

Circle Time Program As A Teacher Method To Build Critical Thinking Skills In Elementary School Students

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ABSTRACT

The background of this research is due to the rapid changes in the era of the industrial revolution 4.0 towards the era of society 5.0 which requires the mastery of critical thinking skills in each individual. This study aims describe learning method called the circle time program in building students' critical thinking skills in learning Rejodani Elementary School Sleman Yogyakarta. This research is a field research with descriptive qualitative data analysis. The data collection method uses observation, interviews, and documentation. The subjects involved in this study were: the principal, 5 homeroom teachers, and 175 students. Observations were made focused on grades 1 and grade 6. The results showed that: 1) Rejodani Elementary School students were able to achieve critical thinking criteria based on Bloom's cognitive taxonomy with a percentage of 80% to 90% of a total of 175 students. 2) The homeroom teacher at Rejodani Elementary School is the party that often does circle time. Circle time is carried out in four stages, namely causes, preparation, implementation, and evaluation. In conditions of online learning, circle time is carried out with different techniques.

KEYWORDS- circle time program, critical thinking skills, industrial revolution 4.0, learning method.

1. INTRODUCTION

The Indonesian education system has undergone significant changes in line with existing technological updates. The renewal of the education system is a concrete manifestation of stakeholders in adjusting the education curriculum to welcome the era of society 5.0 (Adzim, 2021). The learning process in the era of society 5.0 must rely on students' cognitive aspects. This cognitive aspect is part of students' ability to think critically to find ideas, ideas, and solve problems (Azkiah & Hamami, 2021). Based on the results of the Program for International Student Assessment (PISA) regarding thinking skills. The results show that Indonesia is ranked 71st out of 79 participating countries. Indonesia's low score is due to a lack of high-level problem-solving skills that require critical thinking skills (Sa'adah et al., 2020). Therefore, learning is needed that can train and build students' critical thinking skills from an early age. This is supported by the opinion that the learning curriculum alone does not only play a role in the concept of character education. However, the ability to think critically, creatively and innovatively and be able to operate technology to meet the challenges of the 5.0 era of society (Hermawan et al., 2020).

Researchers have conducted a preliminary study at Rejodani Elementary School located in Sleman district, DI Yogyakarta Province, Indonesia. Based on the results of a preliminary study conducted by researchers at Rejodani Elementary School regarding the learning process, it shows that the learning process has referred to the social-emotional learning (SEL) system. In other words, the learning system has prioritized the formation and development of affective and psychomotor aspects without neglecting cognitive aspects. learning that involves managing affective aspects will also have an impact on cognitive aspects, one of which is the ability to solve problems which is the scope of critical thinking (Elias, 1997). Teachers at Rejodani Elementary School stated that they had used a learning method called the circle time program. Circle time is one of the right programs to be applied to elementary age students. This is because circle time basically aims to develop students' personality traits and train children's thinking skills through various activities.

This study aims to see, know, and clearly describe how circle time can build students' critical thinking skills. So that this research is specific and not widespread, the researcher focuses more on students in grade 1 (one) and grade 6 (six) of Rejodani Sleman Elementary School to be able to find out the level of students' critical thinking at the beginning of concrete operational age (age 7 years) and at the end of operational concrete (age 11-12 years) by using the circle time program learning method.

This research is a field research, namely research conducted systematically based on existing data sources in the field. Based on its type, this research is included in descriptive research with qualitative data analysis. The total number of subjects involved in the study was 181 people, with details: 1 school principal, 5 homeroom teachers, and a sample of 27 students in grade 1 (age 7 years) and grade 6 (age 11-12 years) of 32. Data collection was carried out using observation, interview, and documentation techniques. While testing the validity of the data is done by triangulation technique. In qualitative research, data analysis is carried out in a series of data reduction, data presentation, and drawing conclusions.

