Critical Study of Phenomenology through Publication about Islamic Education

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Abstract

This study aims to describe the phenomenology of the level of critical thinking skills and student publication achievements, and to determine the level of the relationship between critical thinking skills and student publication achievements on students of the Muhammadiyah Se-Ajatappareng College. Data were obtained through interview instruments and documentation analysis from 12 students who were determined as samples from representatives of Muhammadiyah Se-Ajatappareng College students with purposive sampling technique. The results showed that there was an accumulation of critical thinking skills with good categories that were assessed from the results of papers that had been published locally and were correlated by students, while the achievements of student publications were shown in very low categories with search through Google scholar. The relationship between critical thinking skills and publication achievement is shown by conclusions, that there is no significant relationship between critical thinking skills and the achievement of student publications on students at the Muhammadiyah Se-Ajatappareng College. Judging from the phenomenology study shows that the tradition of publication for students is not yet a written culture but is still in the category of oral traditions / speakers.

Keywords - Phenomenology, critical study, publication.

INTRODUCTION

In publicity activities and critical thinking skills is a phenomenon that usually does not escape found in all aspects of human life, especially academics with diverse abilities and patterns, including in higher education as the highest level in the formal education pathway. The diversity of a person's ability to carry out critical thinking activities, influences the mindset in planning various programs that are involved, implementing programs both planned and without dilution, as well as decision making, so as to obtain results with various styles. In the Koran which is the laying of the philosophical foundation of man in seeing and understanding the universe universally. The Qur'an is a standard formula and the universe with all its changes is a matter that is feasible and needs to be answered, so that the puzzle about the universe will be resolved correctly by using the correct formula according to the Koran studied in text and context (M. Amien Rais, 1998: 22)

Human ability to think critically leads to changes in giant jumps in the fields of science and technology, causing a large impact on human life. New discoveries will increasingly help humans to more easily play their role as caliphs on this earth, both for the prosperity of the earth and for the welfare of all inhabitants of the earth. Thus, critical thinking is a radical human activity that results in a discovery that is directed to a particular goal and leads to a deep object (M. Ngalim Purwanto, 2007: 43).

The concern for education in almost all countries today, is based on a critical thought that education is the only way to life that is useful and productive. The fundamental thing is seen today in real as an indication of achievement, namely publication, even education is seen as a path to glorious achievements in the present century, especially academics, as well as the existence of self-researchers. Therefore, educated human formation is an important capital for a nation (Kunandar, 2007: 9). However, for academics in terms of indicators of the number of publications that have been published. But it is not only seen from the context of quantity of publications but also the extent to which citations have been obtained and many other indicators.

It must be admitted that there are still many learning in higher education that emphasizes the transformation of knowledge as much as possible to students rather than transforming the skills needed by students in learning, especially in research and the most important achievements of publication. Thus, today student learning activities become less creative, poor ideas, and not meaningful that learning should be more meaningful if students experience what they have learned rather than knowing it, then sometimes students concentrate on mastery of material targets, proven in short-term competencies given by lecturers , but failed to equip students in problem solving in long-term life. Moreover, it is desirable to be expected to publish reputable articles.

This critical attitude for students needs to be developed in each student by expanding the skills needed to adapt to the demands of an increasingly advanced era in the field of science and technology. The ability of a person to be successful in his life, among others, is determined by his thinking skills, especially in an effort to solve the life problems he faces. Thus hope with future generations can produce achievements that are brilliant for the benefit of all human life.

RESEARCH METHODS

The type of this research used is descriptive qualitative research method with phenomenology approach. This research method is used to measure carefully against certain social phenomena (Singarimbun, 1989; 4). This phenomenology method is a theory that is in the line of interpretative flow or interpretation. Phenomenology is the study of knowledge that comes from consciousness. To reflect the integrated computational approach of modern research scientists (Palmer, 1999). An object or event through the perspective of an individual who experiences (Little Jhon, 1999: 199). Reinforced by Hegel's explanation that phenomenology refers to knowledge that arises in consciousness, knowledge that describes what a person acquires, someone feels and knows in one's consciousness and experience. Like student experience in communicating well through writing and oral, it can be used as an object to see how each student understands the experience that is in their consciousness. What arises in consciousness is a phenomenon (Moustakas, 1994; 26).

In an investigation each phenomenon represents a suitable starting point. What is in our perception of something as it seems is not a mere illusion, but as an essential beginning of knowledge that seeks valid and open paths of determination for everyone to verify. The same thing according to Descartes that the perception of an object depends on the subject who sees or experiences it. What is in consciousness is an absolute reality and what emerges in the world is a learning outcome. So that in interpreting the experience of each student will vary from one to the other (Moustakas, 1994; 27).

