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**SOCRATIC QUESTIONING: A PHILOSOPHICAL
APPROACH IN DEVELOPING
CRITICAL THINKING SKILLS**

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Selected Papers from annual symposium on Scholarship Advancement Programme (SAP) on the 5th of August 2021.

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FOREWORD: A SPECIAL ISSUE FROM THE DEPARTMENT OF FUNDAMENTAL AND INTER-DISCIPLINARY STUDIES (FIDS), AHAS KIRKHS, IN COLLABORATION WITH AL-HIKMAH: INTERNATIONAL JOURNAL OF ISLAMIC STUDIES AND HUMAN SCIENCES

Following the directive from the AHAS Kulliyah of IRKHS, the Department of Fundamental and Inter-Disciplinary Studies held its annual symposium on Scholarship Advancement Programme (SAP) on the 5th of August 2021. The one-day programme was an intervention to advance the development of scholarship among academics in AHAS KIRKHS. Its focus was to accelerate knowledge generation and dissemination by providing a conducive avenue for all academics to write, present, and publish their scholarly work in an academic journal. Since 2019, papers presented at the SAP symposiums have been published individually by staff at the FIDS. In 2022, FIDS has taken the initiative to publish selected papers as a special issue in collaboration with the Journal of Al-Hikmah.

This special issue contains eleven articles, nine in English and two in Arabic, which were presented at SAP 2021. This collection of SAP papers comes under the themes of Islam, Philosophy and Spiritual development. Most if not all articles selected for publication go in tandem with the scope and requirement of Al-Hikmah Journal. Among the areas touched by the authors are on Islamic religious teaching and learning activities, and Islamic movement in the region.

We hope this special issue would provide a kind of poignant magnetism that would touch the readers' interest as most of the papers highlighted the supremacy of knowledge and the significance of the role of spirituality. The concept of papers emerged from the thought that different scholars from diverse Asian countries would offer their respective experiences, historical facts and cultural heritage that would provide the highest level of satisfaction to the readers.



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Socratic Questioning: A Philosophical Approach in Developing Critical Thinking Skills

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Abstract

Thinking critically entails rationality principles, which is seen as an essential ability that must be polished by everyone to acquire and use the ability in daily lives. Evidently the Greek philosopher Socrates set the agenda for critical thinking. He believed no idea can be taught directly, and helped his students reach a deep level of understanding and thinking by questioning the underlying beliefs and assumptions. Learning to think is a vital skill that needs to be taught from an early stage to solve problems and make decisions effectively. Henceforth, Socratic questioning is one of the approaches used by educators in schools and universities to produce intelligent thoughts and give new recommendations to address incumbent issues that are related to philosophical and critical thinking skills. Therefore, this paper attempts to highlight the Socratic questioning as a philosophical approach to develop critical thinking among students. The paper further accentuates the conceptual clarification; the Socratic questioning approach; the strength of Socratic questioning; the role of Socratic questioning in developing critical thinking skills and the limitation of Socratic questioning. Finally, the paper emphasises that teaching Socratic questioning provides students with an excellent atmosphere of satisfying one's curiosity and a compliment that leads to the solution of philosophical problems determined by critical thinking skills.

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Introduction

According to Fisher, the theory of thinking is “all about the process of thinking.” Simply put, it contains both cognitive and metacognitive materials, and encompasses the investigation of the most fundamental concepts and challenges people face in their everyday lives (Fisher, 1998). This entails the modes of thinking incorporate four aspects as stated by Lipman (1991) which are critical thinking, decision making, problem-solving and inquiry. Amidst the four thinking modes is critical thinking which is one of the most essential skills that children should be taught from an early age and should be emphasised in school. The critical thinking may teach young minds to think more actively, produce intelligent thoughts, and give new recommendations to address an issue regardless of their age. Visionary and rational human beings can be born among them by cultivating those skills. Furthermore, thinking allows people to discern between what is good and what is evil, allowing them to make deliberate and sensible judgments while avoiding in engaging in unlawful actions.

