

ABSTRACT

Nahdatul Zannah. 220101030605. *The Implementation of Digital Innovation in English Teaching to Foster Students Critical Thinking*. Thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University: Dr. Rahmila Murtiana, S.S., M.A.2026

Keywords: Digital Innovation, English Language Teaching, Critical Thinking.

English Language Teaching in the classroom is still dominated by conventional approaches, resulting in a gap between the demands of 21st-century critical thinking skills and current classroom practices. This study aims to analyze the implementation of digital innovation in English Language Teaching, evaluate its effectiveness in stimulating students' critical thinking, and identify the factors that hinder it. This study employed a qualitative approach with a case study design. The theoretical framework refers to Facione's critical thinking theory, the revised Bloom's Taxonomy, and Vygotsky's social constructivism. Data were collected through classroom observations, teacher interviews, and open-ended student questionnaires. Data were analyzed using Braun and Clarke's thematic analysis through the stages of familiarization, coding, theme searching, theme reviewing, theme defining, and report writing. The findings show that teachers integrated digital innovation during pre-activities, main activities, and post-activities through visual media, analytical questions, and interactive quizzes. This approach shifted students from passive understanding to being skilled at analyzing and evaluating information. Students responded positively with increased engagement. The challenges encountered include limited infrastructure, unstable internet connections, and differences in students' linguistic abilities. It is concluded that digital innovation with appropriate pedagogical design can create interactive learning and develop students' critical thinking skills.

ABSTRAK

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Kata kunci: Inovasi Digital, Pengajaran Bahasa Inggris, Berpikir Kritis.

Pembelajaran Bahasa Inggris di kelas masih didominasi pendekatan konvensional sehingga terjadi kesenjangan antara tuntutan berpikir kritis abad ke-21 dengan praktik di lapangan. Penelitian ini bertujuan menganalisis implementasi inovasi digital dalam pembelajaran Bahasa Inggris, mengevaluasi efektivitasnya dalam menstimulasi berpikir kritis siswa, dan mengidentifikasi faktor penghambatnya. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Kerangka teori merujuk pada teori berpikir kritis Facione, Taksonomi Bloom revisi, dan konstruktivisme sosial Vygotsky. Data dikumpulkan melalui observasi kelas, wawancara guru, dan angket terbuka siswa. Data dianalisis dengan analisis tematik Braun dan Clarke melalui tahapan familiarisasi, pengodean, pencarian tema, peninjauan tema, pendefinisian tema, dan penyusunan laporan. Hasil menunjukkan guru mengintegrasikan inovasi digital pada tahap pra-kegiatan, kegiatan inti, dan pasca-kegiatan melalui media visual, pertanyaan analitis, dan kuis interaktif. Hal ini mendorong siswa dari pemahaman pasif menjadi terampil menganalisis dan mengevaluasi informasi. Siswa merespons positif dengan meningkatnya keterlibatan. Tantangan yang dihadapi adalah keterbatasan infrastruktur, koneksi internet tidak stabil, dan perbedaan kemampuan linguistik. Disimpulkan bahwa inovasi digital dengan desain pedagogis tepat dapat menciptakan pembelajaran interaktif dan mengembangkan berpikir kritis siswa.