

The Correlation Between Teacher's Hegemony and Students' Critical Thinking Skills

Supriadi Torro^{1*}, Sopian Tamrin², Andi Sadriani³, La Sunra⁴, Nuraeni Kasim⁵

^{1,3}Departmen Sociology Education, Universitas Negeri Makassar

²Departmen Sociology, Universitas Negeri Makassar

⁴Departmen English Language, Universitas Negeri Makassar

⁵Departmen Language, YPUP

Abstract. This research aims to determine the correlation between teacher's hegemony and the increase of students' critical thinking skills. This research was conducted through descriptive qualitative and inferential methods. The research population was all students of senior high schools in Tana Toraja district, totaling 608. The research sample was 114 determined by the Morgan table and Slovin formula. Cluster sampling technique was used to select respondents. Data were collected by using questionnaire and direct documentation. The data were analyzed using the SPSS ++ 25. The result of the research shows that the relationship between teacher power and students' critical thinking skills at school reveals a significance value of $0.000 < 0.05$, which means that the two variables have a significant relationship.

Keywords: Teacher's hegemony, critical thinking skills, material mastery, natural intelligence

1 Introduction

The problem of teacher's hegemony is an interesting aspect that may become a discourse in the field of pedagogy. A teacher must be authoritative, and at the same time, he or she is required to guide students in achieving learning competence through gentleness act. When the teacher presents himself as simple, students tend to ignore him. However, if the teacher looks luxurious, the students sneer at him, because working as a teacher is not identical with appearances; the measure of teacher's appearance and wealth has been standardized within society. Meanwhile, the teacher is a position or profession that requires a special skill, no one cannot replace him performing his work without having expertise as a teacher.

In political terms, hegemony is described as order and bureaucracy or the power held by someone (Tilaar; 2009, p.126). Based on this opinion, teacher's hegemony is understood as an embodiment of power in influencing, which is sometimes even performed by means of coercion. The concept of hegemony was first popularized by the leading Italian political philosopher, Antonio Gramsci, who argued that capitalist power and domination did not only lie on material dimensions of economic means and production relations but also on power and hegemony (Patria and Andi; 2009, p.118-9)). Hegemony was also popularized by Lenin, where

hegemony is a theoretical leadership which is then concretely manifested and articulated in a ruling class.

Furthermore, Gramsci distinguishes between domination (violence) with moral and intellectual leadership: A social group can, even must exercise leadership before seizing government power (this is clearly one of the main conditions for obtaining such power); This readiness in turn becomes very important when the group exercises power, even if the power remains in the hands of the group, then they must continue to "lead". Thus, Gramsci transformed the hegemonic meaning of strategy (as Lenin argued) into a concept which, like the Marxist concept of power and the relations of production, class and state, became a means of understanding society with the aim of changing it. He developed the idea of leadership and its implementation as a condition for obtaining state power into his concept of hegemony. Hegemony is the relationship between class and other social forces. Hegemonic classes or hegemonic class groups are classes that get approval from power or government and other social classes by creating and maintaining a system of alliances through political and ideological struggles (Simon, 2004).

In terms of education sector, teacher hegemony refers to the teacher's efforts to apply power as a learning manager in the classroom. The teacher's behavior emphasizes the form of expression and appears like a

* Corresponding author: supriaditorro@unm.ac.id

bourgeois who always indoctrinates students through different applications and mechanisms which are carried out to maintain and develop themselves through the obedience of their students so that these efforts succeed in influencing and shaping the minds of students. (Surakhmad; 2009,

p. 265-70). Hegemony can be defined as domination by one group over another, with or without the threat of violence, so that the ideas indoctrinated by the dominant group against the dominated group are accepted as common sense. Hegemony deals with how particular elements are able to make their demands universal, such as the domination of the state over society through ideological state apparatuses that establish false consciousness in society, and fortify society from the creation of knowledge on the existence of exploitation and oppression. This condition is not certainly the same as that is practiced by the teacher because the awareness to be independent and empowered that shapes the students' character becomes the goal of being a teacher. Indeed, in the politics of state hegemony, even though something is not in accordance with the interests of the community but it is still useful for the ruling group to survive, then its practice remains alive. In the process of weakening society and indoctrinating in order to meet basic needs, the hegemonizing practice that empowers the bourgeois class to control the state can last a long time. (Hutagalung; 2004; p 17). Teachers who have hegemony in their hands are able to direct their students to think critically so that the learning objectives can be achieved. The ability to think critically supports the students to understand concepts, apply, synthesize and evaluate the information obtained or the information produced. Not all information received may become knowledge whose truth is believed and hold as guidance for action. Likewise, the information generated is not always correct. The information needs to be analyzed through various criteria such as clarity, accuracy, correctness, reliability and applicability. Besides, the analysis requires other supporting evidences and arguments in order to draw proper and reasonable conclusions. (Zubaidah, S; 2010, p. 1-14).