2. LITERATURE SURVEY

Critical Thinking in Elementary School-age Students in Era 4.0

Critical thinking has become an important focus in the field of education in the industrial era 4.0. According to Beyer (Kemendikbud, 2017) critical thinking is a skill in several ways as follows:

1. Determining the validity of a source, namely skills in assessing the credibility of an information source.
2. Determining relevance, namely skills in drawing relevance lines for several ideas.
3. Distinguishing fact from judgment, namely the skill of observing and studying honestly and carefully so that one can distinguish between factual ideas or one party's opinion.
4. Identify and evaluate implied statements, namely the ability to identify something in detail and evaluate the implied statements in an idea.
5. Identifying points of view, namely examining carefully and in depth various opinions from different points of view.
6. Evaluating evidence, namely skills in evaluating existing evidence to support an idea/statement.

John Dewey defines critical thinking as "reflective thinking", which is the process of carefully considering a belief or knowledge that is assumed based on supporting sources and then draws conclusions (Fisher, 2001). Likewise with Ruggiero, who calls critical thinking critical evaluation, namely the activity of carefully and actively checking what is read, seen, and heard so that conclusions can be drawn regarding the accuracy and logic of a statement or message (Ruggiero, 2012). Halpern defines critical thinking as the use of cognitive skills or strategies in an effort to increase the likelihood of a desired outcome. So that thinking can be interpreted as an activity that has aims and objectives, while the thoughts involved in achieving these goals include solving problems, formulating conclusions, calculating possibilities and making decisions (Halpern, 2013). Based on some of the definitions of critical thinking above, briefly critical thinking can be defined as a complex way of thinking with the aim of solving problems, drawing conclusions, and questioning information clearly.

In this industrial era 4.0, the flow of information and the sophistication of technological developments make efforts to build critical thinking skills deserve attention in the world of education (Marfu'i & Sriyono, 2020). School is one of the educational institutions that is considered suitable enough to teach critical thinking to students. In the elementary childhood phase, children's cognitive development has different levels starting from the age of 7-12 years and above. In this phase, children's cognitive development is in two phases, namely the first concrete operational phase is the phase when the child is between 7 to 11 years old and the second formal operational phase is the phase when the child is between 11 to 12 years old and above. The cognitive development of each individual is different, some are fast and some are slow. At this age, the child's thinking power will develop slowly towards concrete thinking. When looking at something in front of him, children begin to function their minds to think rationally and objectively and are able to solve a problem logically (Bujuri, 2018). Because they are in the stage of developing logical thinking, children aged 7-11 or elementary school age children should receive teaching that encourages their logical thinking skills, namely by building critical thinking skills.

Regarding the stages of critical thinking, Benjamin Bloom has developed 6 taxonomic stages in the cognitive field (College & Examiners, 1956), namely:

1. Knowledge, namely the stage where children will be trained to develop the ability to memorize, remember, and repeat information received.
2. Comprehension, namely the stage where the child will develop the ability to understand information and explain it in his own language.
3. Application, namely the stage where the child will develop the ability to use the information they have.
4. Analysis, namely the ability to train complex thinking, breaking down information into clearer components.
5. Synthesis, namely the stage that trains children in the ability to form new patterns of thinking from the components that have been collected.
6. Evaluation, at this stage the child will develop the ability to evaluate the value of something including making decisions.

Seeing the theory of stages in the cognitive taxonomy reinforces that practicing critical thinking should be done early so that children will get used to having a critical mindset that can have a positive impact on their lives. This is in line with the opinion of Kalelioğlu and Gülbahar, that teaching children to think critically is very important, because critical thinking will be very useful to be able to participate effectively in social life. Being equipped with decision-making, leadership, and careful assessment skills will influence their success (Kalelioğlu & Gülbahar, 2013).

