JPII 10 (4) (2021) 505-514

Jurnal Pendidikan IPA Indonesia

http://journal.unnes.ac.id/index.php/jpii

REFLECTIVE PRACTICES IN INQUIRY LEARNING: ITS EFFECTIVENESS IN TRAINING PRE-SERVICE TEACHERS' CRITICAL THINKING VIEWED FROM COGNITIVE STYLES

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DOI: 10.15294/jpii.v10i4.31814

Accepted: August 30th 2021. Approved: December 27th 2021. Published: December 31st 2021

ABSTRACT

This study aims to evaluate the effectiveness of reflective practices in inquiry learning to train pre-service teachers' critical thinking skills viewed from cognitive styles. The quasi-experimental design was conducted with two sample groups given the same treatment at the pretest, reflective-inquiry practice learning, and posttest. Before the pretest, each sample was given GEFT (Group Embedded Figures Test) to determine the sample of the FI (field-independent) or FD (field dependent) cognitive style. Two sample groups were pre-service physics teachers (PPT) at two different universities in Mataram, Indonesia. The measurement of critical thinking employed essay tests. Critical thinking skills data were analyzed descriptively (mean difference scores of pretest-posttest and N-gain analysis) and statistically (independent sample t-test) employing SPSS software. The effectiveness of reflective inquiry learning is measured by increasing critical thinking scores where the minimum posttest has the "critical" criteria. The study results indicated that the tendency of cognitive style FI was more dominant than FD. The critical thinking measurement showed that each FD/FI group was categorized as "critical," and the increase of critical thinking scores in the two groups was categorized as a "moderate" category. In line with this, statistical analysis (hypothesis testing at a significance level of 0.05) showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. This study showed that the reflective practice in inquiry learning effectively improved the pre-service teachers' critical thinking skills with the FD and FI cognitive styles. Reflective practices are a new way of inquiry learning to train critical thinking and can be used as a reference for its structured implementation in regular lectures.

Keywords: reflective-inquiry learning; critical thinking skills; cognitive style

INTRODUCTION

The fundamental task of the modern education system is to develop students' critical thinking (Gilmanshina et al., 2021). Critical thinking is a particular generic skill (Liang & Fung, 2021) and is known as a "core graduate attribute" in the modern education system (Moore, 2013; Szenes et al., 2015). In the current higher education system, it is widely agreed that higher education should train students' critical thinking as a provision for their competencies in personal and professional life in the 21st-century (Erikson & Erikson, 2019; Verawati et al., 2019). For this reason, higher education has to intervene critical thinking into classroom learning activities (Bezanilla et al., 2019). However, this is not easy because, in practice, teachers are not competent enough to teach critical thinking (Gilmanshina et al., 2021). Teaching and learning about critical thinking is also a complex problem (Cargas et al., 2017). As a result, the university's positive perception of critical thinking is not followed by pre-service teachers' exemplary performance in critical thinking (Din, 2020).

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Pre-service teachers' poor critical thinking skills were also identified in advanced countries. In Sweden, the essay assessment from 38 pre-service teachers showed poor analysis and deductive reasoning performance, and thus, it needs improvement (Trostek, 2020). Critical thinking training is an essential variable in pre-service teachers' education in China. Nevertheless, pre-service teachers respondents (senior undergraduate candidates) from five universities had inadequate performance in critical thinking skills (Ma & Luo, 2021). The limited learning experience that does not emphasize critical thinking was a factor in pre-service teachers' low performance in critical thinking (Ma & Luo, 2021). In Indonesia, elementary and secondary students' critical thinking performance was also low (Lestari et al., 2021), attributed to teachers' low training skills using effective pedagogical strategies (Kristiyanto et al., 2020). Teachers have vital roles in training students' critical thinking in real classrooms. Unfortunately, the importance of pre-service science teachers' critical thinking was evaluated with worrisome results (Prayogi & Verawati, 2020). A descriptive assessment of 100 pre-service science teachers resulted in underdeveloped critical thinking skills; hence, serious and planned treatments are required to overcome this condition (Fitriani et al., 2019).

Some experts, such as Benade (2015), Dekker (2020), and Erikson & Erikson (2019), argue that the critical thinking training for pre-service teachers starts from modernizing the higher education system and implementing innovative educational models. A learning environment where pre-service teachers can develop critical thinking skills and demonstrate them effectively must also be prepared (Liyanage et al., 2021). This statement is based on a belief that the quality of the educational process impacts the development of students' critical thinking (Gilmanshina et al., 2021). Critical thinking explains the performance of competency achievement in each student and often becomes a critical issue if the expectations are not achieved (Liyanage et al., 2021) because critical thinking is directly related to academic achievement (Jacob, 2012; Leon et al., 2015; Ghanizadeh, 2017; D'Alessio et al., 2019; Siburian et al., 2019). Students with good critical thinking performance have better academic achievements than those with low critical thinking (D'Alessio et al., 2019). The quality of the educational process is measured by pedagogical practice in the classroom, which is very important for developing critical thinking (Polat & Aydın, 2020). One of the key factors that encourage critical thinking is student-centered pedagogy (Dekker, 2020). For this purpose, pedagogical practices apply appropriate learning methods or models because there is a significant relationship between the learning methods applied and the effective critical thinking improvement (Bezanilla et al., 2019).

Along with the needs of 21st-century learning in achieving critical thinking, the priority of science learning leads to inquiry activities identified as a promising approach (Sergis et al., 2019), as an innovative learning approach (Orhan & Sahin, 2018), even as the best teaching practice of critical thinking (Cleovoulou & Beach, 2019). The inquiry positively impacts critical thinking skills in science learning (Duran & Dökme, 2016; Naezak et al., 2021). The goals in scientific inquiry activities pay attention to critical thinking skills (Prayogi et al., 2018). Inquiry provides opportunities for students to create new knowledge based on experiences by exploring various information and surrounding phenomena. It follows the principles of constructivism (Vogt & Schmiemann, 2020). Inquiry learning places learners as active learners (Pedaste et al., 2015; Verawati, et al., 2020) with several benefits, including stimulating interest in science, understanding of the nature of science (Gaigher et al., 2014), increasing understanding of concepts (Laksana et al., 2019), practicing experimental skills (van Riesen et al., 2018), and facilitating collaboration among students (Walker et al., 2021).

However, the weaknesses of the inquiry learning model are also discussed. Students had difficulties with challenging logic (Lederman & Abell, 2014). Our initial study confirms the difficulty of teaching inquiry directly to train critical thinking if it is not accompanied by sufficient prior knowledge from pre-service teachers about the context of the material that is the focus of inquiry (Prayogi et al., 2018). Improvements in this aspect were made, where the cognitive conflict strategy was integrated with inquiry and implemented by 18 pre-service physics teachers, but the improvement in pre-service physics teachers' critical thinking skills did not show satisfactory performance (Verawati et al., 2019). The latest study results are pretty surprising, where there is almost no relationship between the teachers' inquiry approach and students' critical thinking habits. However, both can be linked if there is a powerful intervention method in inquiry activities to train critical thinking habits (Uiterwijk-Luijk et al., 2019). Therefore, modifying the inquiry learning process is necessary to achieve specific goals (Inoue et al., 2019). In this study, the goal is to train critical thinking skills. One of

the modifications of inquiry learning is to involve the reflection process in inquiry learning. The adoption of the reflection process seems to have become a tradition in inquiry learning. It can be evaluated from several inquiry teaching models. For example, the inquiry-base-instruction model places the reflective process at the end of the learning phase (Arends, 2012). It is just that it has not been as expected for the specific purpose of critical thinking training (Verawati et al., 2021).

A recent study modifies the inquiry process by intervening in the reflective process from the beginning to the end of the learning phase, which is a new model in inquiry practice and differs from previous studies. The latest model development is the reflective-inquiry learning model (Verawati & Hikmawati, 2019). The forms of inquiry teaching reflection that characterize this model are the presentation of anomalous phenomena, monitoring, performance evaluation, and continuous reflection to improve learners' critical thinking training (Verawati, et al., 2020; Verawati et al., 2021). It is widely recognized that critical and reflective thinking and the relationship between them originate from the work of John Dewey (Dewey, 1910). Even Ennis (2018) defines critical thinking as reflective thinking. In practice, the reflective process assumes a proactive cognitive activity directed by the individual (Benade, 2015).

In contrast, cognitive activity and critical thinking result from a reflective process (Dwyer et al., 2014). Reflective actions in the learning process allow systematic reconsideration and clarification, supporting learning ways to achieve critical thinking (Procter, 2020). Stimulation of reflection processes in learning is related to students' critical thinking (Ryan, 2013). Recommendations for using reflective practices for pre-service teachers were found in previous studies. Ma & Luo (2021) stated that inviting reflective and inquiry thinking trains critical thinking. Trostek (2020) suggested mobilizing important critical thinking through self-reflection from pre-service teachers. In the current study, researchers apply the reflective practice in inquiry learning and evaluate the pre-service teachers' critical thinking skills viewed from cognitive styles.

Cognitive style is a crucial aspect of learning as it affects (weakens or strengthens) an individual's success in learning (Arifin et al., 2020). Cognitive style is identified with the level of individual consistency in paying attention, understanding, organizing, retaining, processing, and reproducing information in learning (Rayner & Cools, 2011), which affects individual performance in learning and thinking (Armstrong et al., 2012). Previous studies found that students' information processing is related to their cognitive style (George et al., 2018). Cognitive style is a mediator of students' cognitive skills to receive information (Viator et al., 2020). For this reason, students' critical thinking skills are related to their cognitive style (Susandi et al., 2019).

In a specific context, this study aims to evaluate the effectiveness of reflective practices in inquiry learning to train pre-service teachers' critical thinking skills viewed from cognitive styles. The specific question of this study confirms the research objective, how is the effectiveness of reflective practice in inquiry learning to train the pre-service teachers' critical thinking skills viewed from cognitive styles?

METHODS

A quasi-experimental design was applied in this study using two groups given the same treatment, and no control group was used. The simple design is as follows.

$$O_1 \qquad X \qquad O_2$$

The treatments given for each group include a pretest, learning with reflective inquiry practice (carried out in four meetings on fluid mechanics material), and a posttest. Before the pretest, each group was given GEFT (Group Embedded Figures Test). The two groups are pre-service physics teachers (PPT) at Mandalika University of Education (UNDIKMA) and the University of Mataram (UNRAM). A purposive sampling technique was used, with pre-service physics teachers studying fundamental physics as criteria. The research was conducted at sample locations (universities) as regular lectures. The demographics of the sample are presented in Table 1.

Table 1. Demographics of Samples

Group	N	Gender		Age
		Male	Female	
UNDIKMA	16	7	9	18-19 years
UNRAM	18	10	8	18-19 years

Research data were collected using the GEFT instrument and critical thinking skills tests. The GEFT instrument was used to assess the cognitive style of the PPT and identify it into the FD (field dependent) or FI (field independent) cognitive style. This instrument was adopted from the GEFT instrument developed by Witkin et al. (1977). The scoring technique is classified as the FD category if the individual score is in the 0-11 range and the FI category if the score is in the 12-18 range. The test instrument is used to measure PPT's critical thinking skills. The evaluation of critical thinking applied an essay test consisting of eight questions to see aspects or indicators of critical thinking from analysis, inference, evaluation, and decision making. This study's scoring technique and critical thinking criteria were adopted from several previous studies considering similar indicators and the number of test items (Verawati et al., 2020).

The learning tools used in the classroom were in the form of lesson plans, scenarios, and learning modules previously validated by two validators (experts) on content and construct validity. The validity criteria (Va) of learning tools and critical thinking skills test instruments were adopted from previous studies of Prayogi et al. (2018), where each learning tool and instrument was stated as very valid (Va > 4.21), valid (3.40 < Va < 4.21), quite valid (2.60 < Va < 3.40), less valid (1.79 < Va < 2.60), and invalid (Va < 1.79). The validation results of learning tools and instruments are presented in Table 2.

Table 2. The Validation Results of Learning Tools and Instruments

Learning Tools and Instruments	The Average Validity of the Two Validators			
	Content Validity	Criteria	Construct Validity	Criteria
Lesson plan and scenario	3.88	Valid	3.98	Valid
Learning module	4.10	Valid	4.00	Valid
Critical thinking skills test	4.00	Valid	4.12	Valid
Average	3.99	Valid	4.03	Valid

Furthermore, descriptive and statistic analyses were used to evaluate the difference in critical thinking scores between the sample groups (UNDIKMA and UNRAM) and the cognitive style groups (FI and FD). The effectiveness of reflective-inquiry learning for each group is measured by the increase in critical thinking scores (N-gain analysis). The criteria for effectiveness are if the minimum N-gain score has the criteria of "moderate" (N-gain score range, 0.30 to 0.70) (Hairida, 2016), and the minimum score of posttest has the criteria of "critical" (critical thinking score range, 11.20 to 17.60) (Wahyudi et al., 2019a). Analysis of increasing scores used N-gain (Hake, 1999), and the statistical analysis of the difference in critical thinking scores for the FI and FD groups employed t-test (preceded by homogeneity and normality tests). In the hypothesis test, Ha (a significant difference in critical thinking ability between groups with FI and FD cognitive styles) was tested at a significance level of 0.05 with SPSS 23.0 software.

RESULTS AND DISCUSSION

The results of cognitive style measurement applied the GEFT instrument for each sample group. It can be presented in Table 3. The data in Table 3 showed that the tendency of the FI cognitive style was more dominant than FD. It can be seen from 16 PPT from the UNDIKMA group. There were 9 PPT (56.25%) in the FI category and 7 PPT (43.75%) in the FD category. Likewise with the UNRAM group. There were 12 PPT (66.67%) in the FI category and 6 PPT (33.33%) in the FD category.

Table 3. The Results of Cognitive Style Measurement

Group	N	Cognitive Style	
		FI (%)	FD (%)
UNDIKMA	16	9 (56.25)	7 (43.75)
UNRAM	18	12 (66.67)	6 (33.33)
Total	34	21	13

Cognitive style distinguishes the way pre-service teachers acquire and process information, and this can be an information source for teachers in developing effective learning materials. Furthermore, the results of critical thinking measurements between the two sample groups are presented in Table 4.