Researches on teacher's hegemony and students' critical thinking skills is interesting to carry out because hegemony may be a powerful force to encourage students' learning progress. On the contrary, it may also discourage students' learning if the teacher applies hegemony in an authoritarian way. The studies conducted by Gunawan and Torro (2021) on teacher hegemony and student behavior as well as Jalil and Torro (2020) on teacher's hegemony in the classroom may be used as the basis for conducting further study on teacher hegemony and students' critical thinking skills.

2 Research Method

This research was conducted in public and private senior high schools in Makassar. The research used descriptive and inferential methods. The research population was all senior high school teachers amounting 608. The sample was determined through cluster random technique.

Waksberg (1978) states that cluster random sampling is used in a population within a certain group. This technique is done by grouping schools into public and private; the total sample was 114. Data were collected through questionnaire with summative rating scale. However, the researcher developed an instrument in the form of a statement and the respondent only provided a checklist for the statement that was in accordance with what was assessed by the object (teacher), then the researcher gave a score to the respondent. Furthermore, the instrument used by the researcher is valid and reliable. Therefore, the instrument is able to measure accurately teachers' hegemony in the research area. The data were analyzed by using the SPSS++24 application

3 Results And Discussion

This research illustrates that teacher hegemony has a significant influence on student's critical thinking skills. It can of course be understood that a teacher who has assertiveness will have an impact on students to think and work seriously on all tasks given by the teacher. The results of the following analysis can be the basis for discussing the two variables that there is a significant correlation.

3.1 Correlations

Table 1. Pearson Correlation

		Teacher's Hegemony	
			KBK
Teacher's Hegemony	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	615	615
KBK	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	615	615

** . Correlation is significant at the 0.01 level (2tailed).

From the table above, it can be seen that for the critical thinking skills, the Pearson Correlation value obtained was $0.798 > 0.080$ and the Sig value. (2- tailed) was $0.000 < 0.05$. This means that the variable X (teacher hegemony) has a significant correlation with students' critical thinking skills. Teachers are also fully responsible for students' learning at schools although teachers' hegemony is sometimes dominant. This idea is relevant with the research findings shown by Gunawan and Torro (2021:121-128). The study revealed that the hegemony of teachers at schools was in high category.

The high level of teachers' hegemony at schools is the consequence of teachers' democratic, authoritarian, and permissive leadership patterns and styles. In the delegative democratic leadership style, a teacher tries to accommodate the suggestions and opinions from his students and tries to provide space for them to maximize the development of their positive potential. Usually, a teacher always feels that he has the power or authority to perform speech acts in his class. Furthermore, Jumadi (2005: 8) states that the representation of the power of

the teacher's speech acts in the classroom is represented by using certain speech acts. With these various speech acts, teachers and students build a communication culture that shows a process of influencing each other or even dominating each other (Yanto, J.A., Rusminto, N.E., & Tarmini, W.; 2013, p. 2.) The research also reveals that the capacity of teachers to use their authority influences students' critical thinking abilities in schools.

The ability to think critically is a very essential ability, and functions effectively in all aspects of life. Therefore, the ability to think critically is very important and must be instilled to students from an early age either at school, at home or in the community. In order to achieve the optimum learning results, learning activities require active thinking. In other words, the learning process requires critical thinking from the learners. Therefore, critical thinking is very important in the process of learning activities (Gunawan, G., & Torro; 20221, p.121-128.). The hegemony or power of the teacher will have various impacts on students, either directly or indirectly. The impacts may also vary. For instance, students may tend to fight because they feel pressured by the dominance of the teacher in the class. Similarly, students may feel compelled to follow the learning process so that the learning output to be achieved does not reach optimum level. The application of an authoritarian teacher's teaching style has the power to control students quite effectively, because orders are performed without any rebuttal and students must absolutely obey their teacher's command.