The subjects of this study were students at the Muhammadiyah College of Se-Ajatappareng. This study took two respondents from representatives of

each Muhammadiyah University in North Sumatra namely STKIP Muhammadiyah Enrekang, Muhammadiyah Sidenreng Rappang STIKES, Muhammadiyah Sidenreng Rappang STISIP, STKIP Muhammadiyah Sidenreng Rappang, STKIP Muhammadiyah Barru and STKIP Muhammadiyah Enrekang. The unit of data analysis in this study is randomly namely the results of interviews with co-researchers / participants as well as through personal communication, covering all answers from each type of interview to the experience of students in conducting internet communication including Facebook, blogspot, and other social media. The data analysis technique in this study was a modification of the phenomenological data analysis method of Van Kaam.

RESULTS AND DISCUSSION

1. Phenomenology Study

Phenomenology is a stream of contemporary philosophy that emerged in the 20th century whose foundations were laid by Edmund Husserl. "Husser's work, is it important both for its content and for its influence on other philosophers" (Edmund Husserl, 1970). This flow is an epistemology flow with a kind of intuition to determine the truth or scientific reality, as well as to free yourself from influences or prejudices that are sympathetic, appreciative, or refusing (Moran, 2001). This flow is critical of skeptics, relativism, rationalism, and materialism. The locus of fenomelogy is "Focusing on the" orientation "aspect of" sexual

orientation "and the" orient "in" orientalism, (Ahmed, 2006). This Phenomenology word means word or speech, ratio, or consideration (Merleau-Ponty, M., 1996). In the broadest sense, phenomenology means the knowledge of symptoms or anything that appears. In a narrow sense that is science that talks about phenomena that appear to our consciousness.

In capturing or digesting an understanding of the phenomenon of an object in its pure form, filtering or reduction must be carried out. In other words, Phenomenological Reduction can be achieved by setting aside (filtering) the first observation experience. Sensory experience is rejected, but needs to be set aside and filtered first, so that all prejudices, perceptions, pratiories, preconceptions are eliminated, both based on traditional beliefs and those based on religion, even all beliefs and views that have been held before.

2. Critical Thinking

Critical Thinking is one of the psychological activities in the aspects of human cognition: defined as the process of manipulating or managing and transforming information in memory that is often done to form concepts, reason and think critically, make decisions, think creatively, and solve problems (Setyaningsih, 2009). The process of managing and transforming information that forms takes place in a critical thinking process directed at a particular goal (Herdianawati, Fitrihidajati, and Purnomo, 2013). Thus, critical thinking is an activeness of the human person which results in a discovery that is directed to a goal in depth with scientific rules.

The tendency of students to study science is only partially able to answer the problem of critical reasoning (A Balfas, 2008) "What can we do (metaphysical answers). In the interview results, it was explained that this order of thinking was not yet critical because scientific literacy was still lacking. So there is no need to wonder in the age of the digital era that it is

difficult to answer the question of "What should progress be done ethically?". This is the base of the issue of ethical work that only a few people are seriously exploring critically. The tendency of students to work on results without caring for publication work. The ego's impulse in pioneering the road seems empirical. Without caring about critical power in various aspects.

Publications with critical reasoning power are far from the culture of student tradition. Egocentric reasoning comes up to expectations (religion). There is no question that "where do you expect it to be?" Students only expect more on materialistic alias assets. Materialistic tendencies sometimes kill critical reasoning. Especially after entering into a series of bureaucracies. The chain of Darwinism and Albert Einstein was formed. Students are contaminated with the concept of Darwinism leadership Understanding darwinism teachings about human evolution, teachings that as a manifestation of leadership hierarchy where subordinates must submit to their chain bosses (Faizul Ibad, 2014). Senior builds networks with juniors by giving birth to critical power across the chain that continues to spin in its circle. So there are no more critical oral and written publications. The chain is installed strongly from one period to the next. Very different from the concept of leadership Albert Einstein refers to quality and personal quantias "To keep your balance, you must keep moving" uphold the influence of discipline, honesty. without discrimination, leadership style, and motivation for performance (Hartanto, 2015). There is no link. There is no nepotism. Critical reasoning power keeps moving, walking, finding progressive paths. So that was born the critical depth of thinking ala Einstein in metaphysics, rhetoric, ethics, economics, politics, and aesthetics. Because it continues to reason without stopping, encouraging oral publications to be novelty.

Critical thinking activities of students use reason as a tool that can lay relationships between caught-up so as to produce thinking in the form of

language critically and creatively (Rohaeti, 2010). Such a process, takes place in such a complex that begins with thinking activities that are processed by reason as a tool to produce deep thoughts. In the ability of scientists when conducting scientific research. Which is categorized as very critical and critical in the hierarchy of categories of critical thinking skills. The view of critical thinking can be viewed from the interpretation of interactive multimedia in a dualism wave particles to improve understanding of the concept of systematic thinking and critical thinking skills (Dwijananti, P. and Yulianti, D., 2010).