Table 4. The Results of Pre-service Physics Teachers' Critical Thinking Skills Measurement

Group	N	Pretest		Posttest		N-gain	Category
		$\bar{x}$	Category	$\bar{x}$	Category		
UNDIKMA	16	-2.37	Not critical	15.13	Critical	0.66	Moderate
UNRAM	18	-0.58	Less critical	17.29	Critical	0.73	High

Annotation: N (number of PPT), $\bar{x}$ (critical thinking score averages)

Table 4 indicates the results of critical thinking measurement from two sample groups. Pretest of UNDIKMA was categorized as not critical, while UNRAM was categorized as less critical. However, after treatment (reflective-inquiry learning), both sample groups were categorized as critical. The improvement category of critical thinking score (N-gain) differed from the two sample groups. In UNDIKMA, the score was moderate (N-gain of 0.66), while UNRAM was high (N-gain of 0.73). The results of critical thinking measurement based on the FD/FI cognitive style are presented in Figure 1.

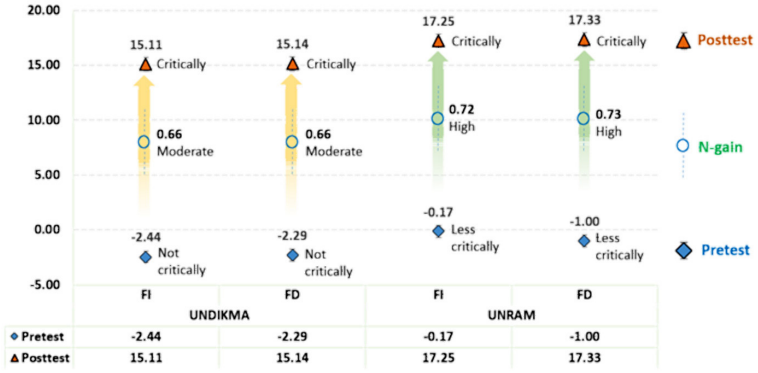

Figure 1. Critical Thinking Skills of PPT from Two Sample Groups (UNDIKMA and UNRAM) and FD/FI Cognitive Styles

Figure 1 illustrates the average variation of critical thinking skills and N-gain for each sample group belonging to the FD/FI category. Although in the posttest, the two-sample groups were categorized as critical, there were differences in the score improvement of each group with the FD/FI cognitive style. The N-gain in the UNDIKMA group was categorized as moderate for the FD and FI cognitive styles, while the UNRAM group was high for the FD and FI cognitive styles. If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), where N_{FI} = 21 and N_{FD} = 13 (see Table 3), the results are presented in Figure 2.

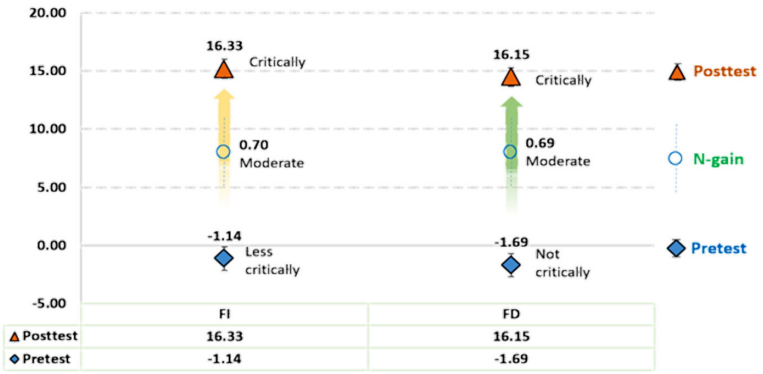

Figure 2. Critical Thinking Ability from PPT Based on FD/FI Category

The increase of critical thinking scores between FD and FI is moderate. It means that there is no significant difference in the improvement of critical thinking scores between PPT of FD and FI, with an N-gain score of 0.69 (FD) and 0.70 (FI). In addition, both are also categorized as critical in line with the posttest score. This result can be proven by statistical analysis as presented in Table 5 for homogeneity and normality test and Table 6 for the t-test.

Table 5. Results of Homogeneity and Normality Tests

Homogeneity (Levene's test)			Normality (Shapiro-Wilk test)	
Levene's score	**df**	**Sig.**	**N**	**Sig.**
0.585	32	0.450	34	0.040

The homogeneity test results showed homogeneous data variance, sig (0.450) > 0.05. However, the normality test results showed a sig value (0.040) < 0.05. These results indicated that the data were not normally distributed. Because the number of samples was not the same ($N_{FD} \neq N_{FI}$), and the data were not normally distributed. Because of this, non-parametric statistical tests were applied. The Mann-Whitney independent sample t-test was carried out on the FD/FI group posttest. The results are presented in Table 6.

Table 6. Results of Mann-Whitney Independent Sample t-test

	Group	N	Mean rank	Sum of ranks	Sig.
Critical Thinking Skills	FI	21	17.88	375.50	0.774
	FD	13	16.88	219.50	
	Total	34			

Table 6 illustrates the value of sig. 0.774 was higher than 0.05. It indicated that the Ha hypothesis was rejected. It means there is no significant difference in critical thinking ability between groups with FI and FD cognitive styles. This result showed in Figure 2, where the practice of learning with reflective inquiry has improved the PPT's critical thinking skills with FD and FI cognitive styles, and both are categorized as critical.

This study clearly showed that reflective practice in inquiry learning effectively improved pre-service teachers' critical thinking skills for the two experimental groups UNDIKMA and UNRAM (see Table 4 and Fig. 1), and the FI/FD cognitive style groups (see Fig. 2). This result is inseparable from the reflective practice in inquiry learning. Critical thinking skills are developed through inquiry in exploring, discovering, and interpreting (Ernita et al., 2021). On the one hand, the process of reflection has demanded that learners think openly, have curiosity, and be responsible for their knowledge. The argument of previous studies states that the practice of reflection is identified with a systematic self-evaluation cycle process, and it is achieved through open discussion and analysis during learning (Choy et al., 2017). The practice of self-evaluation and analysis is an indicator of critical thinking (Facione, 2020). It means that the process of reflection in teaching inquiry has directly trained learners' critical thinking. These results follow previous studies that the practice of reflection has improved PPT critical thinking ability (Verawati et al., 2020; Verawati et al., 2021). In addition, the reflection process in learning activities has been investigated for better learning outcomes and academic achievement (Akpur, 2020) and more meaningful learning (Griggs et al., 2018).

The study results answered problems related to pre-service teachers' low critical thinking performance, where they showed excellent critical thinking performance in this study. The essence of the success of this study lies in reflective practices in inquiry learning. We conduct six steps of reflective-inquiry learning based on the prepared framework (Verawati & Hikmawati, 2019): orientation, problem presentation, hypothesis formulation, hypothesis testing, explanation formulation, and reflection. The reflection process is also carried out on reflective-inquiry learning with several steps: presenting anomalous phenomena, monitoring, performance evaluation, and continuous reflection. Reflection requires strategic and explicit pedagogic interventions to be carried out well (Ryan & Ryan, 2013).

The first reflection process is carried out in the problem presentation step by conducting anomalous phenomena. This step was found to be the best reflection process in inquiry activities (Kahan, 2013). Anomalous phenomena are part

of cognitive conflict strategies that help students reflect on concepts and explanations of phenomena that can encourage them to think critically (Akmam et al., 2018). The second reflection process is carried out in the hypothesis testing step by monitoring and carrying out performance evaluation processes. It has been studied as the core of the reflection process (Choy & Oo, 2012). When PPT conducts the investigation process, they conduct self-monitoring and self-evaluation on their performance. Through this, they can decide the best ways to test hypotheses. In previous studies, the process of evaluating and making decisions was part of critical thinking training (Wahyudi et al., 2019b). The third reflection process, namely continuous reflection carried out at the end of the learning phase, where PPT checks the learning process that has been passed and identifies errors for further improvement. This process is known as critical reflection, which supports critical thinking development (Procter, 2020).

CONCLUSION

The current study results indicated that the tendency of the cognitive style of FI is more dominant than FD in both sample groups (UNDIKMA and UNRAM). The PPT's critical thinking measurement shows that the UNDIKMA pretest is categorized as "not critical," while UNRAM is "less critical." However, after treatment (Reflective-Inquiry Learning), both sample groups were categorized as "critical." The N-gain for UNDIKMA was categorized as moderate, while UNRAM was high. If each FD/FI cognitive style is combined from the two sample groups, each FD/FI group is categorized as critical, and the increase of critical thinking scores is categorized as moderate. In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT of FD and FI. The present study results have shown that reflective practice in inquiry learning effectively improved PPT's critical thinking skills with FD and FI cognitive styles. Based on these results, the reflective practice in inquiry learning can be a reference in its structured implementation in regular lectures, aiming to improve the pre-service teachers' critical thinking skills.

ACKNOWLEDGMENTS

This study is part of the decentralization research of the University of Mataram on the Higher Education Excellence Applied Research scheme, with contract number 3966/UN18/PP/2021. The research is fully funded by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia.

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IN COLLABORATION WITH PERKUMPULAN PENDIDIK IPA INDONESIA
JURNAL PENDIDIKAN IPA INDONESIA
p-ISSN: 2339-1286; e-ISSN: 2089-4392
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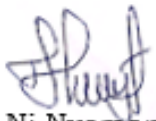

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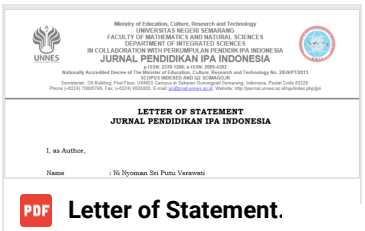
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Reflective practices of inquiry learning: Its efficacy in drilling pre-service teachers' critical thinking viewed from cognitive styles

DOI:

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ABSTRACT

This study aims to evaluate the effectiveness of reflective practices of inquiry learning to drill pre-service teachers' critical thinking skills viewed from cognitive styles. The quasi-experimental design was conducted with two sample groups given the same treatment at the pretest, reflective-inquiry practice learning, and posttest. Before the pretest, each sample was given GEFT (Group Embedded Figures Test) to determine the sample of the FI (field-independent) or FD (field dependent) cognitive style. Two sample groups were pre-service physics teachers (PPT) at two different universities in Mataram, Indonesia. The measurement of critical thinking employed essay tests. Critical thinking skills data were analyzed descriptively and statistically employing SPSS devices. The effectiveness of reflective inquiry learning is measured by increasing critical thinking scores where the minimum posttest has the "critical" criteria. The results of the study indicated that the tendency of cognitive style FI was more dominant than FD. The critical thinking measurement showed that each FD/FI group was categorized as "critical," and the increase of critical thinking scores in the two groups was categorized as a "moderate" category. In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. This study showed clearly that the reflective practice of inquiry learning effectively improved the critical thinking skills of PPT with the FD and FI cognitive styles.

Keywords: Reflective-inquiry learning, critical thinking skills, cognitive style.

INTRODUCTION

The fundamental task of the current modern education system is to develop learners' critical thinking (Gilmanshina et al., 2021). Critical thinking is a particular generic skill (Liang & Fung, 2021) and is recognized as a "core graduate attribute" in the modern education system (Moore, 2013; Szenes et al., 2015). In the current higher education system, it is widely agreed that higher education should train learners' critical thinking as a provision for their competencies in personal and professional life in the 21st century (Erikson & Erikson, 2019; Verawati et al., 2019). For this reason, higher education has to make efforts to intervene critical thinking into classroom learning activities (Bezanilla et al., 2019). However, this is not easy because, in practice, teachers are not competent enough to teach critical thinking (Gilmanshina et al., 2021), and it is recognized that critical thinking learning-teaching is a complex problem (Cargas et al., 2017). As a result, the positive perception that universities or higher education build on critical thinking is not followed by pre-service teachers' exemplary performance in critical thinking (Din, 2020).

Some experts argue that the critical thinking drill for pre-service teachers starts from modernizing the higher education system by implementing innovative educational models (Dekker, 2020) to preparing a learning environment that allows all pre-service teachers to have the opportunity to develop critical thinking skills and demonstrate them effectively (Liyanage et al., 2021). This statement is based on a belief that the quality of the educational process impacts the development of learners' critical thinking (Gilmanshina et al., 2021). Critical thinking explains the performance of competency achievement in each learner and is often a critical issue if the expectations are not achieved (Liyanage et al., 2021) because critical thinking is directly related to learners' academic achievement (D'Alessio et al., 2019; Ghanizadeh, 2017; Jacob, 2012; Leon et al., 2015; Siburian et al., 2019). Learners with good critical thinking performance have better academic achievements than those with low critical thinking (D'Alessio et al., 2019). The quality of the educational process is measured by pedagogical practice in the classroom, which is very important for developing critical thinking (Polat & Aydın, 2020). One of the key factors that encourage critical thinking is student-centered pedagogy (Dekker, 2020). For this purpose, pedagogical practices apply appropriate learning methods or models because there is a significant relationship between the learning methods applied and the effective critical thinking improvement (Bezanilla et al., 2019).

Along with the needs of 21st-century learning in achieving critical thinking, the priority of science learning leads to inquiry activities identified as a promising approach (Sergis et al., 2019), as an innovative learning approach (Orhan & Sahin, 2018), even as the best teaching practice of critical thinking (Cleovoulou & Beach, 2019). The goals in scientific inquiry activities pay attention to critical thinking skills (Prayogi et al., 2018). Inquiry provides opportunities for students to create new knowledge based on experiences by exploring various information and surrounding phenomena. It follows the principles of constructivism (Vogt & Schmiemann, 2020). Inquiry learning places learners as active learners (Pedaste et al., 2015), with several benefits, including stimulating interest in science (Deboer, 2002) and understanding of the nature of science (Gaigher et al., 2014), increasing understanding of concepts (Deboer, 2002; Laksana et al., 2019), practice experimental skills (Drayton & Falk, 2001), and facilitate collaboration amongst learners (Hofstein & Lunetta, 2004).

