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Developing the Critical Thinking Culturally Responsive Learning Model to Enhance the Critical Thinking Skills of Elementary School Students

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ABSTRACT

Objective: This study aimed to develop a Critical Thinking Culturally Responsive (CTCR) learning model that is valid, practical, and effective for improving fifth-grade elementary students' critical thinking skills in science learning in East Kalimantan. **Method:** The study employed an Educational Design Research (EDR) approach using the Generic Design Research Model (GDRM) through five phases. Trials were conducted in three schools: Public Elementary School 011 Pela (limited trial, $n = 6$), Public Elementary School 016 Samarinda Ulu, and Muhammadiyah Elementary School Loa Janan (extended trial, $n = 52$). **Results:** The CTCR model achieved very valid status (mean = 3.64) and was rated practical across all trial sites. The model was effective in improving students' critical thinking skills, as evidenced by a moderate mean N-Gain of 0.52 and statistically significant gains across all classes ($p < 0.05$). **Novelty:** The CTCR model is the first to integrate Inquiry-Based Teaching, Critical Thinking Blended Learning, and Culturally Responsive Teaching into a single operational syntax for elementary schools in Indonesia, aligned with the Merdeka Curriculum and the Pancasila Student Profile.

INTRODUCTION

Critical thinking skills are regarded as key competencies in professional, academic, and broader life contexts today (Golegou et al., 2025). Because critical thinking is cumulative in nature, a strong foundation in elementary education and long-term intellectual development is essential (Montano-Silva et al., 2025). Nevertheless, the consistent application of critical thinking instruction in the classroom, particularly at the elementary level, continues to be a chronic problem across educational systems worldwide (Putri et al., 2024; Golegou et al., 2025).

A particularly clear example of this challenge is evident in Indonesia. PISA 2022 results indicated a sustained decline in learning achievement among Indonesian students: science scores fell from 396 to 383 (OECD, 2023), a significant gap compared to the OECD average of 485. Indonesia has a very low percentage of students performing at Level 2 and almost none reaching Levels 5–6, which require independent knowledge management and creation (OECD, 2023). Only limited research has focused on how critical thinking should be developed at lower educational levels, as most existing studies continue to target secondary and higher education (Lee et al., 2021; Campo et al., 2023; Gómez et al., 2025).

This urgency is particularly acute in East Kalimantan, where elementary students still demonstrate below-average national science literacy, and two-thirds of schools require critical thinking interventions (Kemdikbudristek, 2023). Initial observations at several elementary schools in Samarinda and Kutai Kartanegara revealed that existing critical thinking development models had not yet effectively utilized local culture as a meaningful