ABSTRACT

A lot of topics are investigated using teacher cognition perspective. However, the implementation of critical pedagogy has not been well addressed. This project hence aims to study the cognitions and practices related to critical pedagogy by investigating the integration of social justice issues. Two participants who claimed to be critical pedagogy practitioners were interviewed and observed. Interviews were done before and after the class observation. The former was done in order to identify teachers’ cognition and track factors contributing to the integration. Meanwhile, the latter was performed to seek for clarification in relation to the congruence and incongruence between the cognitions and the real practices. Participants’ schooling experience, curriculum demand, and personal beliefs seem to play a major role in the integration. However, incongruence was also recognized between their stated cognition and real practices due to conflicts among cognitions.

Key words: teacher cognition, critical pedagogy