However, the weaknesses of the inquiry learning model are also discussed, including learners having difficulties when faced with challenging logic (Lederman & Abell, 2014). The latest study results are pretty surprising, where there is almost no relationship between the teacher's inquiry approach and learners' critical thinking habits. However, both can be linked if there is a powerful intervention method in inquiry activities to train critical thinking habits (Uiterwijk-Luijk et al., 2019). Therefore, it is necessary to modify the inquiry learning process to achieve specific goals as targeted (Inoue et al., 2019). In this study, the goal is to train critical thinking skills. One of the modifications of inquiry learning is to involve the reflection process in inquiry learning. The adoption of the reflection process seems to have become a tradition in inquiry learning. It can be evaluated from several inquiry teaching models. For example, the inquiry-base-instruction model places the reflective process at the end of the learning phase (Arends, 2012). It is just that it has not been as expected for the specific purpose of critical thinking training (Verawati et al., 2021).

A recent study modifies the inquiry process by intervening in the reflective process from the beginning to the end of the learning phase. The latest model development is called the reflective-inquiry learning model (Verawati & Hikmawati, 2019). The forms of inquiry teaching reflection that characterize this model are the presentation of anomalous phenomena, monitoring, performance evaluation, and continuous reflection to improve learners' critical thinking training (Verawati et al., 2020, 2021). In the current study, researchers apply the reflective practice in inquiry learning and evaluate the pre-service teachers' critical thinking skills viewed from cognitive styles. In a specific

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• contain urgency (importance) to research
• contain a carrying capacity in the form of supporting data and facts
• contain a preliminary study as a basis for the importance of the research conducted
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GAP ANALYSIS refers to articles published in various internationally reputable journals to emphasize the novelty of research.
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context, this study aimed to evaluate the effectiveness of reflective practices of inquiry learning to drill pre-service teachers' critical thinking skills viewed from cognitive styles.

METHODS

A quasi-experimental design was applied in this study using two groups that were given the same treatment. The treatments given include a pretest, learning with reflective inquiry practice, and a posttest. Before the pretest, each group was given GEFT (Group Embedded Figures Test). The two groups are pre-service physics teachers (PPT) at Mandalika University of Education (UNDIKMA) and the University of Mataram (UNRAM). The demographics of the sample are presented in Table 1.

Table 1. Sample demographics

Group	N	Gender		Age
		Male	Female	
UNDIKMA	16	7	9	18-19 years
UNRAM	18	10	8	18-19 years

The GEFT instrument was used to assess the cognitive style of the PPT and identify it into the FI (field-independent) or FD (field dependent) cognitive style. This instrument was adopted from the GEFT instrument developed by Witkin (Witkin et al., 1977), including the scoring technique, where the category is classified as the FD category if the individual score is in the 0-11 range and is categorized as the FI category if the score is in the 12-18 range.

The effectiveness of reflective-inquiry learning is measured by increasing critical thinking scores (N-gain analysis), where the minimum N-gain has the criteria of "moderate" and the minimum posttest has the criteria of "critical." The evaluation of critical thinking applied an essay test consisting of eight questions to see aspects or indicators of critical thinking from the analysis capability, inference, evaluation, and decision making. This study's scoring technique and critical thinking criteria were adopted from several previous studies considering similar indicators and the number of test items (Verawati et al., 2020).

Furthermore, descriptive analysis evaluated the difference in critical thinking scores between the sample groups (UNDIKMA and UNRAM) and the cognitive style groups (FI and FD). Analysis of increasing scores used N-gain (Hake, 1999), and the difference of critical thinking scores for the FI and FD groups employed t-test (preceded by homogeneity and normality tests). In the hypothesis test, Ha (a significant difference in critical thinking skills between groups with FI and FD cognitive styles) was tested at a significance level of 0.05 with SPSS 23.0 software.

RESULTS AND DISCUSSION

The results of cognitive style measurement applied the GEFT instrument for each sample group. It can be presented in Table 2.

Table 2. The results of cognitive style measurement

Group	N	Cognitive style	
		FI (%)	FD (%)
UNDIKMA	16	9 (56.25)	7 (43.75)
UNRAM	18	12 (66.67)	6 (33.33)
Total	34	21	13

The data in Table 2 showed that the tendency of the FI cognitive style was more dominant than FD. It can be seen from 16 PPT from the UNDIKMA group where 9 PPT (56.25%) was in the FI category, and 7 PPT (43.75%) was in the FD category. Likewise, with the group at UNRAM, where 12 PPT (66.67%) was in the FI category and 6 PPT (33.33%) was in the FD category. Cognitive style distinguishes the way pre-service teachers acquire and process information, and this can be an information source for teachers in developing effective learning materials (Chinien & Boutin, 1993). Furthermore, the results of critical thinking measurements between the two sample groups are presented in Table 3.

Table 3. The results of critical thinking measurement

Group	N	Pretest		Posttest		N-gain	Category
		$\bar{x}$	Category	$\bar{x}$	Category		
UNDIKMA	16	-2.37	Not critically	15.13	Critically	0.66	Moderate
UNRAM	18	-0.58	Less critically	17.29	Critically	0.73	High

Annotation: N (number of PPT), $\bar{x}$ (critical thinking score averages)

Table 3 indicated the results of critical thinking measurement from two sample groups, where the UNDIKMA pretest was categorized as uncritical, while UNRAM was categorized into

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- contain detailed research stages
- Each stage is explained and analyzed by what method
- Data analysis must be with clear references
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less critical. However, after treatment (reflective-inquiry learning), both sample groups were categorized as critical. The improvement category of critical thinking score (N-gain) from the two sample groups was different. In UNDIKMA, the score was categorized as "moderate" (N-gain of 0.66), while in UNRAM was "high" (N-gain of 0.73). The results of critical thinking measurement based on the FD/FI cognitive style are presented in Figure 1.

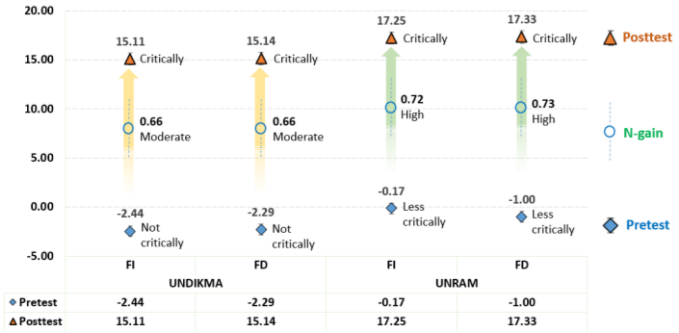

Figure 1. Critical thinking skills from PPT of two sample groups (UNDIKMA dan UNRAM) and FD/FI cognitive styles.

Figure 1 illustrates the average variation of critical thinking skills and N-gain for each sample group belonging to the FD/FI category. Although in the posttest, the two-sample groups were categorized as critical, there were differences in the score improvement of each group with the FD/FI cognitive style. The N-gain in the UNDIKMA group was categorized as "moderate" for the FD and FI cognitive styles, while the UNRAM group was characterized as "high" for the FD and FI cognitive styles.

If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), where N_{FI} = 21 and N_{FD} = 13 (see Table 2), the results are presented in Figure 2.

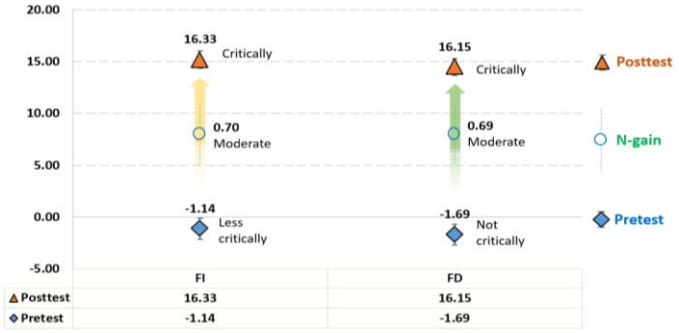

Figure 2. Critical thinking skills from PPT based on FD/FI category

The increase of critical thinking scores between FD and FI is categorized as a moderate category. It means that there is no significant difference in the improvement of critical thinking scores between PPT belonging to FD and FI, each with an N-gain score of 0.69 (FD) and 0.70 (FI). In addition, both are also categorized as a critical category in line with the score of the posttest. This result can be proven by statistical analysis as presented in Table 4 for homogeneity and normality test and Table 5 for the t-test.

Table 4. Results of homogeneity and normality tests

Homogeneity (Levene's test)			Normality (Kol-Smir. test)	
Levene's score	df	Sig.	N	Sig.
0.585	32	0.450	34	0.000

The homogeneity test results showed that the data variance was homogeneous, sig (0.450) > 0.05. However, the results of the normality test showed a value of sig (0.000) < 0.05. These results indicated that the data were not normally distributed. Because the number of samples was not the same ($N_{FD} \neq N_{FI}$), and the data were not normally distributed. Because of this, non-parametric statistical tests were applied. The Mann-Whitney independent sample t-test was carried out on the posttest for the FD/FI group. The results are presented in Table 5.

Table 5. Results of Mann-Whitney independent sample t-test

	Group	N	Mean rank	Sum of ranks	Sig.
CT skill	FI	21	17.88	375.50	0.774
	FD	13	16.88	219.50	
	Total	34			

Table 5 illustrates the value of sig. 0.774 was higher than 0.05. It indicated that the Ha hypothesis was rejected. It means there is no significant difference in critical thinking skills between groups with FI and FD cognitive styles. This result showed in Figure 2, where the practice of learning with reflective inquiry has improved the critical thinking skills of PPT with FD and FI cognitive styles, and both are categorized as critical.

The results of this study have clearly shown that reflective practice of inquiry learning has been effective in improving pre-service teachers' PPT critical thinking skills for the two experimental groups UNDIKMA and UNRAM (see Table 3 and Fig. 1), and the FI/FD cognitive style groups (see Fig. 2). This result is inseparable from the reflective practice of inquiry learning. Critical thinking skills are developed through inquiry in exploring, discovering, and interpreting (Ernita et al., 2021). On the one hand, the process of reflection has demanded that learners think openly, have curiosity, and be responsible for their knowledge. The argument of previous studies states that the practice of reflection is identified with a systematic self-evaluation cycle process, and it is achieved through open discussion and analysis during learning (Choy et al., 2017). The practice of self-evaluation and analysis is one indicator of critical thinking (Facione, 2020; Facione & Facione, 1994). It means that the process of reflection in teaching inquiry has directly trained learners' critical thinking. These results follow previous studies that the practice of reflection has improved PPT critical thinking skills (Verawati et al., 2020, 2021). In addition, the reflection process in learning activities has been investigated for better learning outcomes and academic achievement (Akpur, 2020) and more meaningful learning (Loughran, 2002).

CONCLUSION

The current study results have indicated that the tendency of the cognitive style of FI is more dominant than FD in both groups of UNDIKMA and UNRAM samples. The measurement of critical thinking from the PPT shows that the UNDIKMA pretest is categorized into "not critical," while UNRAM is characterized as "less critical" category. However, after treatment (Reflective-Inquiry Learning), both sample groups were categorized as "critical," and the N-gain for UNDIKMA was categorized as "moderate," while UNRAM was classified as "high" category. If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), then each FD/FI group is categorized as a "critical" category, and the increase of critical thinking scores in both categorized as "moderate." In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. The present study results have shown that reflective practice of inquiry learning has effectively improved PPT critical thinking skills with both FD and FI cognitive styles.

ACKNOWLEDGMENT

This study is part of the decentralization research of the University of Mataram on the Higher Education Excellence Applied Research scheme, with contract number 3966/UN18/PP/2021. The research is fully funded by the Ministry of Education and Culture of the Republic of Indonesia.

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Reference s	• Do the references and citations match?		√		Please provide at least **30 references** which 80% of them are taken from **the last 10 years (>2011)**	

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JPII 5 (2) (2021) 247-255

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Reflective practices of inquiry learning: Its efficacy in drilling pre-service teachers' critical thinking viewed from cognitive styles

DOI:

Accepted:... .Approved: ... . Published: ...

ABSTRACT

This study aims to evaluate the effectiveness of reflective practices of inquiry learning to drill pre-service teachers' critical thinking ability viewed from cognitive styles. The quasi-experimental design was conducted with two sample groups given the same treatment at the pretest, reflective-inquiry practice learning, and posttest. Before the pretest, each sample was given GEFT (Group Embedded Figures Test) to determine the sample of the FI (field-independent) or FD (field dependent) cognitive style. Two sample groups were pre-service physics teachers (PPT) at two different universities in Mataram, Indonesia. The measurement of critical thinking employed essay tests. Critical thinking ability data were analyzed descriptively (mean difference scores of pretest-posttest and N-gain analysis), and statistically (independent sample t-test) employing SPSS software. The effectiveness of reflective inquiry learning is measured by increasing critical thinking scores where the minimum posttest has the "critically" criteria. The results of the study indicated that the tendency of cognitive style FI was more dominant than FD. The critical thinking measurement showed that each FD/FI group was categorized as "critically," and the increase of critical thinking scores in the two groups was categorized as a "moderate" category. In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. This study showed clearly that the reflective practice of inquiry learning effectively improved the critical thinking ability of PPT with the FD and FI cognitive styles.

Keywords: Reflective-inquiry learning, critical thinking ability, cognitive style.

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INTRODUCTION

The fundamental task of the current modern education system is to develop learners' critical thinking (Gilmanshina et al., 2021). Critical thinking is a particular generic skill (Liang & Fung, 2021) and is recognized as a "core graduate attribute" in the modern education system (Moore, 2013; Szenes et al., 2015). In the current higher education system, it is widely agreed that higher education should train learners' critical thinking as a provision for their competencies in personal and professional life in the 21st century (Erikson & Erikson, 2019; Verawati et al., 2019). For this reason, higher education has to make efforts to intervene critical thinking into classroom learning activities (Bezanilla et al., 2019). However, this is not easy because, in practice, teachers are not competent enough to teach critical thinking (Gilmanshina et al., 2021), and it is recognized that critical thinking learning-teaching is a complex problem (Cargas et al., 2017). As a result, the positive perception that universities or higher education build on critical thinking is not followed by pre-service teachers' exemplary performance in critical thinking (Din, 2020).