Thinking critically entails thinking rationally, which is founded on the rationality principle. It is also characterised as an essential ability that must be polished by everyone to acquire and use the ability in their everyday life. Finn noted that “critical thinking is the ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion or anecdote” (Finn, 2011). Thinking critically allows the thinker to identify flaws in the arguments or assertions that have no explanation or strong reasoning as well as when there is no support or evidence from any trustworthy and genuine source, which results in the opponent's argument being a weak argument that cannot be employed. Consequently, the ability to think critically is also regarded as a prerequisite for the development of competence in a particular subject area or specialty (Oyler, 2014). However, this does not mean that one should not accept other people's points of view because the goal of honing this skill is to enhance one's cognitive abilities in creating and refining current ideas calmly and intelligently.

As a natural human being living in this world, no one is exempt from problems or tribulations, whether they are young, old, or even children. Everyone has their own set of difficulties that must be

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addressed. It has been highlighted that every thinker needs good thinking skills in order to handle issues smoothly and orderly, and can confront obstacles in their everyday life in different settings despite the changeable environment (Adeyemi, 2012). It also helps people conquer all hurdles and problems in life by utilising their brains rationally to get out of their "comfort zone." In addition, honing critical thinking abilities may lead a person to be more confident and trust their judgments through their wisdom.

Suhardiana (2019) reiterated that "...Critical thinking is characterized by the capability to think rightly, systematically, and logically in understanding concepts or theories to take action and solve problems based on the mechanism of conceptual analysis and argumentation." Thinking is an essential skill that needs to be acquired by each one of us. Learning to think is a vital skill that needs to be taught from an early age, so students will be able to solve problems and make decisions effectively in their lives. In this modern and globalized world, this skill is even more indispensable to face challenges because it is not inherited. Problem-solving skills are crucial to encounter complex, challenging problems for personal decision-making as well as involvement in a democratic society (Suhardiana, 2019).

There are teaching methods that can be employed to improve critical thinking skills among students. Socratic questioning is one of the approaches used by educators in schools and universities. This method of thinking using Socratic techniques was introduced by Socrates, the Greek philosopher a long time ago. It allows students and teachers to have a question and answer (Q&A) session on the topic that is being taught and makes the learning environment more proactive and exciting by allowing two-way communication between students and educators. Both parties must carry out their respective roles during this process to ensure that the learning atmosphere does not grow monotonous or lonely and that no one is left out. In addition, to guarantee that this method of thinking is effective, teachers will pretend not to grasp any of the topics being taught so that students may deeply contemplate on the material and push their efforts to comprehend everything. This is because one of the ways for educators to engage and get closer to students is to pretend, they do not understand something.

Questioning is one method of satisfying one's curiosity, and it may also be a component that leads students to think critically. It leads to a

specific goal and clarifies difficulties, allowing one to think critically. Being that critical thinking is the highest stage in the thinking process, the use of Socratic Questioning and critical thinking promote Bloom's Taxonomy analysis, hence it can be said that critical thinking and the usage of Socratic Questioning are parallel and interconnected to develop high-quality abilities among students (Suhardiana, 2019). A variety of methods and activities may be carried out in order to apply beneficial abilities and traits in an individual, with education being one of them. Furthermore, the instructor can incorporate various activities, such as teaching, leadership, and training among students, without exception, the interaction of an individual with the state of his surroundings in order to accomplish the aims and goals targeted (Suhardiana, 2019). This is because it is impossible to create a decent and valuable personality among a group of individuals, particularly students, without education.

Governments also have discussed regarding critical thinking, and it is said that critical thinking is highly essential in many sectors, particularly education. The act of critical thinking enables students to think optimistically about themselves (Pithers, 2000). Good thinking is a term that is frequently used in conjunction with critical thinking. Furthermore, students are required to utilise their brains to think out of the box in order to perceive the knowledge taught in schools and to be applied in their daily life, therefore, critical thinking is a necessity for them. In alignment with that, the process of critical thinking involves identifying, assuming, clarifying, analysing, understanding and making inferences based on the problems. It also enables students to think openly without being criticized by people around them as their ideas and reasoning are reliable as well as outstanding.