In addition to the two patterns of teacher leadership above, teacher leadership might also fall into permissive leadership. In this leadership model, the teacher usually does not use coercion but also sometimes does not carry out strict orders for what students should do. This leadership model is considered indecisive, because it does not stick to a certain stance. Yet today, these students must be encouraged and pressured to do something. Several research findings show that facilitating students by pressing or forcing them to learn is a successful model in today's learning. For example, research on the teacher's role as a driver of the full development of student potential (Jalil, A., & Torro; 2019 p, 7-12.).

The development of students' potential in learning is determined by the teacher through a number of teaching strategies. In addition to the output value or students' understanding of each subject, the development of behavior that is formed from learning outcomes from everyday life, especially in the school environment is also a very important output in learning. Research findings (Gunawan, G., & Torro; 2021, p. 121-128) show that the teacher's hegemony is successful in developing the potential of students not only on the value produced but also on changes in student behavior. The power of the teacher is considered a natural matter, because the power exercised by the teacher in a classroom aims to maximize the student's own learning process (Hikmah, S.N.A.; 2021 p. 186-196). A change in behavior begins with the teacher's ability to facilitate students to think critically. Critical thinking is a process of thinking intellectually in which the thinker

deliberately evaluates the quality of his thinking, the thinker uses reflective, independent, clear, and rational thinking. According to Ennis (2011; p.12), critical thinking is empowering cognitive skills or strategies in determining goals. This process is done after considering and setting goals and referring directly to goals. The skill represents a form of thinking that needs to be developed in order to solve problems, formulate conclusions, gather various possibilities, and make decisions when using all these skills effectively in the right context. Students who are still weak and do not develop critical thinking skills will have an impact on their ability to solve problems. For this reason, encouraging their enthusiasm in answering questions posed by teachers is still limited in theory and has not shown development that is in accordance with their potential and abilities. In addition, there are some students who are still difficult to work in groups, communicate, solve problems when an example of a real problem is proposed, and have not been able to make decisions as the right solution to a problem. (Fakhriyah, F; 2014, p. 1)

Problem solving skills, creative and critical thinking have become the center of attention of educators, researchers, entrepreneurs, and the mass media for several years. This can be seen from the fact that the ability to think critically will determine a person's endurance and competitiveness in competing to be the best because this skill will increase the competitive power of an individual. This fact is in line with the researcher's point of view that critical thinking skills have been recognized as an important skill to successfully learn, work and live in the 21st century. Someone who has high critical thinking skills and good communication skills will easily adapt to changing conditions and be appreciated both in academic context and in the work place. Teachers play an important role in establishing students' critical thinking skills, because teaching students to think critically is one of the main goals of education (Kazempour, 2013; Kaleiloglu & Gulbahar, 2014; Zubaidah, 2010). As an educator, a teacher must be able to create learning atmosphere that is able to train students' critical thinking skills to find learning information independently and actively create cognitive structures in students (Patonah, 2014). Efforts to establish students' critical thinking skills require interactive classes, students are seen as thinkers rather than being taught, and teachers act as mediators, facilitators, and motivators who help students in learning instead of teaching. The purpose of this research was to analyze students' critical thinking skills. It is important to do this as input for teachers to be able to design appropriate learning and improve students' critical thinking skills. (Nuryanti, L., Zubaidah, S., & Diantoro, M; 2018, p. 155-158.). The teacher's power in developing students' critical thinking skills can also be illustrated through table of coefficient below.

3.2 Coefficients^a

Tabel 2. Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11.382	1.859		6.122	.000
Teacher's Hegemony	1.050	.032	.798	32.834	.000

a. Dependent Variable: Critical Thinking Skills

From the coefficient table above, it can be seen that the sig value obtained is $0.000 < 0.05$. Then, it can be concluded that H_0 is rejected and H_1 is accepted. This means that teacher hegemony has a significant influence on students' critical thinking skills.

In addition to using the comparison of sig values vs. alpha values, conclusions can also be drawn using a comparison of t_{count} vs t_{table} . Based on the table above, it can be seen that the t_{count} value is $32.834 > 1.94718$. The table indicates that H_0 is rejected and H_1 is accepted. This means that teacher hegemony has a significant influence on students' critical thinking skills.