Poor critical thinking ability of preservice teachers was also been identified in advanced countries. In Sweden, assessing essays from 38 preservice teachers showed poor analysis and deductive reasoning performance and thus needed improvement (Trostek, 2020). In China, the training of critical thinking is seen as an essential variable in the education of the preservice teacher. Yet, inadequate performance in critical thinking ability was found in preservice teachers respondents (senior undergraduate candidates) from five universities (Ma & Luo, 2021). The limited learning experience that does not emphasize critical thinking was seen as a factor in preservice teachers' low performance in critical thinking (Ma & Luo, 2021). In Indonesia, elementary and secondary students' critical thinking performance was also low (Lestari et al., 2021), which was attributed to teachers' low skill in training the skill using effective pedagogical strategies (Kristiyanto et al., 2020). Teachers have vital roles in training students' critical thinking in real classrooms. Unfortunately, the importance of critical thinking in preservice science teachers was evaluated with worrisome results (Prayogi & Verawati, 2020). A descriptive assessment of 100 preservice science teachers resulted in underdeveloped critical thinking skills; hence, serious and planned treatments are required to overcome this condition (Fitriani et al., 2019).

Some experts (i.e Benade, 2015; Dekker, 2020a; Erikson & Erikson, 2019) argue that the critical thinking drill for pre-service teachers starts from modernizing the higher education system by implementing innovative educational models, to preparing a learning environment that allows all pre-service teachers to have the opportunity to develop critical thinking skills and demonstrate them effectively (Liyanage et al., 2021). This statement is based on a belief that the quality of the educational process impacts the development of learners' critical thinking (Gilmanshina et al., 2021). Critical thinking explains the performance of competency achievement in each learner and is often a critical issue if the expectations are not achieved (Liyanage et al., 2021) because critical thinking is directly related to learners' academic achievement (D'Alessio et al., 2019; Ghanizadeh, 2017; Jacob, 2012; Leon et al., 2015; Siburian et al., 2019). Learners with good critical thinking performance have better academic achievements than those with low critical thinking (D'Alessio et al., 2019). The quality of the educational process is measured by pedagogical practice in the classroom, which is very important for developing critical thinking (Polat & Aydın, 2020). One of the key factors that encourage critical thinking is student-centered pedagogy (Dekker, 2020). For this purpose, pedagogical practices apply appropriate learning methods or models because there is a significant relationship between the learning methods applied and the effective critical thinking improvement (Bezanilla et al., 2019).

Along with the needs of 21st-century learning in achieving critical thinking, the priority of science learning leads to inquiry activities identified as a promising approach (Sergis et al., 2019), as an innovative learning approach (Orhan & Sahin, 2018), even as the best teaching practice of critical thinking (Cleovoulou & Beach, 2019). Inquiry has a positive impact on improving critical thinking skills in science learning (Duran & Dökme, 2016). The goals in scientific inquiry activities pay attention to critical thinking skills (Prayogi, Yuanita, & Wasis, 2018). Inquiry provides opportunities for students to create new knowledge based on experiences by exploring various information and surrounding phenomena. It follows the principles of constructivism (Vogt & Schmiemann, 2020). Inquiry learning places learners as active learners (Pedaste et al., 2015), with several benefits, including stimulating interest in science (Deboer, 2002) and understanding of the nature of science (Gaigher et al., 2014), increasing understanding of concepts (Deboer, 2002; Laksana et al., 2019), practice experimental skills (Drayton & Falk, 2001), and facilitate collaboration amongst learners (Hofstein & Lunetta, 2004).

However, the weaknesses of the inquiry learning model are also discussed, including learners having difficulties when faced with challenging logic (Lederman & Abell, 2014). Our initial study confirms the difficulty of teaching inquiry directly to train critical thinking if it is not

accompanied by sufficient prior knowledge from preservice teachers about the context of the material that is the focus of inquiry (Prayogi, Yuanita, & Wasis, 2018). Improvements in this aspect were made, where the cognitive conflict strategy was integrated with inquiry and implemented by 18 preservice physics teachers, but the improvement in critical thinking ability of pre-service physics teachers has not shown satisfactory performance (Verawati et al., 2019). The latest study results are pretty surprising, where there is almost no relationship between the teacher's inquiry approach and learners' critical thinking habits. However, both can be linked if there is a powerful intervention method in inquiry activities to train critical thinking habits (Uiterwijk-Luijk et al., 2019). Therefore, it is necessary to modify the inquiry learning process to achieve specific goals as targeted (Inoue et al., 2019). In this study, the goal is to train critical thinking ability. One of the modifications of inquiry learning is to involve the reflection process in inquiry learning. The adoption of the reflection process seems to have become a tradition in inquiry learning. It can be evaluated from several inquiry teaching models. For example, the inquiry-base-instruction model places the reflective process at the end of the learning phase (Arends, 2012). It is just that it has not been as expected for the specific purpose of critical thinking training (Verawati et al., 2021).

A recent study modifies the inquiry process by intervening in the reflective process from the beginning to the end of the learning phase. The latest model development is called the reflective-inquiry learning model (Verawati & Hikmawati, 2019). The forms of inquiry teaching reflection that characterize this model are the presentation of anomalous phenomena, monitoring, performance evaluation, and continuous reflection to improve learners' critical thinking training (Verawati et al., 2020, 2021). It is widely recognized that critical and reflective thinking and the relationship between them originate from the work of John Dewey (Dewey, 1910), even Ennis (2018) defines critical thinking as reflective thinking. In practice, the reflective process assumes a level of proactive cognitive activity directed by the individual (Benade, 2015). In contrast, cognitive activity and critical thinking are the result of a reflective process (Dwyer et al., 2014). Reflective actions in the learning process allow systematic reconsideration and clarification, this supports learning ways to achieve critical thinking (Procter, 2020). Stimulation of reflection processes in learning is related to the achievement of learnerss' critical thinking (Ryan, 2013). Recommendations for the use of reflective practices for preservice teachers were found in previous studies, inviting reflective and inquiry thinking are steps to train critical thinking (Ma & Luo, 2021), mobilizing important critical thinking through self-reflection from preservice teachers (Trostek, 2020). In the current study, researchers apply the reflective practice in inquiry learning and evaluate the preservice teachers' critical thinking ability viewed from cognitive styles.

Cognitive style is an important aspect that should be considered in learning, this is found to be an aspect that affects (weakens or strengthens) an individual's success in learning (Arifin et al., 2020). Cognitive style is identified with the level of individual consistency in how to pay attention, understand, organize, retain, process, and reproduce information in learning (Rayner & Cools, 2011; Witkin & Goodenough, 1981), which affects individual performance in learning and thinking (Armstrong et al., 2012). Previous studies found that students' information processing is related to their cognitive style (George et al., 2018), and cognitive style as a mediator of learners' cognitive ability to receive information (Viator et al., 2020). For this reason, learners' critical thinking skills are related to their cognitive style (Susandi et al., 2019).

In a specific context, this study aimed to evaluate the effectiveness of reflective practices of inquiry learning to drill preservice teachers' critical thinking ability viewed from cognitive styles. The specific question of this study confirms the research objective, how is the effectiveness of reflective practice in inquiry learning to drilling the preservice teachers' critical thinking ability viewed from cognitive styles?

METHODS

A quasi-experimental design was applied in this study using two groups that were given the same treatment, and no control group was used. The simple design is as follows.

$$O_1 \quad X \quad O_2$$

The treatments given for each group include a pretest, learning with reflective inquiry practice (carried out in four meetings on fluid mechanics material), and a posttest. Before the pretest, each group was given GEFT (Group Embedded Figures Test). The two groups are pre-service physics teachers (PPT) at Mandalika University of Education (UNDIKMA) and the University of Mataram (UNRAM). Purposive sampling technique was used, with the sample selection criteria being pre-service physics teachers who were studying Fundamental Physics. The research was conducted at each sample location (University) as normal lectures. The demographics of the sample are presented in Table 1.

Table 1. Demographics of samples taken purposively

Group	N	Gender		Age
		Male	Female	
UNDIKMA	16	7	9	18-19 years
UNRAM	18	10	8	18-19 years

Commented [U3]: The gap analysis states the difference/s between the research and other previous studies. At this point, the novelty will be apparent.

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Research data were collected using the GEFT instrument and critical thinking ability tests. The GEFT instrument was used to assess the cognitive style of the PPT and identify it into the FD (field dependent) or FI (field independent) cognitive style. This instrument was adopted from the GEFT instrument developed by Witkin et al., (1977), including the scoring technique, where the category is classified as the FD category if the individual score is in the 0-11 range and is categorized as the FI category if the score is in the 12-18 range. The test instrument is used to measure critical thinking ability of PPT. The evaluation of critical thinking applied an essay test consisting of eight questions to see aspects or indicators of critical thinking from the abilities of analysis, inference, evaluation, and decision making. This study's scoring technique and critical thinking criteria were adopted from several previous studies considering similar indicators and the number of test items (Verawati et al., 2020).

The implementation of learning in the classroom uses learning tools in the form of lesson plans and scenarios, and learning modules that were previously validated by two validators (experts) on the aspects of content and construct validity. The validity criteria (Va) of learning tools and critical thinking ability test instruments were adopted from previous studies (Prayogi, Yuanita, & Wasis, 2018), where each learning tool and instrument was stated as very valid (Va > 4.21), valid (3.40 < Va < 4.21), quite valid (2.60 < Va < 3.40), less valid (1.79 < Va < 2.60), and invalid (Va < 1.79). The results of the validation of learning tools and instruments are presented in Table 2.

Table 2. The validation results of learning tools and instruments

Learning tools and instruments	The average validity of the two validators			
	Content validity	Criteria	Construct validity	Criteria
Lesson plan and scenario	3.88	Valid	3.98	Valid
Learning module	4.10	Valid	4.00	Valid
CT ability test	4.00	Valid	4.12	Valid
Average	3.99	Valid	4.03	Valid

Furthermore, the descriptive and statistic analysis used to evaluate the difference in critical thinking scores between the sample groups (UNDIKMA and UNRAM) and the cognitive style groups (FI and FD). The effectiveness of reflective-inquiry learning for each group is measured by increasing critical thinking scores (N-gain analysis). The criteria for effectiveness are if the minimum N-gain score has the criteria of "moderate" (N-gain score range, 0.30 to 0.70) (Hairida, 2016), and the minimum score of posttest has the criteria of "critically" (critical thinking score range, 11.20 to 17.60) (Wahyudi et al., 2019a). Analysis of increasing scores used N-gain (Hake, 1999), and the statistical analysis of the difference in critical thinking scores for the FI and FD groups employed t-test (preceded by homogeneity and normality tests). In the hypothesis test, Ha (a significant difference in critical thinking ability between groups with FI and FD cognitive styles) was tested at a significance level of 0.05 with SPSS 23.0 software.

RESULTS AND DISCUSSION

The results of cognitive style measurement applied the GEFT instrument for each sample group. It can be presented in Table 3.

Table 3. The results of cognitive style measurement

Group	N	Cognitive style	
		FI (%)	FD (%)
UNDIKMA	16	9 (56.25)	7 (43.75)
UNRAM	18	12 (66.67)	6 (33.33)
Total	34	21	13

The data in Table 3 showed that the tendency of the FI cognitive style was more dominant than FD. It can be seen from 16 PPT from the UNDIKMA group where 9 PPT (56.25%) was in the FI category, and 7 PPT (43.75%) was in the FD category. Likewise, with the group at UNRAM, where 12 PPT (66.67%) was in the FI category and 6 PPT (33.33%) was in the FD category. Cognitive style distinguishes the way pre-service teachers acquire and process information, and this can be an information source for teachers in developing effective learning materials (Chinien & Boutin, 1993). Furthermore, the results of critical thinking measurements between the two sample groups are presented in Table 4.

Table 4. The results of critical thinking ability measurement of pre-service physics teachers for each sample group

Group	**N**	**Pretest**		**Posttest**		**N-gain**	**Category**
		$\bar{x}$	**Category**	$\bar{x}$	**Category**		
UNDIKMA	16	-2.37	Not critically	15.13	Critically	0.66	Moderate
UNRAM	18	-0.58	Less critically	17.29	Critically	0.73	High

Annotation: N (number of PPT), $\bar{x}$ (critical thinking score averages)

Table 4 indicated the results of critical thinking measurement from two sample groups, where the UNDIKMA pretest was categorized as not critically, while UNRAM was categorized into less critically. However, after treatment (reflective-inquiry learning), both sample groups were categorized as critically. The improvement category of critical thinking score (N-gain) from the two sample groups was different. In UNDIKMA, the score was categorized as "moderate" (N-gain of 0.66), while in UNRAM was "high" (N-gain of 0.73). The results of critical thinking measurement based on the FD/FI cognitive style are presented in Figure 1.

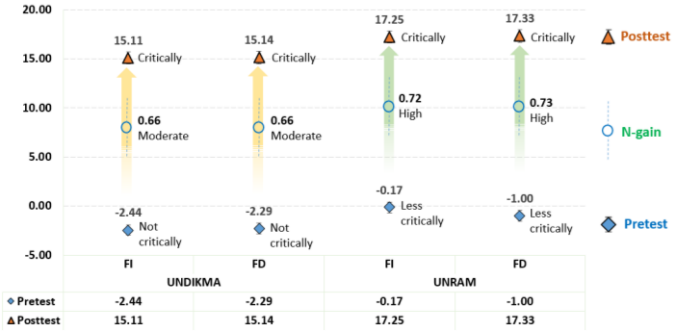

Figure 1. Critical thinking ability from PPT of two sample groups (UNDIKMA dan UNRAM) and FD/FI cognitive styles.

Figure 1 illustrates the average variation of critical thinking ability and N-gain for each sample group belonging to the FD/FI category. Although in the posttest, the two-sample groups were categorized as critically, there were differences in the score improvement of each group with the FD/FI cognitive style. The N-gain in the UNDIKMA group was categorized as "moderate" for the FD and FI cognitive styles, while the UNRAM group was characterized as "high" for the FD and FI cognitive styles.

If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), where N_{FI} = 21 and N_{FD} = 13 (see Table 3), the results are presented in Figure 2.

