bad opportunities.

The nature of courage itself is an attitude of overcoming and facing fear no matter what happens. So from all the opinions above, it can be concluded that courage is the ability, expressing opinions properly and politely and will not get emotional when corrected and criticized. Therefore, it takes habituation for students to express their opinions. Because this can create a sense of courage in students to ask questions and express their opinions. The growth of a sense of courage in students can increase understanding of material in students in the learning process.

The special characteristics of courage are precise and measured thinking before doing something, the ability to motivate others, always know yourself, humble and fill the soul and spirit with new knowledge in the direction that is considered right, passionate, forward to create new things, ready to survive, dare to take risks, consistent, enthusiastic and have an unyielding attitude, determined, have a goal and measured before acting, always confident, work authentically and elegantly.

Alimin said that the impact of this courage can increase students' confidence to ask questions in carrying out the learning process in class and from the impact of this courage raises curiosity, curiosity of students in a material that has been delivered by teachers in class when in the learning process. In addition, the impact of courage also gives positive results to students in the learning process so that they dare to ask questions that make them curious about the material presented, thus they also dare to express their opinions when the learning process takes place.

Student's Critical Attitude

Critical thinking is deep thinking that involves careful analysis and evaluation of issues and information. When someone is critical, they don't just take information for granted, but seek a deeper understanding by considering various perspectives and related arguments. Critical thinking is a method of thinking that incorporates rationality and logic in addition to deep thinking. KBBI explains that critical is a sharp attitude in analyzing information. Putri and Sobandi argue that critical thinking is the ability to know a problem more deeply, and find ideas to solve the problem, which is continued with Slavin's opinion that critical thinking is making a decision in a rational way about what is believed, with the ability to think critically can cause someone to make good decisions. Critical thinking ability according to Deswani is a mental process to analyze or evaluate information, where the information is obtained from observation, experience, common sense or communication. This opinion is in line with Gunawan's opinion which states that critical thinking is the ability to analyze, create and use criteria objectively and evaluate data.

Aziz Ismail, M.Pd argues that it is often difficult to find critical attitudes in students. Of the many students in the class, there are very few students who are critical. Many people think that this is something normal because students who are still very young, usually tend to like the things they like, do things that please them, have fun, and some even fall into actions that are not commendable, for example, just making fun of teachers and so on. Hence, if a critical student is found, it is usually considered an extraordinary student because it is different from the others. To foster critical thinking in students, learning should be designed in such a way that students participate in learning activities and gain experience.

Some examples of the behavior of students who are critical in class are characterized by: often asking questions, like to discuss, have extensive knowledge, are able to provide arguments, can think openly, are not afraid to argue, listen to and respect the opinions of others,

are not afraid to be wrong, and have high curiosity. There are several indicators of critical thinking skills that are often used, including being able to distinguish between facts that can be verified and demands for values that are difficult to verify (tested for truth), distinguish between relevant and irrelevant information, demands or reasons. Then, determine the factual accuracy (truth) of a statement, determine the credibility (trustworthiness) of a statement, identify duplicative claims or arguments, identify unstated assumptions, detect bias (find deviations), identify logical fallacies, recognize logical inconsistencies in a flow.

Indicators of Teachers Fostering Students' Courageous, Critical Attitudes

In fostering the courageous attitude and critical attitude of students, the main thing that should not be forgotten and neglected is the role of a teacher. So for that the teacher needs to do the following things:

1. Teachers give students a sense of security

A sense of security is the first step for the next thing in all aspects of life, what if someone already feels safe, then he will be free. Likewise in the teaching and learning process, a teacher needs to create a sense of security for students, so that students are free to learn. A sense of security can be created by: The teacher speaks politely and is not rude, the teacher does not corner or humiliate students who make mistakes in learning, the teacher looks attractive and polite. Yasin A. Fatah also said, If students feel safe, comfortable and happy in learning, then the level of student confidence will be high and will be able to foster student courage. Stephen Tong said in shaping the character of students, a teacher must treat the student as a living person, not to insult and demean him.

2. Teachers have an open and friendly attitude

The teacher is not just a resource person in classroom learning, besides that the teacher must be able to be a friend to students. To be able to be friends with students, teachers must have an open attitude, by the way teachers can tell their life stories, teachers ask about students' life stories, teachers understand the situation and conditions of students. Yolanda said that when students seem to have problems and become moody, it is a good opportunity as a step to approach students. This means that to be a friend to students, teachers need an open heart. Sindhunata also said that Sokrates was a teacher who was simple, open and friendly to his students, so that Sokrates' students became brave and critical in thinking. Students, especially young ones, look up to

people with whom they have a positive emotional bond, or just people they like and admire. A lot of evidence shows that young people, especially teenagers, look up to idols they admire such as pop singers, movie celebrities, sportsmen, and even fictional TV and comic characters. In the school context, emotional bonds make students feel close to admired teachers and thus gain psychological affiliation and a sense of security. This underscores the importance of the teacher-student relationship which in reality can be positive, neutral or negative.

3. Teacher motivation and appreciation

Motivation and appreciation can increase one's enthusiasm, thus courage and self-confidence will automatically build, and vice versa, diatribes and insults will kill one's self-confidence. So to increase the courage of students, a teacher needs to give motivation and appreciation to students. As for examples of motivation such as, you can definitely do it, nothing is difficult if we want to try. Examples of teacher appreciation can applaud when students do the right thing, teachers can also praise people who excel. Lois E Lebar said, teachers must strive for the highest possible motivation for students.

4. Teachers give assignments as special responsibilities to learners

Special or direct assignments can train and improve the attitude of courage of a learner, because with special assignments or giving special responsibilities, students will certainly try to do it, thus students will increase their courage. Some examples of assignments that teachers need to make to students such as: leading prayers before or after learning in class, erasing the blackboard, assigning responsibility for cleaning pickets, being assigned to be class leader. As quoted by Yolanda Yuda Nita said to increase student confidence he gave special assignments. Stephen tong said students must be given the responsibility of doing what they can do, do not continue to be helped, thus making students brave and independent.

5. Teachers create space for discussion and dialog in learning

In fact, there is no human being who is automatically skilled and becomes extraordinary great, of course there are other factors that support and train him. The same also applies to courageous attitudes, one needs to be trained in order to grow to be brave. Therefore, to foster a brave attitude of students, teachers need to make speaking and argument training between students in the learning process by forming groups, determining topics of discussion and asking students' opinions. As said by Taniro, to improve students' thinking skills and the courage to argue well, of course,

it is necessary to maximally strengthen the learning of discussion texts to students. Lois E. Lebar, said that group discussion will enable a person to express questions and personal statements of group members.

CONCLUSION

To realize students who have courage and a good critical attitude, the teacher must be able to create a sense of security for students by showing kindness and concern for students, being able to become friends who are willing to care for students with an open heart, being able to motivate regardless of social status and must appreciate students who excel and without insulting and cornering those who have learning difficulties, teachers must be able to make special assignments to students and be able to create a pleasant learning atmosphere by implementing a discussion system in learning. That way, the hope is that students will feel more free to express their opinions in learning and in their living environment.

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