There are various factors that can affect children's critical thinking skills, one of which is education. Schools as educational institutions have various aspects in them that can greatly influence children's development, starting from school culture, curriculum, teaching methods and social environment. Here are some things in school that affect children's critical thinking:

1. Fun school environment

Children spend almost half of their day at school, so school should be a comfortable place for children to develop. Providing a healthy academic environment and a good social environment can support its development (Rahmawati, 2017). The circle time program is one of the school's efforts to create a pleasant environment, especially on the social aspect. Circle time can also build the academic field because in circle time children will be trained to be sensitive to the surrounding social environment so that they can train children's attention to surrounding phenomena and learn to think critically. The school environment in question is not only limited to the social conditions between students and their teachers, but also includes a pleasant academic atmosphere.

2. Interactive teaching and learning activities

The interactive learning process plays a very important role in creating a warm and pleasant atmosphere in academic activities at school (Rahmawati, 2017). Circle time is a form of interactive learning program by providing space between students and teachers to communicate with each other, ask questions, argue, and respond. With interactive learning, students will get space to think critically and express their thoughts so that the learning process does not limit students' thinking.

3. There is room for exchanging ideas

The education system in the current era that implements a student center should provide sufficient space for students to be able to express opinions and discuss. Often students are only required to obey the teacher's orders without being given space to express their opinions, even though by expressing opinions students will automatically be trained socially and academically. The circle time program is a means where students are given a free space to be able to express opinions and discuss various matters without feeling afraid of being wrong and being ignored.

With these factors are expected to support the growth of critical thinking skills in children. Build critical thinking skills in learning or outside of class hours. Critical thinking skills will also be very helpful in developing academic aspects such as understanding a subject.

Circle Time Program

Along with the current developments, the world of education has also developed strategies, models, systems, and other things to be able to provide and organize education that suits the needs of the current generation. One form of development is the discovery of a learning system that has been studied by the fields of education, psychology, and social, namely the social-emotional learning system (SEL). Various SEL-based learning strategies and models have also emerged, one of which is circle time. Circle time is a learning strategy which was originally a way in the industrial world to solve problems by involving various divisions, circle time was then adapted to the education sector as a step to develop self-esteem and control student attitudes. The circle time program allows students and teachers to discuss problems that are currently happening, the teacher will invite students to explore these problems and then look for solutions to problem solving (UNRWA, n.d.).

Jenny Mosley, as an influential figure who popularized circle time, also considers that circle time is a way in education to develop children's social and emotional aspects which have an impact on children's thinking aspects. Mosley argues that circle time is a structured activity aimed at enhancing a positive personality through managing thoughts and feelings (Leach & Lewis, 2013). In his book, Mosley reveals that there are several objectives of the circle time program (Mosley, 2006):

1. To develop teaching and learning process.
2. To increase personality and respect for others.

3. To develop student independence through responsibility for their own behavior and achieve discipline and self-control.
4. To develop interpersonal skills including cooperative relationships with others, problem solving abilities, and finding solutions to problems logically.

According to Jenny Mosley's instructions, there are several stages in implementing circle time which can be described as follows:

1. Reason
Circle time is carried out by raising certain topics for discussion so that students can understand each other's topics. For example, raising the topic "understanding friends" or the topic of increasing familiarity.
2. Preparation
The teacher must prepare and ensure several things before circle time begins, including:
 - a. The teacher prepares a location for circle time, which can be done in the classroom or other environment.
 - b. The teacher conditions the students to sit in a circle, the teacher must make sure the students sit comfortably and in an equal position. Students can sit on chairs, carpet, floor, or grass (if done outdoors).
 - c. The teacher ensures that the location to be used for circle time is a quiet location, if it is done indoors the teacher can hang a sign outside the door "circle time is being carried out" or "cannot be disturbed". This is to keep students from contracting during circle time. If done outdoors, the teacher must ensure that the surrounding environment does not distract or distract students.
3. Implementation
 - a. The teacher and students make rules for playing in circle time, for example those who want to speak must raise their hands first or are prohibited from speaking when others are speaking, and so on.
 - b. The teacher acts as a facilitator in circle time by not dominating the role and complying with the rules in circle time.
 - c. After the general rules are agreed upon, the teacher determines the game according to the problem or topic to be discussed.
 - d. The game is carried out by following the rules that have been agreed upon, both the general rules in circle time and the rules in the game. The game must run in a pleasant atmosphere without any party feeling cornered.