In addition, it also has been emphasized to teachers that the concept of critical thinking that leads to Socratic questioning is important to be understood comprehensively (Paul, 2007). There are few critical thinking principles that instructors should highlight, such as analysing and assessing thoughts that must be centered on thinking and its standards. Secondly, the system analysis questions to distinguish between preferences, facts, and judgement. The following notion is constructing prior questions, in which a thinker is required to follow as a necessary to

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focus on the questions that should be answered before going on to the next level of complex questions and concerns. The final aspect that instructors must be aware of is finding domains within tough questions. Throughout this last notion, the emphasis will be on the questions within the many areas or fields, as well as appropriately addressing a difficult topic. Hence, if these components are correctly grasped, the application of learners or thinkers will be much more efficient and successful.

Conceptual Clarification of Socratic Questioning

The Socratic question technique is a disciplinary question that is used to generate thoughts that lead to a variety of things and it is used for some reasons (Paul, 2007). Socrates used this technique among their students to explore the thoughts and ideas as well as to make rational choices. The goals of Socratic thinking include obtaining and exploring as many complex ideas as possible, verifying the validity of things, solving problems, avoiding erroneous assumptions, analysing concepts, attempting to distinguish between what they know and what they do not know, as well as producing logic from the thought. However, in order to achieve effective Socratic Questioning in learning, one must know how to think critically and understand all the critical thinking concepts. This technique is used to question things around us to avoid fallacies or assumptions. Socratic questioning is applied in a classroom setting or during learning session that can be spontaneous or unplanned. For example, it is noted that Socratic questioning can be developed by educators as well as learners which can be linked to the concept of critical thinking when someone has a sense of strong curiosity about the things discussed (Paul, 2007). When one's curiosity rises, there will be more unplanned and spontaneous questions asked and chances to query what they mean and to discuss with them on determining whether something is accurate, logical, or reasonable.

Aside from that, Manurung (2019) describes Socratic questioning as a learning method that is used in class by debating with questions and having a meaningful conversation between two or more parties, specifically between students and teachers. This method can hone many skills among students, aside from thinking as, it also helps learners to

improve their communication skills which can be considered as an important skill for a person to master. Meanwhile, according to Eisele, Socratic questioning, is a style of questioning on a specific issue or problem, such as inquiring about the rules, the court's judgement and enactment, the procedure, and discovering evidence or proof in order to convince the rising issue (Eisele, 1994).

Furthermore, according to the definition provided by Merriam-Webster Dictionary (2022), the Socratic questioning is an inquiry and teaching technique popularised by Plato's conversations and characterised by Socrates' use of a series of interrogations to get at an answer that is believed to be clear to all practical reason. In order to describe this, it can be concluded that it is a practice for one's brain in reviewing opinions or ideas rationally, generally by utilising the question and answer approach in order to establish their validity. Another definition of Socratic questioning is provided by the Collins English Dictionary (2022) defined the Socratic method as a style of training based on question and response that was developed by Socrates to elicit from his students' truths that he believed were implicitly understood for all practical reasons. The ability to think for oneself will be learned via listening to and responding to what others are thinking. Students or learners will be encouraged to communicate and alter their ideas through the process of conversation, which needs two-way interaction on both sides.

The Socratic Questioning Approach

The Socratic approach to questioning is based on the practice of disciplined, thoughtful dialogue. Socrates, believed that the disciplined practice of thoughtful questioning enabled the student to examine ideas logically and determine the validity of those ideas. In this approach, the teacher professes ignorance of the topic in order to engage in dialogue with the students. With this 'acting dumb,' the students develop the fullest possible knowledge about the topic. The Socratic questioning approach is an effective way to explore ideas in depth. It can be used at all levels and is a helpful tool for all teachers. It can be used at different points within a unit or project. By using Socratic questioning, teachers

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promote independent thinking in their students and give them the ownership of what they are learning. Higher level thinking skills are present while students think, discuss, debate, evaluate and analyse content through their own thinking and the thinking of those around them. The Socratic questioning dialogue may take place after the unit had been introduced. However, this requires teachers to create active learning environments that promote and value the role of critical thinking, mobilising their ability to form complex thoughts and questions. Here is an example of dialogue using the Socratic questioning (Sutton, J. 2020).