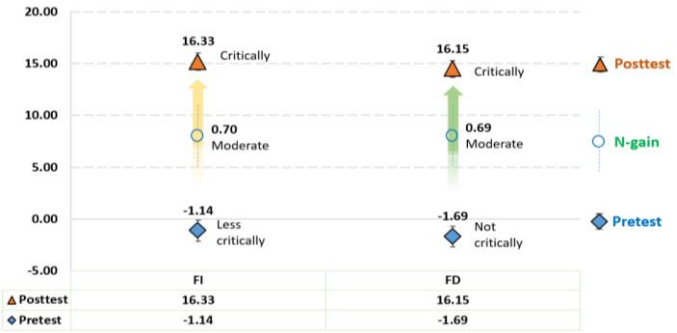

Figure 2. Critical thinking ability from PPT based on FD/FI category

The increase of critical thinking scores between FD and FI is categorized as a moderate category. It means that there is no significant difference in the improvement of critical thinking scores between PPT belonging to FD and FI, each with an N-gain score of 0.69 (FD) and 0.70 (FI). In addition, both are also categorized as a critically category in line with the score of the posttest. This result can be proven by statistical analysis as presented in Table 5 for homogeneity and normality test and Table 6 for the t-test.

Table 5. Results of homogeneity and normality tests

Homogeneity (Levene's test)			Normality (Kol-Smir. test)	
Levene's score	df	Sig.	N	Sig.
0.585	32	0.450	34	0.000

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The homogeneity test results showed that the data variance was homogeneous, sig (0.450) > 0.05. However, the results of the normality test showed a value of sig (0.000) < 0.05. These results indicated that the data were not normally distributed. Because the number of samples was not the same ($N_{FD} \neq N_{FI}$), and the data were not normally distributed. Because of this, non-parametric statistical tests were applied. The Mann-Whitney independent sample t-test was carried out on the posttest for the FD/FI group. The results are presented in Table 6.

Table 6. Results of Mann-Whitney independent sample t-test

	Group	N	Mean rank	Sum of ranks	Sig.
CT ability	FI	21	17.88	375.50	0.774
	FD	13	16.88	219.50	
	Total	34			

Table 6 illustrates the value of sig. 0.774 was higher than 0.05. It indicated that the Ha hypothesis was rejected. It means there is no significant difference in critical thinking ability between groups with FI and FD cognitive styles. This result showed in Figure 2, where the practice of learning with reflective inquiry has improved the critical thinking ability of PPT with FD and FI cognitive styles, and both are categorized as critically.

The results of this study have clearly shown that reflective practice of inquiry learning has been effective in improving pre-service teachers' PPT critical thinking ability for the two experimental groups UNDIKMA and UNRAM (see Table 4 and Fig. 1), and the FI/FD cognitive style groups (see Fig. 2). This result is inseparable from the reflective practice of inquiry learning. Critical thinking ability are developed through inquiry in exploring, discovering, and interpreting (Ernita et al., 2021). On the one hand, the process of reflection has demanded that learners think openly, have curiosity, and be responsible for their knowledge. The argument of previous studies states that the practice of reflection is identified with a systematic self-evaluation cycle process, and it is achieved through open discussion and analysis during learning (Choy et al., 2017). The practice of self-evaluation and analysis are indicator of critical thinking (Facione, 2020; Facione & Facione, 1994). It means that the process of reflection in teaching inquiry has directly trained learners' critical thinking. These results follow previous studies that the practice of reflection has improved PPT critical thinking ability (Verawati et al., 2020, 2021). In addition, the reflection process in learning activities has been investigated for better learning outcomes and academic achievement (Akpur, 2020) and more meaningful learning (Loughran, 2002).

The results in this study have answered problems related to the low critical thinking performance of prospective teacher students, where in this study PPT showed excellent performance in critical thinking. The essence of the success of this study lies in reflective practices in inquiry learning. In the learning process, we conduct six phases of reflective-inquiry learning based on the framework that has been prepared (Verawati & Hikmawati, 2019), namely orientation, problem presentation, hypothesis formulation, hypothesis testing, explanation formulation, and reflection, and processes reflection is carried out on reflective-inquiry learning, namely presenting anomalous phenomena, monitoring, performance evaluation, and continuous reflection. Reflection requires strategic and explicit pedagogic interventions to be carried out well (Ryan & Ryan, 2013).

The first reflection process is carried out in the problem presentation phase by conducting anomalous phenomena. This was found to be the best way of reflection process in inquiry activities (Kahan, 2013). Anomalous phenomena as part of cognitive conflict strategies that help students reflect on concepts and explanations of phenomena that can encourage them to think critically (Akmam et al., 2018). The second reflection process is carried out in the hypothesis testing phase by carrying out monitoring and performance evaluation processes. It has been studied as the core of the reflection process (Choy & Cheah, 2009; Choy & Oo, 2012). When PPT conducts the investigation process, they carry out self-monitoring and self-evaluation on their performance, through this they can make decisions on the best ways to test hypotheses. In previous studies, the process of evaluating and making decisions was part of critical thinking training (Wahyudi et al., 2019b). The third reflection process, namely continuous reflection carried out at the end of the learning phase, where PPT checks the learning process that has been passed and identifies errors for further improvement. This process is known as critical reflective which

supports the development of critical thinking (Procter, 2020).

CONCLUSION

The current study results have indicated that the tendency of the cognitive style of FI is more dominant than FD in both groups of UNDIKMA and UNRAM samples. The measurement of critical thinking from the PPT shows that the UNDIKMA pretest is categorized into "not critically," while UNRAM is characterized as "less critically" category. However, after treatment (Reflective-Inquiry Learning), both sample groups were categorized as "critically," and the N-gain for UNDIKMA was categorized as "moderate," while UNRAM was classified as "high" category. If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), then each FD/FI group is categorized as a "critically" category, and the increase of critical thinking scores in both categorized as "moderate." In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. The present study results have shown that reflective practice of inquiry learning has effectively improved PPT critical thinking ability with both FD and FI cognitive styles.

ACKNOWLEDGMENT

This study is part of the decentralization research of the University of Mataram on the Higher Education Excellence Applied Research scheme, with contract number 3966/UN18/PP/2021. The research is fully funded by the Ministry of Education and Culture of the Republic of Indonesia.

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Paper title: **Reflective practices of inquiry learning: Its efficacy in drilling pre-service teachers' critical thinking viewed from cognitive styles**

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				
	• Does the title clearly and sufficiently reflect its contents?	√				
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?		√		1. Add needed hypothesis test results 2. Need added novelty of the research	
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√			
	• Is research question of the study clear and understandable?		√			
	• Does the rationale of the study clearly explained using relevant literature?		√			
	• Is the "aim" of the manuscript clear and understandable?		√		The gap analysis states the difference/s between the research and other previous studies. At this point, the novelty will be apparent	
Methods	• Is the methodology chosen suitable to the nature of the topic studied?	√				
	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)		√		The stages and analysis of the research must be explained in detail	
	• Is there adequate information about the data collection tools used? (only for empirical studies)		√			
	• Are the validity and reliability of data collection tools established? (only for empirical studies)		√			
	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)	√				
Results & Discussio n	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?	√				
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	• Does the "discussion" section of the manuscript adequately relate to the current and relevant litarature?	√				
	• Are the findings discussed adequately considering the research question(s), sub-question(s) or hypothesis?	√				
Conclusio n	• Is the conclusion clear and in the form of a narration instead of pointers?		√		The research impact must be stated	
	• Isn't the conclusion a summary and consistent between problems,	√				

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References	• Do the references and citations match?		√		Recheck the references, some references need to be updated	
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Quality Criteria	• Do the title, problem, objectives, methods and conclusion are in line? Is it well organized?	√				
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JPII 5 (2) (2021) 247-255

Jurnal Pendidikan IPA Indonesia

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Reflective practices of inquiry learning: Its efficacy in drilling pre-service teachers' critical thinking viewed from cognitive styles

DOI:

Accepted:... .Approved: ... . Published: ...

ABSTRACT

This study aims to evaluate the effectiveness of reflective practices of inquiry learning to drill pre-service teachers' critical thinking skills viewed from cognitive styles. The quasi-experimental design was conducted with two sample groups given the same treatment at the pretest, reflective-inquiry practice learning, and posttest. Before the pretest, each sample was given GEFT (Group Embedded Figures Test) to determine the sample of the FI (field-independent) or FD (field dependent) cognitive style. Two sample groups were pre-service physics teachers (PPT) at two different universities in Mataram, Indonesia. The measurement of critical thinking employed essay tests. Critical thinking skills data were analyzed descriptively and statistically employing SPSS devices. The effectiveness of reflective inquiry learning is measured by increasing critical thinking scores where the minimum posttest has the "critical" criteria. The results of the study indicated that the tendency of cognitive style FI was more dominant than FD. The critical thinking measurement showed that each FD/FI group was categorized as "critical," and the increase of critical thinking scores in the two groups was categorized as a "moderate" category. In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. This study showed clearly that the reflective practice of inquiry learning effectively improved the critical thinking skills of PPT with the FD and FI cognitive styles.

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Keywords: Reflective-inquiry learning, critical thinking skills, cognitive style.

INTRODUCTION

The fundamental task of the current modern education system is to develop learners' critical thinking (Gilmanshina et al., 2021). Critical thinking is a particular generic skill (Liang & Fung, 2021) and is recognized as a "core graduate attribute" in the modern education system (Moore, 2013; Szenes et al., 2015). In the current higher education system, it is widely agreed that higher education should train learners' critical thinking as a provision for their competencies in personal and professional life in the 21st century (Erikson & Erikson, 2019; Verawati et al., 2019). For this reason, higher education has to make efforts to intervene critical thinking into classroom learning activities (Bezanilla et al., 2019). However, this is not easy because, in practice, teachers are not competent enough to teach critical thinking (Gilmanshina et al., 2021), and it is recognized that critical thinking learning-teaching is a complex problem (Cargas et al., 2017). As a result, the positive perception that universities or higher education build on critical thinking is not followed by pre-service teachers' exemplary performance in critical thinking (Din, 2020).

Poor critical thinking ability of preservice teachers was also been identified in advanced countries. In Sweden, assessing essays from 38 preservice teachers showed poor analysis and deductive reasoning performance and thus needed improvement (Trostek, 2020). In China, the training of critical thinking is seen as an essential variable in the education of the preservice teacher. Yet, inadequate performance in critical thinking ability was found in preservice teachers respondents (senior undergraduate candidates) from five universities (Ma & Luo, 2021). The limited learning experience that does not emphasize critical thinking was seen as a factor in preservice teachers' low performance in critical thinking (Ma & Luo, 2021). In Indonesia, elementary and secondary students' critical thinking performance was also low (Lestari et al., 2021), which was attributed to teachers' low skill in training the skill using effective pedagogical strategies (Kristiyanto et al., 2020). Teachers have vital roles in training students' critical thinking in real classrooms. Unfortunately, the importance of critical thinking in preservice science teachers was evaluated with worrisome results (Prayogi & Verawati, 2020). A descriptive assessment of 100 preservice science teachers resulted in underdeveloped critical thinking skills; hence, serious and planned treatments are required to overcome this condition (Fitriani et al., 2019).

Some experts argue that the critical thinking drill for pre-service teachers starts from modernizing the higher education system by implementing innovative educational models (Dekker, 2020) to preparing a learning environment that allows all pre-service teachers to have the opportunity to develop critical thinking skills and demonstrate them effectively (Liyanage et al., 2021). This statement is based on a belief that the quality of the educational process impacts the development of learners' critical thinking (Gilmanshina et al., 2021). Critical thinking explains the performance of competency achievement in each learner and is often a critical issue if the expectations are not achieved (Liyanage et al., 2021) because critical thinking is directly related to learners' academic achievement (D'Alessio et al., 2019; Ghanizadeh, 2017; Jacob, 2012; Leon et al., 2015; Siburian et al., 2019). Learners with good critical thinking performance have better academic achievements than those with low critical thinking (D'Alessio et al., 2019). The quality of the educational process is measured by pedagogical practice in the classroom, which is very important for developing critical thinking (Polat & Aydın, 2020). One of the key factors that encourage critical thinking is student-centered pedagogy (Dekker, 2020). For this purpose, pedagogical practices apply appropriate learning methods or models because there is a significant relationship between the learning methods applied and the effective critical thinking improvement (Bezanilla et al., 2019).

Along with the needs of 21st-century learning in achieving critical thinking, the priority of science learning leads to inquiry activities identified as a promising approach (Sergis et al., 2019), as an innovative learning approach (Orhan & Sahin, 2018), even as the best teaching practice of critical thinking (Cleovoulou & Beach, 2019). Inquiry has a positive impact on improving critical thinking skills in science learning (Duran & Dökme, 2016). The goals in scientific inquiry activities pay attention to critical thinking skills (Prayogi, Yuanita, & Wasis, 2018). Inquiry provides opportunities for students to create new knowledge based on experiences by exploring various information and surrounding phenomena. It follows the principles of constructivism (Vogt & Schmiemann, 2020). Inquiry learning places learners as active learners (Pedaste et al., 2015), with several benefits, including stimulating interest in science (Deboer, 2002) and understanding of the nature of science (Gaigher et al., 2014), increasing understanding of concepts (Deboer, 2002; Laksana et al., 2019), practice experimental skills (Drayton & Falk, 2001), and facilitate collaboration amongst learners (Hofstein & Lunetta, 2004).

However, the weaknesses of the inquiry learning model are also discussed, including learners having difficulties when faced with challenging logic (Lederman & Abell, 2014). Our initial study confirms the difficulty of teaching inquiry directly to train critical thinking if it is not

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accompanied by sufficient prior knowledge from preservice teachers about the context of the material that is the focus of inquiry (Prayogi, Yuanita, & Wasis, 2018). Improvements in this aspect were made, where the cognitive conflict strategy was integrated with inquiry and implemented by 18 preservice physics teachers, but the improvement in critical thinking skills of pre-service physics teachers has not shown satisfactory performance (Verawati et al., 2019). The latest study results are pretty surprising, where there is almost no relationship between the teacher's inquiry approach and learners' critical thinking habits. However, both can be linked if there is a powerful intervention method in inquiry activities to train critical thinking habits (Uiterwijk-Luijk et al., 2019). Therefore, it is necessary to modify the inquiry learning process to achieve specific goals as targeted (Inoue et al., 2019). In this study, the goal is to train critical thinking skills. One of the modifications of inquiry learning is to involve the reflection process in inquiry learning. The adoption of the reflection process seems to have become a tradition in inquiry learning. It can be evaluated from several inquiry teaching models. For example, the inquiry-base-instruction model places the reflective process at the end of the learning phase (Arends, 2012). It is just that it has not been as expected for the specific purpose of critical thinking training (Verawati et al., 2021).