The comparison using the sig value vs. the alpha value is the opposite of the t_{count} vs t_{table} comparison. Nevertheless, the table shows that both the first and second methods still produce the same conclusion.

3.3 Model Summary

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798a	.638	.637	9,684

b. Predictors: (Constant), Teacher Hegemony

The Model Summary table is used to determine the percentage amount of the influence of the independent variable on the dependent variable. Based on the table above, the R value is 0.798. This means that teacher hegemony has an influence of 79.8% on students' critical thinking skills, while the remaining 20.2% is influenced by other variables outside the research.

4 Conclusion

This research aims to determine the correlation between teacher hegemony and the students' critical thinking skills. The results of the research show that the correlation between teacher hegemony and students' critical thinking skills at school shows a significance value of $0.000 < 0.05$, which means that the two variables have a significant relationship. In other words, they are correlated each other. The results of the research reveal that teacher hegemony has a strategic role in developing students' thinking skills. This is to say, if a teacher applies his influence or power over his students, it may change the students' behaviour to improve their thinking skills.

Acknowledgments

The author would like to thank all the informants who provide assistance and information during the research held. The same was conveyed to the Dean Faculty of Social Sciences which has provided financial support for this research.

References

- [1] Ennis, R.H. (2011). *The Nature of Critical Thinking. An Outline of Critical Thinking Disposition and Abilities*. Last Revised Emeritus, Professor University of Illinois.
- [2] Fakhriyah, F. (2014). Penerapan problembased learning dalam upaya mengembangkan kemampuan berpikir kritis mahasiswa. *Jurnal Pendidikan IPA Indonesia*, 3(1).
- [3] Gunawan, G., & Torro, S. (n.d.). Pengaruh Hegemoni Guru Terhadap Perilaku Siswa Di SMA Negeri 20 Bone. *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian dan Pengembangan Keilmuan Sosiologi Pendidikan*, 1(1), 121-128.)
- [4] Hikmah, S. N. A. (2021). Representasi Strategi Kekuasaan Simbolik Tuturan Guru dalam Membuka Pembelajaran. *Jurnal PENEROKA*, 1(02), 186-196.
- [5] Hutagalung, D. (2004). Hegemoni, Kekuasaan, dan Ideologi. *Jurnal Pemikiran Sosial, Politik dan Hak Asasi Manusia*, 74, 1-17
- [6] Idris, S. (2014). Kajian Hegemoni Dalam Bertindak Tutar Guru Pada Pembelajaran Bahasa Indonesia Di Smp Negeri 1 Pangkep Kabupaten Pangkep. *Jurnal Konfiks*, 1(2), 85-103.
- [7] Jalil, A., & Torro, S. (2019). Penggunaan Kekuasaan Guru Dalam Kelas (Studi Kasus Di Sma Muhammadiyah 1 Unismuh Makassar). *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan*, 7-12
- [8] Nuryanti, L., Zubaidah, S., & Diantoro, M. (2018). Analisis kemampuan berpikir kritis siswa SMP. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 3(2), 155-158.
- [9] Patria, Nezar and Arief, A. (2009). *Antonio Gramsci Negara & Hegemoni*. Yogyakarta: PUSTAKA BELAJAR, 2009. 979-9075-66-1.
- [10] Simon, R. (2004). *Gagasan Gagasan Politik Gramsci: INSIST in collaboration with LIBRARY LEARNING*.
- [11] Surakhmad, Winarno, (2009). *Pendidikan Nasional, Strategi dan Tragedi*. Jakarta, Kompas.
- [12] Tilaar, H. A. R. (2009). *Kekuasaan dan Pendidikan. Menagemen Pendidikan Nasional Dalam Pusaran Kekuasaan*. Jakarta, Reneka Cipta.
- [13] Yanto, JA, Rusminto, NE, & Tarmini, W. (2013). Representasi kekuasaan pada tindak tutur gurudalam pembelajaran Bahasa Indonesia. *J- SIMBOL (Bahasa, Sastra, dan Pembelajarannya)*, 1(2).
- [14] Zubaidah, S. (2010). Berpikir Kritis: kemampuan berpikir tingkat tinggi yang dapat dikembangkan melalui pembelajaran sains. In *Makalah Seminar Nasional Sains dengan Tema Optimalisasi Sains untuk memberdayakan Manusia. Pascasarjana Unesa*. (Vol. 16, No. 1, pp. 1-14).