Teacher: What is happening to our global climate?

Student 1: It's getting warmer.

Teacher: How do you know it's getting warmer? What evidence do you have to support your answer?

Student 1: It is in the news all of the time. They are always saying that it's not as cold as it used to be. We have all of these records heat days.

Teacher: Has anyone else heard of this kind of news?

Student 2: Yeah. I have read about it in the newspaper. They call it global warming.

Teacher: Are you saying that you learn about global warming in the newspapers.

Student 3: I heard it too. It is terrible. They said the ice caps in the Arctic are melting. The animals are losing their homes. I think the newscasters hear it from Scientists.

Teacher: Then if the Scientists tell the newscasters, how do the Scientists know?

Students 4: They have instruments to measure climate and they conduct research that measures the Earth's temperature.

Teacher: How long do you think Scientists have been doing this?

Student 5: Probably 100 years.

Student 6: May be little more than that.

Teacher: Actually, it has been studied for about 140 years.

Socratic Questioning and Critical Thinking

The Socratic questioning approach, as seen by scholars is intimately connected with critical thinking because the art of questioning is important to excellence of thought. Socrates argued for the necessity of probing individual knowledge and acknowledging what one may not know or understand. Critical thinking has the goal of reflective thinking that focuses on what should be believed or done about a topic. Socratic questioning adds another level of thought to critical thinking, by focusing on extracting depth, interest and assessing the truth or plausibility of thought. Socrates argued that a lack of knowledge is not bad, but students must strive to make known what they do not know through the means of a form of critical thinking (Fahim, M. and Bagheri, M.B. 2012).

Critical thinking and Socratic questioning both seek meaning and truth. Critical thinking provides the rational tools to monitor, assess, and perhaps reconstitute or re-direct the students thinking and action. Socratic questioning is an explicit focus on framing self-directed, disciplined questions to achieve that goal. The approach of questioning or leading the discussion is spontaneous, exploratory, and issue-specific. The teacher in the Socratic approach listens to the viewpoints of the students and considers the alternative points of view. It is necessary to teach students to sift through all the information, form a connection to prior knowledge and transform the data into new knowledge in a thoughtful way. It has been proposed by different scholars that the level of thinking that occurs is influenced by the level of questions asked. Therefore, utilizing the knowledge that students do not know stimulates their ability to ask more complex question (Fahim, M. and Bagheri, M.B. 2012).

Socratic Questioning and Its Strength

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The Socratic method is named after the Greek philosopher Socrates from whom it was derived. To gain a deeper understanding of his students' points of view, he would probe them until any discrepancies were discovered. Socrates also utilised this kind of inquiry to urge people to question what they were given and to look more than what is immediately apparent. Socratic Questioning links to critical thinking since it requires a thinker to think critically in order to use Socratic methods successfully. Adopting Socratic questioning strategies may assist the thinker to think methodically about the surface of the issue and its underlying meaning and reasoning. Paul and Elder (2007) highlighted that it encourages probing under the surface of concepts and the development of inquisitive minds in order to build supervised learning.

On the other hand, according to a study conducted by Manurung (2019), it is found that the Socratic questioning method helps to significantly improve a student's speaking skills, self-confidence, and critical thinking among students at the University of Muhammadiyah Sumatera Utara (UMSU) Medan. However, if Socratic Questioning is to be used in education or other fields, it must first be understood properly about thinking: how it works and how it should be evaluated. Some thinking components that may aid in focusing on the aspects and portions of reasoning include the questioning objective, questioning issue, data, inference, defining concepts, assuming, recognising the consequences, and orienting. Therefore, there are few types of questions that Paul and Elder (2007) suggested which can be employed by a thinker in utilising critical thinking to get a decent quality of reasoning.