A recent study modifies the inquiry process by intervening in the reflective process from the beginning to the end of the learning phase. The latest model development is called the reflective-inquiry learning model (Verawati & Hikmawati, 2019). The forms of inquiry teaching reflection that characterize this model are the presentation of anomalous phenomena, monitoring, performance evaluation, and continuous reflection to improve learners' critical thinking training (Verawati et al., 2020, 2021). Recommendations for the use of reflective practices for preservice teachers were found in previous studies, inviting reflective and inquiry thinking are steps to train critical thinking (Ma & Luo, 2021), mobilizing important critical thinking through self-reflection from preservice teachers (Trostek, 2020). In the current study, researchers apply the reflective practice in inquiry learning and evaluate the preservice teachers' critical thinking ability viewed from cognitive styles. In a specific context, this study aimed to evaluate the effectiveness of reflective practices of inquiry learning to drill preservice teachers' critical thinking ability viewed from cognitive styles. The specific question of this study confirms the research objective, how is the effectiveness of reflective practice in inquiry learning to drilling the preservice teachers' critical thinking ability viewed from cognitive styles?

METHODS

A quasi-experimental design was applied in this study using two groups that were given the same treatment, and no control group was used. The simple design is as follows.

$$O_1 \quad X \quad O_2$$

The treatments given for each group include a pretest, learning with reflective inquiry practice (carried out in four meetings on fluid mechanics material), and a posttest. Before the pretest, each group was given GEFT (Group Embedded Figures Test). The two groups are pre-service physics teachers (PPT) at Mandalika University of Education (UNDIKMA) and the University of Mataram (UNRAM). Purposive sampling technique was used, with the sample criteria being pre-service physics teachers who were studying Fundamental Physics. The research was conducted at each sample location (University) as normal lectures. The demographics of the sample are presented in Table 1.

Table 1. Sample demographics

Group	N	Gender		Age
		Male	Female	
UNDIKMA	16	7	9	18-19 years
UNRAM	18	10	8	18-19 years

Research data were collected using the GEFT instrument and critical thinking ability tests. The GEFT instrument was used to assess the cognitive style of the PPT and identify it into the FD (field dependent) or FI (field independent) cognitive style. This instrument was adopted from the GEFT instrument developed by Witkin et al., (1977), including the scoring technique, where the category is classified as the FD category if the individual score is in the 0-11 range and is categorized as the FI category if the score is in the 12-18 range. The test instrument is used to measure critical thinking ability of PPT. The evaluation of critical thinking applied an essay test consisting of eight questions to see aspects or indicators of critical thinking from the abilities of analysis, inference, evaluation, and decision making. This study's scoring technique and critical thinking criteria were adopted from several previous studies considering similar indicators and the number of test items (Verawati et al., 2020).

The implementation of learning in the classroom uses learning tools in the form of lesson plans and scenarios, and learning modules that were previously validated by two validators (experts) on the aspects of content and construct validity. The validity criteria (Va) of learning tools and critical thinking ability test instruments were adopted from previous studies (Prayogi, Yuanita, & Wasis, 2018), where each learning tool and instrument was stated as very valid ($Va > 4.21$), valid ($3.40 < Va < 4.21$), quite valid ($2.60 < Va < 3.40$), less valid ($1.79 < Va < 2.60$), and invalid ($Va < 1.79$). The results of the validation of learning tools and instruments are presented in Table 2.

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Table 2. The validation results of learning tools and instruments

Learning tools and instruments	The average validity of the two validators			
	Content validity	Criteria	Construct validity	Criteria
Lesson plan and scenario	3.88	Valid	3.98	Valid
Learning module	4.10	Valid	4.00	Valid
CT ability test	4.00	Valid	4.12	Valid
Average	3.99	Valid	4.03	Valid

Furthermore, descriptive analysis evaluated the difference in critical thinking scores between the sample groups (UNDIKMA and UNRAM) and the cognitive style groups (FI and FD). The effectiveness of reflective-inquiry learning for each group is measured by increasing critical thinking scores (N-gain analysis), where the minimum N-gain has the criteria of "moderate" and the minimum posttest has the criteria of "critical." Analysis of increasing scores used N-gain (Hake, 1999), and the difference of critical thinking scores for the FI and FD groups employed t-test (preceded by homogeneity and normality tests). In the hypothesis test, Ha (a significant difference in critical thinking skills between groups with FI and FD cognitive styles) was tested at a significance level of 0.05 with SPSS 23.0 software.

RESULTS AND DISCUSSION

The results of cognitive style measurement applied the GEFT instrument for each sample group. It can be presented in Table 3.

Table 3. The results of cognitive style measurement

Group	N	Cognitive style	
		FI (%)	FD (%)
UNDIKMA	16	9 (56.25)	7 (43.75)
UNRAM	18	12 (66.67)	6 (33.33)
Total	34	21	13

The data in Table 3 showed that the tendency of the FI cognitive style was more dominant than FD. It can be seen from 16 PPT from the UNDIKMA group where 9 PPT (56.25%) was in the FI category, and 7 PPT (43.75%) was in the FD category. Likewise, with the group at UNRAM, where 12 PPT (66.67%) was in the FI category and 6 PPT (33.33%) was in the FD category. Cognitive style distinguishes the way pre-service teachers acquire and process information, and this can be an information source for teachers in developing effective learning materials (Chinien & Boutin, 1993). Furthermore, the results of critical thinking measurements between the two sample groups are presented in Table 4.

Table 4. The results of critical thinking measurement

Group	N	Pretest		Posttest		N-gain	Category
		$\bar{x}$	Category	$\bar{x}$	Category		
UNDIKMA	16	-2.37	Not critically	15.13	Critically	0.66	Moderate
UNRAM	18	-0.58	Less critically	17.29	Critically	0.73	High

Annotation: N (number of PPT), $\bar{x}$ (critical thinking score averages)

Table 4 indicated the results of critical thinking measurement from two sample groups, where the UNDIKMA pretest was categorized as uncritical, while UNRAM was categorized into less critical. However, after treatment (reflective-inquiry learning), both sample groups were categorized as critical. The improvement category of critical thinking score (N-gain) from the two sample groups was different. In UNDIKMA, the score was categorized as "moderate" (N-gain of 0.66), while in UNRAM was "high" (N-gain of 0.73). The results of critical thinking measurement based on the FD/FI cognitive style are presented in Figure 1.

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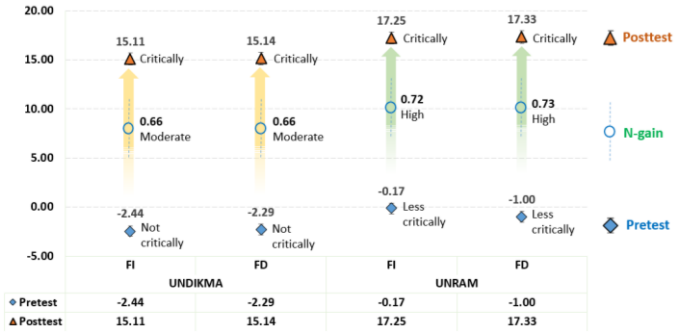

Figure 1. Critical thinking skills from PPT of two sample groups (UNDIKMA dan UNRAM) and FD/FI cognitive styles.

Figure 1 illustrates the average variation of critical thinking skills and N-gain for each sample group belonging to the FD/FI category. Although in the posttest, the two-sample groups were categorized as critical, there were differences in the score improvement of each group with the FD/FI cognitive style. The N-gain in the UNDIKMA group was categorized as "moderate" for the FD and FI cognitive styles, while the UNRAM group was characterized as "high" for the FD and FI cognitive styles.

If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), where N_{FI} = 21 and N_{FD} = 13 (see Table 3), the results are presented in Figure 2.

Figure 2. Critical thinking skills from PPT based on FD/FI category

The increase of critical thinking scores between FD and FI is categorized as a moderate category. It means that there is no significant difference in the improvement of critical thinking scores between PPT belonging to FD and FI, each with an N-gain score of 0.69 (FD) and 0.70 (FI). In addition, both are also categorized as a critical category in line with the score of the posttest. This result can be proven by statistical analysis as presented in Table 5 for homogeneity and normality test and Table 6 for the t-test.

Table 5. Results of homogeneity and normality tests

Homogeneity (Levene's test)			Normality (Kol-Smir. test)	
Levene's score	df	Sig.	N	Sig.
0.585	32	0.450	34	0.000

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The homogeneity test results showed that the data variance was homogeneous, sig (0.450) > 0.05. However, the results of the normality test showed a value of sig (0.000) < 0.05. These results indicated that the data were not normally distributed. Because the number of samples was not the same ($N_{FD} \neq N_{FI}$), and the data were not normally distributed. Because of this, non-parametric statistical tests were applied. The Mann-Whitney independent sample t-test was

carried out on the posttest for the FD/FI group.
The results are presented in Table 6.

Table 6. Results of Mann-Whitney independent sample t-test

	Group	N	Mean rank	Sum of ranks	Sig.
CT skill	FI	21	17.88	375.50	0.774
	FD	13	16.88	219.50	
	Total	34			

Table 6 illustrates the value of sig. 0.774 was higher than 0.05. It indicated that the Ha hypothesis was rejected. It means there is no significant difference in critical thinking skills between groups with FI and FD cognitive styles. This result showed in Figure 2, where the practice of learning with reflective inquiry has improved the critical thinking skills of PPT with FD and FI cognitive styles, and both are categorized as critical.

The results of this study have clearly shown that reflective practice of inquiry learning has been effective in improving pre-service teachers' PPT critical thinking skills for the two experimental groups UNDIKMA and UNRAM (see Table 4 and Fig. 1), and the FI/FD cognitive style groups (see Fig. 2). This result is inseparable from the reflective practice of inquiry learning. Critical thinking skills are developed through inquiry in exploring, discovering, and interpreting (Ernita et al., 2021). On the one hand, the process of reflection has demanded that learners think openly, have curiosity, and be responsible for their knowledge. The argument of previous studies states that the practice of reflection is identified with a systematic self-evaluation cycle process, and it is achieved through open discussion and analysis during learning (Choy et al., 2017). The practice of self-evaluation and analysis are indicator of critical thinking (Facione, 2020; Facione & Facione, 1994). It means that the process of reflection in teaching inquiry has directly trained learners' critical thinking. These results follow previous studies that the practice of reflection has improved PPT critical thinking skills (Verawati et al., 2020, 2021). In addition, the reflection process in learning activities has been investigated for better learning outcomes and academic achievement (Akpur, 2020) and more meaningful learning (Loughran, 2002).

The results in this study have answered problems related to the low critical thinking performance of prospective teacher students, where in this study PPT showed excellent performance in critical thinking. The essence of the success of this study lies in reflective practices in inquiry learning. In the learning process, we conduct six phases of reflective-inquiry learning based on the framework that has been prepared (Verawati & Hikmawati, 2019), namely orientation, problem presentation, hypothesis formulation, hypothesis testing, explanation formulation, and reflection, and processes reflection is carried out on reflective-inquiry learning, namely presenting anomalous phenomena, monitoring, performance evaluation, and continuous reflection. Reflection requires strategic and explicit pedagogic interventions to be carried out well (Ryan & Ryan, 2013).

The first reflection process is carried out in the problem presentation phase by conducting anomalous phenomena. This was found to be the best way of reflection process in inquiry activities (Kahan, 2013). Anomalous phenomena as part of cognitive conflict strategies that help students reflect on concepts and explanations of phenomena that can encourage them to think critically (Akmam et al., 2018). The second reflection process is carried out in the hypothesis testing phase by carrying out monitoring and performance evaluation processes. It has been studied as the core of the reflection process (Choy & Cheah, 2009; Choy & Oo, 2012). When PPT conducts the investigation process, they carry out self-monitoring and self-evaluation on their performance, through this they can make decisions on the best ways to test hypotheses. In previous studies, the process of evaluating and making decisions was part of critical thinking training (Wahyudi et al., 2019). The third reflection process, namely continuous reflection carried out at the end of the learning phase, where PPT checks the learning process that has been passed and identifies errors for further improvement. This process is known as critical reflective which supports the development of critical thinking (Procter, 2020).

CONCLUSION

The current study results have indicated that the tendency of the cognitive style of FI is more dominant than FD in both groups of UNDIKMA and UNRAM samples. The measurement of critical thinking from the PPT shows that the UNDIKMA pretest is categorized into "not critical," while UNRAM is characterized as "less critical" category. However, after treatment (Reflective-Inquiry Learning), both sample groups were categorized as "critical," and the N-gain for UNDIKMA was categorized as "moderate," while UNRAM was classified as "high" category. If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), then each FD/FI group is categorized as a "critical" category, and the increase of critical thinking scores in both categorized as "moderate." In line

with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. The present study results have shown that reflective practice of inquiry learning has effectively improved PPT critical thinking skills with both FD and FI cognitive styles.

ACKNOWLEDGMENT

This study is part of the decentralization research of the University of Mataram on the Higher Education Excellence Applied Research scheme, with contract number 3966/UN18/PP/2021. The research is fully funded by the Ministry of Education and Culture of the Republic of Indonesia.