Freedom of thought is the main pillar in scientific research. A research will not be true without freedom of thought (Amaliah, 2013). Freedom of thought comes from the original form of human reason and outside rules that influence the way of thinking of humans. Allah with His will makes the form of human reason free from bonds to think about everything (Suhartini, Suryadinrum, 2010). Likewise, religious, worldly principles, laws, social regulations, and the results of understanding and values directly affect perceptions and patterns of thinking (Sumarmo, 2004). Such a process, takes place in such a complex that begins with critical thinking activities that are processed by reason as a tool to generate thought.

Thinking is a process of managing and transforming information in memory that is done to shape concepts, reason and think critically, make decisions, think creatively, and solve problems with logical, creative, and innovative principles, curiosity, respect for other people's opinions , polite, honest, and responsible (Husniati M, 2012). While scientific is an in-depth study systematically, methodologically, and objectively. Thus, scientific thinking is the process of solving problems through efforts to make hypotheses, conduct experiments, and get conclusions from data using scientific research methods (Sadia, 2008).

Allah SWT in the Qur'an calls on people to think, analyze and research the truth of assumptions, and the basics that are based on their opinions, and the results achieved by their minds, so that they do not waste basic traits which has been granted by God. In accordance with other research views that the learning process must be spared from non-scientific traits or values. This non-scientific approach includes solely based on intuition, common sense, prejudice, discovery

through trial and error, and the origin of critical thinking (Rahmita, 2003). Critical thinking can be defined as reflective thinking that focuses on decision-making patterns indicated by a number of components, namely formulating problems, analyzing arguments, asking and answering questions, assessing the credibility of information sources, observing and evaluating observation reports, making deductions and assessing induction. evaluate, define and assess definitions, identify assumptions, decide and implement, and interact with others (Eti Nurhayati, 2011: 66). Thus, critical thinking skills consist of; ability to define problems, ability to select information for problem solving, ability to recognize assumptions, ability to form hypotheses, and ability to draw conclusions (Muhamad Ali and Noordin, 2010). Sometimes the operationalization of critical thinking is part of scientific research through the process of transforming five components of scientific information using six methodological controls. The inquiry approach can also be applied by students in increasing their critical reasoning (Mahmudatusaadah, 2017). The five steps that must be taken in the critical thinking process are critically and scientifically to increase the critical reasoning power of students, namely (1) compiling or formulating problems, (2) compiling / submitting hypotheses based on relevant theoretical studies, (3) verifying data, (4) testing hypotheses, and (5) drawing conclusions in the sense of accepting or rejecting the hypothesis. Critical

thinking needs to be done with the application of Cooperative Type Probing Prompting to improve critical thinking skills (Khotijah, Dantes, Tika, 2015).

3. Achievement of Academic Publications

John W. Santrock explains academic achievement by distinguishing these terms from academic skills, that academic skills are the ability of students to learn a skill or master something with advanced education and training, while academic achievement masters of something that has been learned or mastered skills certain and continue to establish social relations (Maslihah, S., 2011). Tasks in academics can be translated into publications in existing scientific articles. A good step can also be through Self-regulated learning (SRL) in improving academic achievement in students (Fasikha, Fatimah, 2013). In addition, with the implementation of project based learning in teaching learning processes it is very important to improve student academic achievement, (Rais, 2010).

The degree of achievement of publications in academics as indicated by the results of publications in various media and the results of scores on campus obtained by students as manifestations of learning actions in the form of habits, skills, observation, associative thinking, rational and critical thinking, attitudes, inhibition, appreciation, and affective behavior that is determined by the factors of student independence and the environment that shapes it (Ambarsari, Santosa, and Maridi, 2013). This shows that the teaching and learning process in tertiary institutions, especially Muhammadiyah, is a strategic tool in fostering and developing the ability to think scientifically and develop Islamic faith.

In its interpretation of students' critical thinking skills and the achievements of scientific publications through problem solving (Setyorini, Sukiswo, and Subali, 2011). The majority of students have not been able to associate the material taught with real situations and encourage students to associate the knowledge they have with their application in daily life in a family and community environment cooperatively (Risnawati, 2010). Through context thinking is not an easy matter because it requires accurate data by experiencing the actual situation. Students need a natural process of critical thinking, need to work hard and experience the situation that occurs, not just knowledge from the media that has not been validated accurately (Nurhadi, 2003: 1). As for the form of thinking critically, namely through the context of learning to connect each other. This fixed context is said to be critical thinking in a relation which means to think deeply about thinking that relates one by one to real events (Suparno, 2003). By doing observers expolarly data visual.

Research on the phenomenology between critical thinking and student publication achievements at Muhammadiyah University in Ajatappareng shows results that can be summarized as follows: Critical thinking is essentially a research that tends to be scientific which sometimes produces scientific work if formulated through five concrete steps, namely formulating problems, proposing hypotheses , verify data, test hypotheses, and draw conclusions. Publication achievements are the accumulated achievements of student learning publications on all courses programmed during education which are published through social media, journals, public relations, etc. and the relationship between critical thinking skills and student publication achievements, indicated by the results of analysis of student publication data. As an evaluation material that there is no significant relationship because the awareness and ability of students is still relatively low in terms of publication

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