4. Evaluation

After completing circle time activities, the teacher and students evaluate the things that have happened in circle time. Evaluation can be done by asking students' feelings about the circle time activity, giving impressions of the circle time activity, or providing conclusions and messages from the circle time activity.

At first glance, circle time goals seem to only refer to the development of children's social and emotional abilities, but if you take a closer look, there are circle time goals that are closely related to critical thinking, namely the ability to solve problems and make logical decisions. The stages that will be taken to realize these two goals are clearly illustrated in the six stages of critical thinking that have been put forward by Benjamin Bloom. So it can be said that using the circle time program will be quite capable of building critical thinking skills in students.

3. RESULT

Level of Students' Critical Thinking Skills

Elementary school-age children are generally aged 7-12, which according to Piaget's cognitive classification, children aged 7-12 are in the stage of concrete operational thinking, namely a condition where children have started to enter the ability to think logically, realistically, and critically. Children at this age are considered to have started to be able to solve problems, but only limited to real or concrete problems. If the problem is still abstract, then the child will still experience difficulties in his reasoning process.

The homeroom teachers at Rejodani Elementary School stated that at the start of the new school year some children could not be said to be able to think critically. However, in terms of the evaluation at the end of the school year, it was found that 80% to 90% of children at each grade level could be said to be able to think critically. This percentage is obtained based on the benchmarks of each homeroom teacher. All homeroom teachers stated that they did not use certain critical thinking benchmarks, but instead measured them based on the child's ability to achieve learning indicators that were arranged based on core competencies (KI) and basic competencies (KD). So that if the child is able to achieve the learning indicators and achieve the target outline of learning then the child is concluded to be able to think critically.

Discussing the ability to think critically is closely related to cognitive aspects, therefore in the realm of education there are six cognitive stages of children based on Bloom's cognitive taxonomy. These six stages are called C1 (remember), C2 (understand), C3 (apply), C4 (analyze), C5 (evaluate), and C6 (create). If the critical thinking benchmark for Rejodani Elementary School students is based on KI and KD, then it will be included in the cognitive aspect achievement classification which will refer to the six cognitive stages in Bloom's taxonomy above. The following is the achievement target set by the homeroom teacher at SDN Rejodani and its classification in Bloom's cognitive stage.

Table 1

Target level by homeroom teacher		Bloom's Classification
Grade 1:	recognize, memorize, understand information, describe	C1, C2
Grade 2:	Understanding stories, telling stories, responding to stories	C2, C3
Grade 3:	Understand story details, simple arithmetic operations	C3
Grade 4:	Analyze problems, solve problems, provide critical responses, begin to understand abstract objects	C3, C4
Grade 5:	Troubleshoot, detailing the steps	C5, C6
Kelas 6:	Search for information, analyze information, communicate analysis results, solve problems, make decisions	C6

Note. The critical thinking skills level of Rejodani Elementary School students is classified into six cognitive stages of Bloom

So it can be said that the achievements determined by the homeroom teacher are appropriate and refer to cognitive stages according to Bloom's taxonomy. Rejodani Elementary School students can also be said to be critical because they have fulfilled the critical thinking stage of Bloom's taxonomy.

Circle Time Program in Learning

Rejodani Elementary School was noted for the first time trying to apply the circle time program in 2017 since joining the Fun School Movement (GSM) community. The reason underlying the application of circle time at Rejodani Elementary School is the policy of the GSM community. Based on the interview results, it was found that circle time at Rejodani Elementary School was basically focused on supporting the SEL system which develops affective aspects in the form of character education. This goal has similarities with the goal of circle time according to Jenny Mosley:

1. To increase personality and respect.
2. To develop student independence through responsibility and discipline.
3. To develop interpersonal skills including relationships with other people and problem solving skills