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Paper title: Reflective practices of inquiry learning: Its efficacy in drilling preservice teachers' critical thinking viewed from cognitive styles

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				-
	• Does the title clearly and sufficiently reflect its contents?	√				-
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				-
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√			We have outlined the background of this study in the INTRODUCTION section, we added several things (highlight yellow text), especially strengthening the urgency aspect, carrying capacity in the form of data and facts (second paragraph), preliminary study as a basis for the importance of the research conducted (fifth paragraph), gap analysis in the intro which shows the gap between expectations towards critical thinking and existing facts. We note in this section that we have referred to articles published in various reputable international journals to emphasize the novelty of the research.
	• Is research question of the study clear and understandable?		√			Research questions have been listed at the end of the introduction (sixth paragraph, last sentence).
	• Does the rationale of the study clearly explained using relevant literature?		√			In the introduction section we use at least more than 30 literatures relevant to our study.
	• Is the "aim" of the manuscript clear and understandable?	√				-
Methods	• Is the methodology chosen suitable to the nature of the topic studied?	√				-
	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)		√			in the research methodology section has been described; research design, location, subject, data collection, data analysis (we refine the text highlighted in yellow).
	• Is there adequate information about the data collection tools used? (only for empirical studies)		√			The data collection tools used have been described in the third paragraph of the method section.
	• Are the validity and reliability of data collection tools established? (only for empirical studies)		√			The validity of the data collection tool has been determined on the content and construct validity aspects (fourth paragraph of the method section)

	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)		√			We have completed the methods section based on suggestions from reviewers.
Results & Discussion	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?		√			Tables, graphs and pictures have been presented with sequential numbers (consecutively) and accompanied by descriptions
	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√			The data have been analyzed and interpreted according to the problem and answer the objectives of our study
	• Does the “discussion” section of the manuscript adequately relate to the current and relevant litarature?		√			We have refined the discussion section of the manuscript with current and relevant literature
	• Are the findings discussed adequately considering the research question(s), sub-question(s) or hypothesis?		√			Research findings have been discussed, this is in accordance with reviewers' suggestions (last two paragraphs of Results and Discussion section)
Conclusion	• Is the conclusion clear and in the form of a narration instead of pointers?		√			Conclusions have been narrated based on the findings in this study.
	• Isn’t the conclusion a summary and consistent between problems, objectives and conclusion?		√			The conclusions in this study are built on the propositions of the findings based on the goals that have been set.
References	• Do the references and citations match?		√		Please provide at least **30 references** which 80% of them are taken from **the last 10 years (>2011)** articles of no-predatory journals	Our manuscript has used more than 30 references, of which 80% are taken from the last 10 years (>2011) non-predatory journal articles
	• Are the writing of references correct?		√			Reference using APA style with ZOTERO program
Quality Criteria	• Do the title, problem, objectives, methods and conclusion are in line? Is it well organized?		√			
	• The quality of the language is satisfactory		√		It needs proofreading	
	• The work relevant and novel		√			
	• Are there strong consistencies among the parts of the manuscript? (introduction, methods, results and discussion,		√			

	and conclusion)					

JPII 5 (2) (2021) 247-255

Jurnal Pendidikan IPA Indonesia

http://journal.unnes.ac.id/index.php/jpii

Reflective practices of inquiry learning: Its efficacy in drilling pre-service teachers' critical thinking viewed from cognitive styles

DOI:

Accepted:... .Approved: ... . Published: ...

ABSTRACT

This study aims to evaluate the effectiveness of reflective practices of inquiry learning to drill pre-service teachers' critical thinking skills viewed from cognitive styles. The quasi-experimental design was conducted with two sample groups given the same treatment at the pretest, reflective-inquiry practice learning, and posttest. Before the pretest, each sample was given GEFT (Group Embedded Figures Test) to determine the sample of the FI (field-independent) or FD (field dependent) cognitive style. Two sample groups were pre-service physics teachers (PPT) at two different universities in Mataram, Indonesia. The measurement of critical thinking employed essay tests. Critical thinking skills data were analyzed descriptively and statistically employing SPSS devices. The effectiveness of reflective inquiry learning is measured by increasing critical thinking scores where the minimum posttest has the "critical" criteria. The results of the study indicated that the tendency of cognitive style FI was more dominant than FD. The critical thinking measurement showed that each FD/FI group was categorized as "critical," and the increase of critical thinking scores in the two groups was categorized as a "moderate" category. In line with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. This study showed clearly that the reflective practice of inquiry learning effectively improved the critical thinking skills of PPT with the FD and FI cognitive styles.

Keywords: Reflective-inquiry learning, critical thinking skills, cognitive style.

INTRODUCTION

The fundamental task of the current modern education system is to develop learners' critical thinking (Gilmanshina et al., 2021). Critical thinking is a particular generic skill (Liang & Fung, 2021) and is recognized as a "core graduate attribute" in the modern education system (Moore, 2013; Szenes et al., 2015). In the current higher education system, it is widely agreed that higher education should train learners' critical thinking as a provision for their competencies in personal and professional life in the 21st century (Erikson & Erikson, 2019; Verawati et al., 2019). For this reason, higher education has to make efforts to intervene critical thinking into classroom learning activities (Bezanilla et al., 2019). However, this is not easy because, in practice, teachers are not competent enough to teach critical thinking (Gilmanshina et al., 2021), and it is recognized that critical thinking learning-teaching is a complex problem (Cargas et al., 2017). As a result, the positive perception that universities or higher education build on critical thinking is not followed by pre-service teachers' exemplary performance in critical thinking (Din, 2020).

Poor critical thinking ability of preservice teachers was also been identified in advanced countries. In Sweden, assessing essays from 38 preservice teachers showed poor analysis and deductive reasoning performance and thus needed improvement (Trostek, 2020). In China, the training of critical thinking is seen as an essential variable in the education of the preservice teacher. Yet, inadequate performance in critical thinking ability was found in preservice teachers respondents (senior undergraduate candidates) from five universities (Ma & Luo, 2021). The limited learning experience that does not emphasize critical thinking was seen as a factor in preservice teachers' low performance in critical thinking (Ma & Luo, 2021). In Indonesia, elementary and secondary students' critical thinking performance was also low (Lestari et al., 2021), which was attributed to teachers' low skill in training the skill using effective pedagogical strategies (Kristiyanto et al., 2020). Teachers have vital roles in training students' critical thinking in real classrooms. Unfortunately, the importance of critical thinking in preservice science teachers was evaluated with worrisome results (Prayogi & Verawati, 2020). A descriptive assessment of 100 preservice science teachers resulted in underdeveloped critical thinking skills; hence, serious and planned treatments are required to overcome this condition (Fitriani et al., 2019).

Some experts argue that the critical thinking drill for pre-service teachers starts from modernizing the higher education system by implementing innovative educational models (Dekker, 2020) to preparing a learning environment that allows all pre-service teachers to have the opportunity to develop critical thinking skills and demonstrate them effectively (Liyanage et al., 2021). This statement is based on a belief that the quality of the educational process impacts the development of learners' critical thinking (Gilmanshina et al., 2021). Critical thinking explains the performance of competency achievement in each learner and is often a critical issue if the expectations are not achieved (Liyanage et al., 2021) because critical thinking is directly related to learners' academic achievement (D'Alessio et al., 2019; Ghanizadeh, 2017; Jacob, 2012; Leon et al., 2015; Siburian et al., 2019). Learners with good critical thinking performance have better academic achievements than those with low critical thinking (D'Alessio et al., 2019). The quality of the educational process is measured by pedagogical practice in the classroom, which is very important for developing critical thinking (Polat & Aydın, 2020). One of the key factors that encourage critical thinking is student-centered pedagogy (Dekker, 2020). For this purpose, pedagogical practices apply appropriate learning methods or models because there is a significant relationship between the learning methods applied and the effective critical thinking improvement (Bezanilla et al., 2019).

Along with the needs of 21st-century learning in achieving critical thinking, the priority of science learning leads to inquiry activities identified as a promising approach (Sergis et al., 2019), as an innovative learning approach (Orhan & Sahin, 2018), even as the best teaching practice of critical thinking (Cleovoulou & Beach, 2019). Inquiry has a positive impact on improving critical thinking skills in science learning (Duran & Dökme, 2016). The goals in scientific inquiry activities pay attention to critical thinking skills (Prayogi, Yuanita, & Wasis, 2018). Inquiry provides opportunities for students to create new knowledge based on experiences by exploring various information and surrounding phenomena. It follows the principles of constructivism (Vogt & Schmiemann, 2020). Inquiry learning places learners as active learners (Pedaste et al., 2015), with several benefits, including stimulating interest in science (Deboer, 2002) and understanding of the nature of science (Gaigher et al., 2014), increasing understanding of concepts (Deboer, 2002; Laksana et al., 2019), practice experimental skills (Drayton & Falk, 2001), and facilitate collaboration amongst learners (Hofstein & Lunetta, 2004).

However, the weaknesses of the inquiry learning model are also discussed, including learners having difficulties when faced with challenging logic (Lederman & Abell, 2014). Our initial study confirms the difficulty of teaching inquiry directly to train critical thinking if it is not

accompanied by sufficient prior knowledge from preservice teachers about the context of the material that is the focus of inquiry (Prayogi, Yuanita, & Wasis, 2018). Improvements in this aspect were made, where the cognitive conflict strategy was integrated with inquiry and implemented by 18 preservice physics teachers, but the improvement in critical thinking skills of pre-service physics teachers has not shown satisfactory performance (Verawati et al., 2019). The latest study results are pretty surprising, where there is almost no relationship between the teacher's inquiry approach and learners' critical thinking habits. However, both can be linked if there is a powerful intervention method in inquiry activities to train critical thinking habits (Uiterwijk-Luijk et al., 2019). Therefore, it is necessary to modify the inquiry learning process to achieve specific goals as targeted (Inoue et al., 2019). In this study, the goal is to train critical thinking skills. One of the modifications of inquiry learning is to involve the reflection process in inquiry learning. The adoption of the reflection process seems to have become a tradition in inquiry learning. It can be evaluated from several inquiry teaching models. For example, the inquiry-base-instruction model places the reflective process at the end of the learning phase (Arends, 2012). It is just that it has not been as expected for the specific purpose of critical thinking training (Verawati et al., 2021).

A recent study modifies the inquiry process by intervening in the reflective process from the beginning to the end of the learning phase. The latest model development is called the reflective-inquiry learning model (Verawati & Hikmawati, 2019). The forms of inquiry teaching reflection that characterize this model are the presentation of anomalous phenomena, monitoring, performance evaluation, and continuous reflection to improve learners' critical thinking training (Verawati et al., 2020, 2021). Recommendations for the use of reflective practices for preservice teachers were found in previous studies, inviting reflective and inquiry thinking are steps to train critical thinking (Ma & Luo, 2021), mobilizing important critical thinking through self-reflection from preservice teachers (Trostek, 2020). In the current study, researchers apply the reflective practice in inquiry learning and evaluate the preservice teachers' critical thinking ability viewed from cognitive styles. In a specific context, this study aimed to evaluate the effectiveness of reflective practices of inquiry learning to drill preservice teachers' critical thinking ability viewed from cognitive styles. The specific question of this study confirms the research objective, how is the effectiveness of reflective practice in inquiry learning to drilling the preservice teachers' critical thinking ability viewed from cognitive styles?

METHODS

A quasi-experimental design was applied in this study using two groups that were given the same treatment, and no control group was used. The simple design is as follows.

$$O_1 \quad X \quad O_2$$

The treatments given for each group include a pretest, learning with reflective inquiry practice (carried out in four meetings on fluid mechanics material), and a posttest. Before the pretest, each group was given GEFT (Group Embedded Figures Test). The two groups are pre-service physics teachers (PPT) at Mandalika University of Education (UNDIKMA) and the University of Mataram (UNRAM). Purposive sampling technique was used, with the sample criteria being pre-service physics teachers who were studying Fundamental Physics. The research was conducted at each sample location (University) as normal lectures. The demographics of the sample are presented in Table 1.

Table 1. Sample demographics

Group	N	Gender		Age
		Male	Female	
UNDIKMA	16	7	9	18-19 years
UNRAM	18	10	8	18-19 years

Research data were collected using the GEFT instrument and critical thinking ability tests. The GEFT instrument was used to assess the cognitive style of the PPT and identify it into the FD (field dependent) or FI (field independent) cognitive style. This instrument was adopted from the GEFT instrument developed by Witkin et al., (1977), including the scoring technique, where the category is classified as the FD category if the individual score is in the 0-11 range and is categorized as the FI category if the score is in the 12-18 range. The test instrument is used to measure critical thinking ability of PPT. The evaluation of critical thinking applied an essay test consisting of eight questions to see aspects or indicators of critical thinking from the abilities of analysis, inference, evaluation, and decision making. This study's scoring technique and critical thinking criteria were adopted from several previous studies considering similar indicators and the number of test items (Verawati et al., 2020).

The implementation of learning in the classroom uses learning tools in the form of lesson plans and scenarios, and learning modules that were previously validated by two validators (experts) on the aspects of content and construct validity. The validity criteria (Va) of learning tools and critical thinking ability test instruments were adopted from previous studies (Prayogi, Yuanita, & Wasis, 2018), where each learning tool and instrument was stated as very valid ($Va > 4.21$), valid ($3.40 < Va < 4.21$), quite valid ($2.60 < Va < 3.40$), less valid ($1.79 < Va < 2.60$), and invalid ($Va < 1.79$). The results of the validation of learning tools and instruments are presented in Table 2.

Table 2. The validation results of learning tools and instruments

Learning tools and instruments	The average validity of the two validators			
	Content validity	Criteria	Construct validity	Criteria
Lesson plan and scenario	3.88	Valid	3.98	Valid
Learning module	4.10	Valid	4.00	Valid
CT ability test	4.00	Valid	4.12	Valid
Average	3.99	Valid	4.03	Valid

Furthermore, descriptive analysis evaluated the difference in critical thinking scores between the sample groups (UNDIKMA and UNRAM) and the cognitive style groups (FI and FD). The effectiveness of reflective-inquiry learning for each group is measured by increasing critical thinking scores (N-gain analysis), where the minimum N-gain has the criteria of "moderate" and the minimum posttest has the criteria of "critical." Analysis of increasing scores used N-gain (Hake, 1999), and the difference of critical thinking scores for the FI and FD groups employed t-test (preceded by homogeneity and normality tests). In the hypothesis test, Ha (a significant difference in critical thinking skills between groups with FI and FD cognitive styles) was tested at a significance level of 0.05 with SPSS 23.0 software.

RESULTS AND DISCUSSION

The results of cognitive style measurement applied the GEFT instrument for each sample group. It can be presented in Table 3.