The first type that can be asked in a question is regarding the goals and purposes in which its purposes, is to reflect the objective before going on to the next level and composition of questioning. The example of the question will usually be asked about the purposes, the reason they write this thing, what things they want to accomplish, what is the central idea, as well as who the audiences are and the target readers in this component of questioning (Paul and Elder, 2007). This component's involvement is crucial in ensuring that reading, writing, or motivating is more effective and efficient. Not only that but questioning the objective may grab students' attention, motivating them to inquire and learn more.

Pertaining to the questioning component, questioning the question is required since it can assist students in completely understanding things that they do not entirely comprehend by seeking clarification from someone who knows or is an expert in the problem. Tienken et al., stated that asking questions is a strategy employed by educators or teachers in the historical context, which Socrates refers to (Tienken et.al, 2010). This strategy is used to assist students to grasp a concept, term, or judgment, which may show the students' ability to produce fresh, brilliant ideas and at the same time, improves the students' critical thinking abilities. This component increases students' cognitive skills and improves the learning technique and the process of collecting information. Equally emphasised that "Productive questions, give students the chance to create, analyse, or evaluate," which is an excellent way to stimulate students' interest in learning and understanding new things (Tienken et.al, 2010).

Other than questioning goals and questions, questioning information is also important since it requires a learner to figure out the reliability and confirmation based on facts, experiences or evidence of the information or knowledge that they gain. This element is important for teachers to assess the students' or learners' understanding by questioning as well as creating some questions and new situations. According to Nappi, teachers should arrange some systematic questions in order to make sure the method is successfully used in learning (Nappi, 2017). Not only that but, "systematic and prearranged designed to help students to reflect and therefore improve their thinking and gain a better understanding of their own beliefs and ideas."(Nappi, 2017). Questioning information as mentioned by Paul and Elder, includes questions like "How do we know the information is accurate?", "How the information is developed and what evidence it is based on?" and "Do our experiences convince the issue?"(Paul and Elder, 2007). In regard to this type of question, a thinker will be able to be more understanding and comprehend effectively by questioning the concepts or ideas of information obtained. It will also encourage a thinker to engage with their work and discussion, producing effective learning among themselves by not only blindly receiving the information and spread around without analysing the true message of the information. This can be linked to the concept of "participatory appropriation" which refers to a

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process in which people change their perception of and responsibility for conditions as a result of their own engagement (Lipman, 1991).

At the end of a discussion, a decision and conclusion from the issues discussed must be made where the next component is questioning the conclusions and inferences. In making inferences, a thinker should gather all the information that is drawn from the evidence or the experiences that they have. Inferences are when a thinker generates ideas after grasping another idea which means a problem will be examined and evaluated in order to assure that the problem or issue is fully understood. Meanwhile, a conclusion is reasoning that is derived from reliable and valid information. Hence, questioning inferences will help the thinker to distinguish between reliable and unreliable ideas since this process involves a thinker in deep thinking and will shape their understanding of the information that they receive.

Hence, regarding some of the questioning types discussed above, Lipman (1991) noted that Socrates employed the Socratic questioning among students to think about new various views and opinions, and to discover prejudices and misconceptions. This may help in the students' development where they can be more confident in debating their opinion with strong reasoning as well as reliable sources of information. This is because human thoughts contain different perspectives from different people since they come from various backgrounds and surroundings that influenced their views. To add that, systematic questions can be developed by using the 5W1H method which incorporates What? Who? Where? When? Why? and How?. This approach can be one of the success factors in gathering data, evaluating the dependability of information, and identifying the underlying problem all at the same time in order to discover the solution to specific problems that arise. It is important for thinker to gather solid facts in order to achieve a high quality of discussion and easily pinpoint the key problem.