The purpose of circle time at Rejodani Elementary School and that put forward by Jenny Mosley has similarities in efforts to develop affective aspects in the form of focusing on developing children's character in the form of: problem solving abilities, interpersonal relationships, and self-discipline and responsibility. At Rejodani Elementary School character development is specifically manifested in forms:

1. Development of self-management
2. Improvement of problem solving abilities
3. Development of the ability to establish interpersonal relationships
4. Get used to being responsible

The goals set by Rejodani Elementary School cannot be said to have been fully achieved. Teachers, especially homeroom teachers and school principals, are still conducting regular evaluations to optimize the circle time program so that it can achieve the predetermined goals. Especially during the online learning environment during the pandemic, where circle time could not work properly. In offline learning, Jenny Mosley has provided general instructions regarding the technical implementation of circle time especially for elementary school age students. However, Rejodani Elementary School adapts these instructions to the needs, situations and conditions of students so that the concept of circle time is easy to understand and students have no difficulty adapting to the circle time program.

1. Reason

Circle time is done when there are problems in the class, for example students fighting, fighting over something, disagreement, dirty class, etc. Circle time can also be done by raising general topics, for example getting to know friends, character education, covid 19, disasters, or future plans. However, general topics tend to rarely become topics of discussion, according to homeroom teachers and their teachers most often raise problems in class.

2. Preparation

There are several things the teacher needs to prepare before doing circle time, namely:

- a. After finding the reasons for the need for the circle time program, the teacher then prepares the location to be used for circle time, at Rejodani Elementary School circle time is usually carried out in the classroom.
- b. Circle time starts with the teacher giving a signal for circle time usually in the form of an exclamation "it's circle time time" then students sit in a circle. Because Rejodani Elementary School has determined that circle time is an activity that is included in its curriculum, at the beginning of the new school year the teacher and students will form an agreement in the form of a circle time code.

3. Implementation

- a. When the location and students are coordinated, the teacher and students determine general circle time rules such as raising their hands when they want to speak and not interrupting a friend who is talking. The rules are determined at the beginning of the agreement during the new school year or at each circle time implementation.
- b. The teacher determines the game to be carried out in circle time for.
- c. The teacher determines the rules of the game to be played in circle time.
- d. In the game the teacher provides a stimulus to students to be able to express what is happening or what problems are happening in the classroom, what they see and observe, what they feel, and what they think. The teacher can also provide a stimulus in the form of a story or animated video.
- e. The teacher's role in circle time is as a facilitator who guides the course of circle time so that the teacher is not allowed to dominate in circle time. The teacher only guides and directs students with actions or questions that can provide stimulus to students. Activities will focus on student interaction and response.

4. Evaluation

- a. The teacher gives the final stimulus in the form of questions about what they (students) will do.
- b. Circle time ends by expressing impressions, agreeing on a decision together, or providing joint solutions to problems in class. In learning, circle time ends by making conclusions and impressions during the circle time process.

The stages of conducting circle time can vary according to the conditions and actions that must be taken in response to an existing problem. Meanwhile, in conditions of online learning, circle time tends to be rarely done. Even though it's rare, researchers found one of the homeroom teachers who did circle time during online learning. The stages of circle time during online learning are as follows:

1. Reason

Circle time is carried out by raising topics related to thematic subject matter. Based on observations, teachers who do virtual circle time are homeroom teachers in grades 1 and 6. Lesson hours tend to be shorter when online learning makes some teachers not do circle time.

2. Preparation

The preparation stage for online and offline circle time has many differences considering that teachers and students cannot meet face to face but only through electronic learning media.

- a. The teacher prepares media that will be used for circle time such as zoom or Google meet.
- b. The teacher prepares material or topics to be discussed in circle time. During the online learning period, circle time becomes part of thematic learning, so that the topic of circle time is connected with thematic learning material.
- c. A few days before the circle time agenda the teacher announces and discusses with students when it is possible to do circle time and no students object to being present in the zoom/Google meet room. Based on the results of observations, the teacher conducted circle time on the cheerful Saturday agenda or sharing class.
- d. The teacher shares the zoom link or Google meet via the class whatsapp group.