Table 3. The results of cognitive style measurement

Group	N	Cognitive style	
		FI (%)	FD (%)
UNDIKMA	16	9 (56.25)	7 (43.75)
UNRAM	18	12 (66.67)	6 (33.33)
Total	34	21	13

The data in Table 3 showed that the tendency of the FI cognitive style was more dominant than FD. It can be seen from 16 PPT from the UNDIKMA group where 9 PPT (56.25%) was in the FI category, and 7 PPT (43.75%) was in the FD category. Likewise, with the group at UNRAM, where 12 PPT (66.67%) was in the FI category and 6 PPT (33.33%) was in the FD category. Cognitive style distinguishes the way pre-service teachers acquire and process information, and this can be an information source for teachers in developing effective learning materials (Chinien & Boutin, 1993). Furthermore, the results of critical thinking measurements between the two sample groups are presented in Table 4.

Table 4. The results of critical thinking measurement

Group	**N**	**Pretest**		**Posttest**		**N-gain**	**Category**
		$\bar{x}$	**Category**	$\bar{x}$	**Category**		
UNDIKMA	16	-2.37	Not critically	15.13	Critically	0.66	Moderate
UNRAM	18	-0.58	Less critically	17.29	Critically	0.73	High

Annotation: N (number of PPT), $\bar{x}$ (critical thinking score averages)

Table 4 indicated the results of critical thinking measurement from two sample groups, where the UNDIKMA pretest was categorized as uncritical, while UNRAM was categorized into less critical. However, after treatment (reflective-inquiry learning), both sample groups were categorized as critical. The improvement category of critical thinking score (N-gain) from the two sample groups was different. In UNDIKMA, the score was categorized as "moderate" (N-gain of 0.66), while in UNRAM was "high" (N-gain of 0.73). The results of critical thinking measurement based on the FD/FI cognitive style are presented in Figure 1.

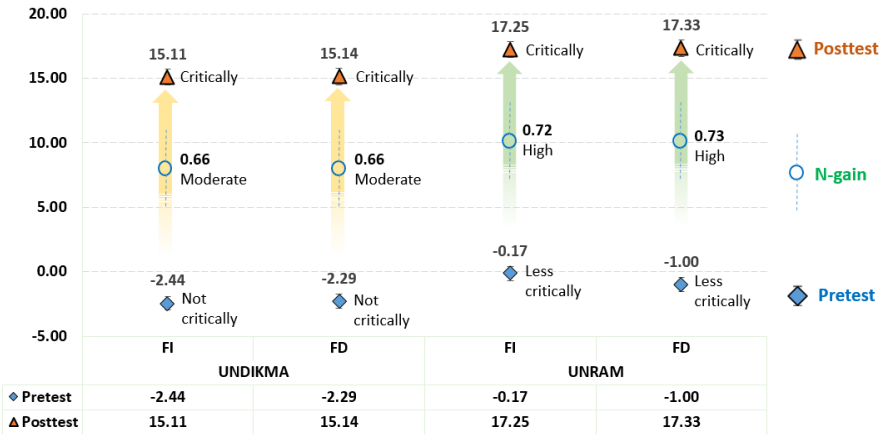

Figure 1. Critical thinking skills from PPT of two sample groups (UNDIKMA dan UNRAM) and FD/FI cognitive styles.

Figure 1 illustrates the average variation of critical thinking skills and N-gain for each sample group belonging to the FD/FI category. Although in the posttest, the two-sample groups were categorized as critical, there were differences in the score improvement of each group with the FD/FI cognitive style. The N-gain in the UNDIKMA group was categorized as "moderate" for the FD and FI cognitive styles, while the UNRAM group was characterized as "high" for the FD and FI cognitive styles.

If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), where N_{FI} = 21 and N_{FD} = 13 (see Table 3), the results are presented in Figure 2.

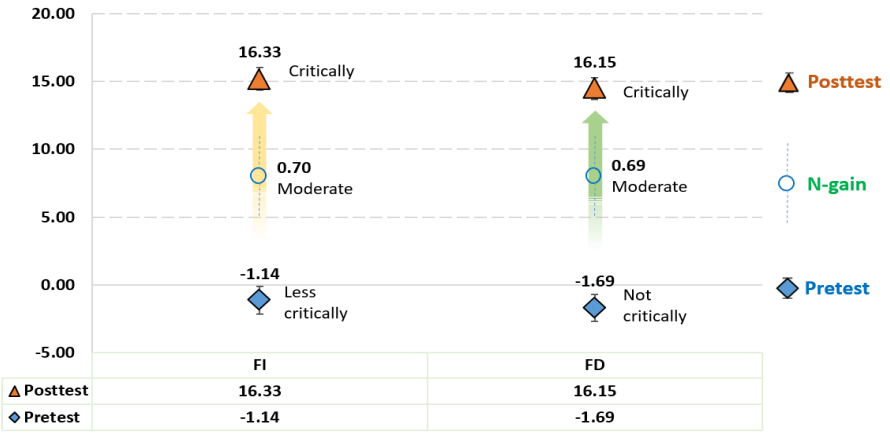

Figure 2. Critical thinking skills from PPT based on FD/FI category

The increase of critical thinking scores between FD and FI is categorized as a moderate category. It means that there is no significant difference in the improvement of critical thinking scores between PPT belonging to FD and FI, each with an N-gain score of 0.69 (FD) and 0.70 (FI). In addition, both are also categorized as a critical category in line with the score of the posttest. This result can be proven by statistical analysis as presented in Table 5 for homogeneity and normality test and Table 6 for the t-test.

Table 5. Results of homogeneity and normality tests

Homogeneity (Levene's test)			Normality (Kol-Smir. test)	
Levene's score	df	Sig.	N	Sig.
0.585	32	0.450	34	0.000

The homogeneity test results showed that the data variance was homogeneous, sig (0.450) > 0.05. However, the results of the normality test showed a value of sig (0.000) < 0.05. These results indicated that the data were not normally distributed. Because the number of samples was not the same ($N_{FD} \neq N_{FI}$), and the data were not normally distributed. Because of this, non-parametric statistical tests were applied. The Mann-Whitney independent sample t-test was

carried out on the posttest for the FD/FI group. The results are presented in Table 6.

Table 6. Results of Mann-Whitney independent sample t-test

	Group	N	Mean rank	Sum of ranks	Sig.
CT skill	FI	21	17.88	375.50	0.774
	FD	13	16.88	219.50	
	Total	34			

Table 6 illustrates the value of sig. 0.774 was higher than 0.05. It indicated that the Ha hypothesis was rejected. It means there is no significant difference in critical thinking skills between groups with FI and FD cognitive styles. This result showed in Figure 2, where the practice of learning with reflective inquiry has improved the critical thinking skills of PPT with FD and FI cognitive styles, and both are categorized as critical.

The results of this study have clearly shown that reflective practice of inquiry learning has been effective in improving pre-service teachers' PPT critical thinking skills for the two experimental groups UNDIKMA and UNRAM (see Table 4 and Fig. 1), and the FI/FD cognitive style groups (see Fig. 2). This result is inseparable from the reflective practice of inquiry learning. Critical thinking skills are developed through inquiry in exploring, discovering, and interpreting (Ernita et al., 2021). On the one hand, the process of reflection has demanded that learners think openly, have curiosity, and be responsible for their knowledge. The argument of previous studies states that the practice of reflection is identified with a systematic self-evaluation cycle process, and it is achieved through open discussion and analysis during learning (Choy et al., 2017). The practice of self-evaluation and analysis are indicator of critical thinking (Facione, 2020; Facione & Facione, 1994). It means that the process of reflection in teaching inquiry has directly trained learners' critical thinking. These results follow previous studies that the practice of reflection has improved PPT critical thinking skills (Verawati et al., 2020, 2021). In addition, the reflection process in learning activities has been investigated for better learning outcomes and academic achievement (Akpur, 2020) and more meaningful learning (Loughran, 2002).

The results in this study have answered problems related to the low critical thinking performance of prospective teacher students, where in this study PPT showed excellent performance in critical thinking. The essence of the success of this study lies in reflective practices in inquiry learning. In the learning process, we conduct six phases of reflective-inquiry learning based on the framework that has been prepared (Verawati & Hikmawati, 2019), namely orientation, problem presentation, hypothesis formulation, hypothesis testing, explanation formulation, and reflection, and processes reflection is carried out on reflective-inquiry learning, namely presenting anomalous phenomena, monitoring, performance evaluation, and continuous reflection. Reflection requires strategic and explicit pedagogic interventions to be carried out well (Ryan & Ryan, 2013).

The first reflection process is carried out in the problem presentation phase by conducting anomalous phenomena. This was found to be the best way of reflection process in inquiry activities (Kahan, 2013). Anomalous phenomena as part of cognitive conflict strategies that help students reflect on concepts and explanations of phenomena that can encourage them to think critically (Akmam et al., 2018). The second reflection process is carried out in the hypothesis testing phase by carrying out monitoring and performance evaluation processes. It has been studied as the core of the reflection process (Choy & Cheah, 2009; Choy & Oo, 2012). When PPT conducts the investigation process, they carry out self-monitoring and self-evaluation on their performance, through this they can make decisions on the best ways to test hypotheses. In previous studies, the process of evaluating and making decisions was part of critical thinking training (Wahyudi et al., 2019). The third reflection process, namely continuous reflection carried out at the end of the learning phase, where PPT checks the learning process that has been passed and identifies errors for further improvement. This process is known as critical reflective which supports the development of critical thinking (Procter, 2020).

CONCLUSION

The current study results have indicated that the tendency of the cognitive style of FI is more dominant than FD in both groups of UNDIKMA and UNRAM samples. The measurement of critical thinking from the PPT shows that the UNDIKMA pretest is categorized into "not critical," while UNRAM is characterized as "less critical" category. However, after treatment (Reflective-Inquiry Learning), both sample groups were categorized as "critical," and the N-gain for UNDIKMA was categorized as "moderate," while UNRAM was classified as "high" category. If each FD/FI cognitive style is combined from the two sample groups (UNDIKMA and UNRAM), then each FD/FI group is categorized as a "critical" category, and the increase of critical thinking scores in both categorized as "moderate." In line

with this, statistical analysis showed no difference in the increase of critical thinking scores between PPT belonging to FD and FI. The present study results have shown that reflective practice of inquiry learning has effectively improved PPT critical thinking skills with both FD and FI cognitive styles.

ACKNOWLEDGMENT

This study is part of the decentralization research of the University of Mataram on the Higher Education Excellence Applied Research scheme, with contract number 3966/UN18/PP/2021. The research is fully funded by the Ministry of Education and Culture of the Republic of Indonesia.

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Paper title: Reflective practices of inquiry learning: Its efficacy in drilling preservice teachers' critical thinking viewed from cognitive styles

Parts of review	Guidelines	Yes	Partly	No	Reviewer's note for improvement	Author's responds (highlight of revision)
Title	• Does the subject matter fit within the scope of journal?	√				-
	• Does the title clearly and sufficiently reflect its contents?	√				-
Abstract	• Does the abstract contain informative, including Background, Methods, Results and Conclusion?	√				-
Back-ground	• Is the background informative and sufficient (include the background problem and objectives)?		√			We have outlined the background of this study in the INTRODUCTION section, we added several things (highlight yellow text), especially strengthening the urgency aspect, carrying capacity in the form of data and facts (second paragraph), preliminary study as a basis for the importance of the research conducted (fifth paragraph), gap analysis in the intro which shows the gap between expectations towards critical thinking and existing facts. We note in this section that we have referred to articles published in various reputable international journals to emphasize the novelty of the research.
	• Is research question of the study clear and understandable?		√			Research questions have been listed at the end of the introduction (sixth paragraph, last sentence).
	• Does the rationale of the study clearly explained using relevant literature?		√			In the introduction section we use at least more than 30 literatures relevant to our study.
	• Is the "aim" of the manuscript clear and understandable?	√				-
Methods	• Is the methodology chosen suitable to the nature of the topic studied?	√				-
	• Is the methodology of the research described clearly?(including study design, location, subjects, data collection, data analysis)		√			in the research methodology section has been described; research design, location, subject, data collection, data analysis (we refine the text highlighted in yellow).
	• Is there adequate information about the data collection tools used? (only for empirical studies)		√			The data collection tools used have been described in the third paragraph of the method section.
	• Are the validity and reliability of data collection tools established? (only for empirical studies)		√			The validity of the data collection tool has been determined on the content and construct validity aspects (fourth paragraph of the method section)

	• Are the data collection tools suitable for the methodology of the study? (only for empirical studies)		√			We have completed the methods section based on suggestions from reviewers.
Results & Discussion	• Are the tables, graphs and pictures understandable, well presented and numbered consecutively?		√			Tables, graphs and pictures have been presented with sequential numbers (consecutively) and accompanied by descriptions
	• Do the data analysis and the interpretation appropriate to the problem and answer the objectives?		√			The data have been analyzed and interpreted according to the problem and answer the objectives of our study
	• Does the “discussion” section of the manuscript adequately relate to the current and relevant litarature?		√			We have refined the discussion section of the manuscript with current and relevant literature
	• Are the findings discussed adequately considering the research question(s), sub-question(s) or hypothesis?		√			Research findings have been discussed, this is in accordance with reviewers' suggestions (last two paragraphs of Results and Discussion section)
Conclusion	• Is the conclusion clear and in the form of a narration instead of pointers?		√			Conclusions have been narrated based on the findings in this study.
	• Isn’t the conclusion a summary and consistent between problems, objectives and conclusion?		√			The conclusions in this study are built on the propositions of the findings based on the goals that have been set.
References	• Do the references and citations match?		√		Please provide at least **30 references** which 80% of them are taken from **the last 10 years (>2011)** articles of no-predatory journals	Our manuscript has used more than 30 references, of which 80% are taken from the last 10 years (>2011) non-predatory journal articles
	• Are the writing of references correct?		√			Reference using APA style with ZOTERO program
Quality Criteria	• Do the title, problem, objectives, methods and conclusion are in line? Is it well organized?		√			
	• The quality of the language is satisfactory		√		It needs proofreading	
	• The work relevant and novel		√			
	• Are there strong consistencies among the parts of the manuscript? (introduction, methods, results and discussion,		√			

	and conclusion)					

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