Fisher (1998) has also claimed that Socratic instruction may aid in the development of the competencies and dispositions of eloquent and creative thinkers, as well as their ability to communicate effectively. This is because the Socratic approach is sought through a set of questions. When a collection of questions is created, it will help the students to think very carefully in defining and analysing the true concepts of the

questions, as well as attempting to find the proper answers to the questions. However, the objective of Socratic education is not to acquire accurate answers, rather, this approach is used to improve the thinking abilities of learners, allowing them to work more actively in their brains and participate more effectively in group discussions. By applying this method in learning, the learners will be able to overcome ignorance and be rational in making decisions. It is echoed Fisher that “what people believe will affect how they act” (Fisher, 1998). Therefore, it can be said that understanding and virtue are especially important for one to acquire in order to make Socratic teaching successful in a learning process.

Aside from that, Socratic teaching may push one's mind to convey their own ideas, which is referred to as freedom of thought, in which individuals can express their ideas as well as their opinions freely without feeling hesitation or fear. Socratic teaching that consists of a variety of questions may lead to an open discussion that necessitates the participation of students with a variety of opinions and perspectives, therefore, the greater the number of responses received, the more successful the teaching. As a result, varied responses and viewpoints can assist students to perceive things from a variety of perspectives, which will allow them to satisfy the requirements of the questionnaire given. This can lead to more effective learning, which in turn can increase students' interest in the subject.

Role of Socratic Questioning in Developing Critical Thinking

To develop critical thinking in students, few processes are required. For example, to achieve the highest level of thinking, students must be capable of acquiring knowledge, comprehending information, applying the knowledge gained, analysing the reasons, synthesising information, and evaluating the materials. In order to achieve the goal of critical thinking as mentioned, Socratic questioning is a disciplinary question to generate thoughts on many things for several reasons, hence it can be said that Socratic questioning is a tool that helps learners to think critically. Looking at things from different perspectives will make the learners or students ponder and that eventually will lead them to question more. However, as stated by Fisher (1998), imagination and creativity

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are required for the formulation of new questions and the solution of current issues, as well as the reinterpretation of existing problems from new perspectives.

Moreover, the concept of critical thinking is defined as the development of one's brain to analyse, generate reasoning, evaluate, and solve problems as well as making decisions. Lipman (1991, p. 46-47) described critical thinking as a "thinking that strives to be impartial, accurate, careful, clear, truthful, abstract, coherent, and practical." The main objective of critical thinking is to see the outcomes and results from the learners' or thinkers' point of view where it may help them to think outside of the box by digging into the root causes of one problem that affect surroundings negatively and how to avoid the causes from arising in the future. Therefore, in exploring the important concept of Socratic questioning, it should be noted that both concepts complement each other because using the Socratic questioning method allows a person to probe an issue or concept in depth in order to clarify, sort, analyse, and evaluate thoughts as well as opinions from various perspectives which requires a process of thinking (Paul & Elder, 2007).

Learners must use their own reasoning to explore understandings within disciplines if they want to enhance their intellectual abilities. They should learn to comprehend knowledge as naturally associated with questions in the field, questions that become a subject of study for them if they learn how to think within the discipline, which takes time and effort. Hence, teachers or educators are responsible to provide a good environment for the students to learn in order to build an effective learning process among them. Asking and providing questions can lead the learners to the thinking process. Paul and Elder (2007) stated that thinking is not motivated by answers, but rather by questions regardless of topic or field that they are learning. Every question given will develop critical thinking among the learners for them to generate and obtain brilliant ideas or answers regarding the topic that they discuss.

It should be highlighted that questions help to clarify tasks, express difficulties and draw boundaries around issues while, answers indicate a complete cessation of thought. Thinkers believe that thinking continues to exist only when a response prompts the creation of innovative ideas. As a result, it is true that students are only genuinely

thinking and learning when they have questions to ask. This is because using questions that require students to draw inferences from information may encourage them to think critically. Paul and Elder (2007) also highlighted that students require questions in order to activate their intellectual engines in which they must develop questions in response to the questions in order for their thinking to grow. This is because thinking is useless unless it leads somewhere, and once again, the questions given will direct one's thinking. It must be reminded that the process of thinking starts in some content areas only when teachers and students ask questions about what they are reading or hearing. A person who does not ask a lot of questions has the possibility that he or she does not understand anything.

