

IMPROVING CRITICAL THINKING DURING COURSE OF LANDASAN PSIKOLOGIS PENDIDIKAN MATEMATIKA THROUGH BLENDED LEARNING

by Endah Retnowati, Djamilah Bondan Widjajanti

ABSTRACT

Critical thinking is needed to achieve the outcome for course of Landasan Psikologis Pendidikan Matematika. It was observed during the previous course participants and the first few weeks of the current course that students did not put some efforts to critically involved in the course discussions. Consequently, the course went clumsy. By informal conversations with students, it was found that they did not prepare with readings as well as were lack of understanding of prerequisite knowledge. They also did not attempt to evaluate any case in mathematics education. To overcome this situations. The researchers who were also the course conveners conducted a classroom action research implementing a blended learning model using an e-learning portal provided by the university. This portal uses moodle and addresses at <http://besmart.uny.ac.id/v2/course/view.php?id=1577>. Students were also provided access to Turnitin to check similarity of their writing assignment as an effort to motivate writing critically when accomplishing the assignment. Using the virtual resources: (1) it can motivate students to fulfil readings; (2) it can direct students to explore relevant resources and cases; dan (3) to stimulate discussion in the online forum as a complement of the discussion in the classroom. Facilitated by Turnitin: (1) students can practice writing using their own ideas and more critical; and (2) students can publish their writing assignment results. Obstacles found during the course was how to keep motivating students using the virtual course. As an alternative, the resources were also sent to the students' emails.

Kata Kunci: *critical thinking, blended learning, psychology, classroom action research*