3. Implementation

- a. The teacher displays a video or picture related to the topic of circle time and thematic learning
- b. The teacher asks one by one the students or some of the students about their feelings after seeing the video or picture
- c. Students describe the video, such as how many people are in the video, the atmosphere in the video, etc.
- d. The teacher asks students to retell what is understood from the video
- e. The teacher invites students to analyze using 5w1h (what, who, where, when, why, how)

4. Evaluation

- a. The teacher will ask "what are you going to do" to students as a form of making a decision or a solution to a topic or problem.
- b. The teacher gives conclusions and messages so that the essence of the discussion in circle time can be easily understood by students.

Based on the data obtained from the interviews, the homeroom teachers stated that they had various goals and achievements in carrying out circle time. The following is a summary of the goals and achievements of the homeroom teachers during circle time with students:

1. Students can express what they feel and think.
2. Students can identify their own emotions.
3. Students can empathize.
4. Students can determine the action or response that will be carried out when responding to a phenomenon.
5. Students can be responsible for actions and decisions or policies that apply.
6. Students are able to self-management.
7. Students are able to be honest.
8. Students are able to think realistically.

The homeroom teachers and teachers agreed that the achievements and goals of circle time varied at each class level and the character conditions of each class. Circle time is also recognized as very easy for teachers to condition the class because students are used to understanding and respecting one another. The goals and achievements of circle time at Rejodani Elementary School have the same core as the circle time goals put forward by Jenny Mosley, namely to develop students' self through activities to manage their thoughts and emotions. There are several things that distinguish the implementation of circle time at Rejodani Elementary School from the guidelines for implementing circle time from Jenny Mosley:

1. The causal stage: in Jenny Mosley's instructions the reason for doing circle time is not a problem in class but to train various aspects of student skills through game activities in circle time, while at Rejodani Elementary School the implementation of circle time is based on problems in class so that students are trained in various aspects of their skills through activities that emphasize reflecting, solving problems and making decisions.
2. Preparatory stage: the difference that appeared during the preparation stage was that according to Jenny Mosley's guidelines the room used for circle time was posted with warning signs "cannot be disturbed" and the like, while the implementation at Rejodani Elementary School did not use warning signs.
3. Implementation stage: in the implementation stage there is no difference between Jenny Mosley's guidelines and the implementation at Rejodani Elementary School. Teachers and students both make game agreements and circle time rules, and the teacher acts as a facilitator and student-centered activities.
4. Evaluation Stage: there is a difference at the evaluation stage, namely according to Jenny Mosley's guidelines evaluation tends to be carried out with students expressing their impressions, whereas during the implementation at Rejodani Elementary School evaluation activities apart from expressing impressions also include solutions and agreements that are mutually agreed upon.

Rejodani Elementary School has various differences and similarities with the circle time instruction by Jenny Mosley, starting from the reasons for implementing the circle time, the technical stages of implementation, to the objectives and achievements of the circle time. The differences between the implementation of circle time by Rejodani Elementary School and Jenny Mosley's instructions do not mean that Rejodani Elementary School was wrong in conducting circle time because it was not according to the instructions, but that this was due to differences in student conditions, student needs, teacher abilities, etc. Until now, Rejodani Elementary School is still exploring and innovating to develop circle time so that it is more effective in assisting student development.