Moreover, when used properly and in conjunction with other pedagogical approaches, the Socratic method may improve the quality of learning, the productivity of learners' self-improvement, the development of critical thinking skills, and the provision of active learning techniques (Delić, and Bećirović, 2016). The Socratic method has five stages where a learner will go through, which include wondering as the first stage, followed by making hypotheses as the second stage. The the third stage is refuting as well as examining, accepting, and rejecting hypotheses as the fourth stage, and the final stage is acting, which means applying the findings in their real experiences (Delić, and Bećirović, 2016). According to Bloom's taxonomy, the phases listed above may be related to the following stages: knowledge, understanding, application, analysis, syntheses, and evaluation, which are all necessary for the development of critical thinking abilities. In this case, it can be observed that the Socratic technique and the critical thinking stage are intertwined, and that this can eventually lead to the development of critical thinking among learners. The Socratic method may also be used to engage, grow and enhance their critical thinking abilities as a result of their participation since the critical thinking skills cannot be taught directly by the teachers to the students (Lam,2011).

Limitation of Socratic Questioning

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Even though the usage of Socratic questioning method in learning is found to possibly develop the critical thinking skills among learners, it also found that it has its disadvantages where the method of Socratic questioning might result in a high failure rate when there is no student engagement. Students may have poor self-esteem when responding to the questions posed by the instructors, and the concern that their answers would be incorrect hindered the efficiency of the Socratic method in the learning process. Hence, the teachers might have the possibility to receive unproductive responses from the students, which will stifle the learning process. It is not only affecting the teachers, but also the students themselves. While Socratic questioning can build an open discussion among the learners, Fisher (1998) noted that it does not always provide the cognitive challenge that encourages the students or learners to think further and more critically.

It is also possible that students may become confused as a result of receiving several responses and answers, and that it will be more difficult for their brains to manage with all the responses received at the same time. If the brain is forced to digest an excessive amount of information, it will result in an overload of information, which will finally result in minimal knowledge being obtained. Good teaching is when the students' brain can grasp and retain the knowledge or information in their memory taught by the teachers for an extended period of time. As a result, when there is an excessive amount of information and answers being supplied to the brain, it may lead to increased stress.

Furthermore, it also has been highlighted that Socratic questioning can lead to misunderstanding where perplexity, embarrassment, and shame are often mentioned as the negative consequences of using the Socratic method in a class, according to the ideas of this approach (Delić, and Bećirović, 2016). The definition of this disadvantage is when a teacher simply requires the proper response and uses the opportunity provided by incorrect replies provided by students or learners to criticise or dismiss them. The notion of asking questions will be perceived as a technique to solely reprimand students who provide incorrect responses as a result of this practise. This can be a disadvantage to the students who have a confidence problem in public

speaking which they will find it is difficult to learn since they are required to speak and give opinions. However, Raja mentioned that when required to speak in front of an audience, some people might experience restlessness and anxiety since not everyone is born with the ability to speak in front of the public even though it is known that public speaking is important in every field especially in the education field (Raja Farhan, 2017). Hence, it can be inferred that confidence inevitably influences the efficacy of Socratic teaching in learning in which the teachers must explore another alternative to train the students in thinking critically instead of simply utilising the Socratic method.

Conclusion

To have a quality debate and great findings that can be utilised in arguments, one must include questioning and answering methods in their discussions. This is particularly true if one wants to avoid making assumptions and fallacies that come from unidentified sources. When gathering information, one must first analyse, identify, and assess the issues that have arisen, and then provide excellent solutions to ensure that the result is of good quality. As a normal human being, understanding how we think is also insufficient. Even though questions may keep changing and become more interesting, reflective people learn to be intellectually humble because they know how limited humans are when it comes to thinking and knowing, and they also know that when they are starting to think, they are always at a certain point in the process. In theory, it can never be done. This means that when you have a healthy mind, you will always be wondering. Overall, Socratic teaching can be beneficial in honing the ability of critical thinking because providing questions can be a sign that a person understands the topic that they are discussing as well as a sign that one's brain is working effectively because they are attempting to process the information that they have received during the learning process.

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