4. DISCUSSION

Based on the analysis of the level of critical thinking of Rejodani Elementary School students, most of the students have been able to think critically. The formation of this critical thinking pattern was built since students were in the first grade level. According to data acquisition, the critical thinking skills of Rejodani Elementary School students can be formed due to the effects of learning methods in the SEL system, one of which is the circle time program. This statement is based on circle time activities so far that have trained children in thinking to reflect, solve problems and make decisions. According to the researcher, this statement is true, because the stages for achieving problem solving and making decisions reflect critical thinking skills, these stages can be described as follows:

1. Problem solving

Problem solving here means finding a way out of a problem wisely by first understanding the root of the problem. The steps that need to be taken in solving a problem can train a child's mindset to be logical and critical. Here are some steps that need to be passed in order to solve the problem and take the right solution:

- a. Identification of the problem, to be able to identify the problem requires observation from various points of view in order to know clearly what the problem is going on.
 - b. Collecting data, the data collected aims to find out in detail about the parties involved, location, causes, etc.
 - c. Drawing conclusions, drawing conclusions is done by matching the relationships between data so that it becomes a description of a logical series of events and considering other possible consequences.
 - d. Make solutions, create and determine solutions based on previous steps so that solutions can solve problems and can even be a prevention of problems that might occur. Therefore the solution is made wisely so that it is fair for all parties.
2. Making a decision is not an easy thing, even for adults it is sometimes difficult when they have to make a decision on a problem. In the circle time program at SDN Rejodani, students are trained to be able to make personal and collective decisions. Decision-making activities are considered to be able to train children to be critical in responding to something. There are five stages in reaching an effective decision, namely:
- a. Gather relevant info
Finding as much information as possible and in as much detail as possible is very necessary as the first step to make a decision. After the data is collected then it can identify a decision.
 - b. Identify the alternatives/ identify alternatives
The decision must have another decision as a backup or alternative way if the main decision cannot be carried out. Alternative decisions need to be properly identified so that objectives and problems can be resolved even in an emergency situation.
 - c. Choose the alternatives
The meaning of 'choosing' here is choosing the best decision among all decision considerations and determining the best alternative or alternative decision. Selection must be made by considering all possibilities and efficiency in dealing with problems and achieving goals.
 - d. Take action
The action referred to here is the implementation of the decisions that have been determined.
 - e. Review the decision
Decisions that have been taken and implemented must be evaluated for their effectiveness in overcoming the intended problem.

The stages of problem solving and making decisions are always applied in circle time by the teachers of Rejodani Elementary School but are packaged in more fun activities and the decisions and problems that are solved are not complex problems considering the subject being addressed is elementary school students. If you look at the stages of problem solving and making these decisions, all of them lead to a critical thinking process where the process of critical thinking refers to the cognitive taxonomy theory of Benjamin Bloom, namely:

1. Knowledge/knowledge
2. Comprehension/understanding
3. Applications/applications
4. Analysis/analysis
5. Synthesis / synthesis
6. Evaluation/evaluation

So that the stages of problem solving, making decisions, and implementing circle time at Rejodani Elementary School can be classified in the components of Bloom's taxonomy as follows table 2. Based on this classification, it can be seen that SDN Rejodani has implemented circle time where at each stage it can fulfill the six stages of critical thinking from Benjamin Bloom's cognitive taxonomy theory.

Table 2

	Bloom's Taxonomy					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Stages of problem solving	Problem identification, collect data		Make a conclusion			Create solutions
Stages of making decisions	Gather relevant info,		Identify the alternatives	Chose the alternatives	Take action, review decision	
Circle time stages at Rejodani Elementary School	Students observe videos or pictures	Students retell the contents of the video	Students analyze videos or images using 5w1h	Students make conclusions	Students determine the action to be taken related to the video/image	

5. CONCLUSION

Circle time is generally carried out because there are problems in class, location and students are conditioned before doing circle time, there are various implementation techniques in circle time, an evaluation is carried out to end the circle time. There are various goals of circle time according to homeroom teachers, including daring to think, realistic, honest, empathetic, responsible, identifying emotions, solving problems, and self-management. Building critical thinking skills in circle time is carried out through activities that are focused on solving problems and making joint decisions, where the steps to achieving problem solving and making decisions are in sync with the stages in Bloom's cognitive taxonomy. As many as 80% to 90% of a total of 175 students at Rejodani Elementary School have reached a level of critical thinking that corresponds to the classification of stages in Bloom's cognitive taxonomy.

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