Development of Critical Thinking Attitude of IPR Students in Learning Indonesian Courses

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Abstrak

Salah satu potensi yang harus dikembangkan dan dibentuk di perguruan tinggi adalah berpikir kritis. Berpikir kritis merupakan proses mental yang terorganisasikan dan berperan dalam proses mengambil keputusan untuk menyelesaikan masalah. Berpikir kritis mencakup kegiatan menganalisis dan menginterpretasikan data dalam kegiatan penemuan ilmiah. Untuk mengembangkan kemampuan berpikir kritis mahasiswa perlu dilakukan inovasi pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana perkembangan sikap berfikir kritis mahasiswa HKI dalam pembelajaran mata kuliah Bahasa Indonesia. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan desain yang dikembangkan oleh Kemmis dan MC Taggart yang terdiri dari tiga tahap yaitu tahap perencanaan, tahap perlakuan dan pengamatan, dan tahap refleksi. Hasil dari penelitian ini menunjukkan bahwa pengembangan berpikir kritis mahasiswa HKI pada mata kuliah Bahasa Indonesia telah berhasil meningkatkan kemampuan berfikirnya dengan skor 23 pada tahap pra tindakan, siklus I meningkat menjadi 27,7 dan siklus II meningkat menjadi 36,6.

Kata Kunci: Perkembangan, Berfikir Kritis, Bahasa Indonesia

Abstract

One of the potentials that must be developed and formed in higher education is critical thinking. Critical thinking is an organized mental process and plays a role in the process of making decisions to solve problems. Critical thinking includes the activities of analyzing and interpreting data in scientific discovery activities. To develop students' critical thinking skills, learning innovations need to be implemented. The aim of this research is to find out how the critical thinking attitudes of IPR students develop in learning Indonesian language courses. This research is classroom action research using a design developed by Kemmis and MC Taggart which consists of three stages, namely the planning stage, the treatment and observation stage, and the reflection stage. The results of this research show that the development of critical thinking of HKI students in the Indonesian language course has succeeded in improving their thinking skills with a score of 23 in the pre-action stage, cycle I increased to 27.7 and cycle II increased to 36.6.

Introduction

Critical thinking is one of the characteristics that has recently become an issue of education, in addition to being part of the process of forming the morals of the nation's children, the ability to think critically is also clarified through Law No. 20 of 2003 concerning the National Education System, which reads "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, creative, capable, independent and become democratic citizens and responsibilities.(Rahman et al., 2021)

Faculty of Sharia and Law Sunan Kalijaga State Islamic University with six study programs, namely Islamic Family Law, Constitutional Law, Sharia Economic Law, Comparative Schools, Legal Studies and Shari'ah Sciences. The vision, mission and objectives at the Faculty of Shari'ah and Law are to develop education and teaching in the fields of shari'ah and law in an integrative and interconnective manner, and develop a research culture in the field of shari'ah and law in a multidisciplinary manner, so every educational and teaching activity at the Faculty of Shari'ah and Law is always strived to be able to develop the character and personality of students. (Widyarini &; Sugiarto, 2014)

The Indonesian course has a weight of 2 credits and is carried out in the first semester of Islamic Family Law students (Baharuddin, 2021). Based on the experience of teaching Indonesian courses in the IPR department, there are problems encountered, one of which is that students find it difficult to come up with problem-solving ideas in Indonesian courses. Low student learning outcomes occur because the presentation is more often using the lecture method. In the lecture method, students more often only listen and record what is explained by the educator, so that the skill of the concept acquisition process becomes low.(Helvina, 2023)

One of the potentials that must be developed and formed in higher education is critical thinking. Critical thinking is an organized mental process and plays a role in the process of making decisions to solve problems. Critical thinking includes analyzing and interpreting data in scientific discovery activities. Competence in critical thinking, decision making, problem solving and reasoning is needed in achieving in the world of work.(Janah et al., 2019)

Students are considered necessary to innovate learning in improving the development of student critical thinking. With innovative learning, students are expected to become critical thinkers who can be seen from their skills in interpreting, analyzing, evaluating and concluding, explaining what is in their minds and making decisions, applying the power of critical thinking to themselves and improving the ability to think critically about the opinions that have been made.(Rositawati, 2019)

When assessing critical thinking skills, students in problem-solving activities need a benchmark or criterion for the level of critical thinking. This criterion can be used as a clue to determine the quality of students' ability to think critically and their development during the learning process in solving Indonesian problems. Based on this criterion, a person can be categorized as a critical thinker or not. (Baharuddin, 2021)

Based on that thought, researchers are interested in developing critical thinking attitudes in IPR students, Faculty of Sharia and Law UIN Sunan Kalijaga Yogyakarta. Learning that can improve critical thinking skills changes the paradigm of educator-centered learning to

student-centered learning by prioritizing students' critical thinking skills.

Researchers have conducted research to develop teaching materials Indonesian with good quality. As a follow-up to the research, researchers want to examine the continuation by conducting learning as an effort to improve students' critical thinking skills. Therefore, the researcher took the research title "Development of Critical Thinking Attitudes of IPR Students in Learning Indonesian Bahasa Courses".

Research Methods

The subjects in this study were students of the Islamic Family Law program who took Indonesian courses in the odd semester of the 2023/2023 academic year. This research was conducted at the Faculty of Sharia and Law, Sunan Kalijaga State Islamic University, Yogyakarta. The object of this research is Indonesian language learning. This type of research is classroom action research using designs developed by Kemmis and McTaggart, namely through the stages of planning, the stage of implementing actions and observations, and the stage of reflection.(Suharsimi, 2018)

Research instruments are tools or facilities used by researchers in collecting data so that work is easier and the results are better, in the sense that it is more careful, complete and systematic, so that it is easier to process. The researcher as a tool, is sensitive and can react to any stimulus from the environment that must be estimated as meaningful or not for his research.

Results and Discussion

A. Development

Development in general is an effort to improve conceptual, theoretical and moral abilities gradually through education and training. According to Law of the Republic of Indonesia Number 18 of 2002, development is a science and technology activity that utilizes scientific rules and theories, to improve the functionality, benefits and applications of existing science and technology or produce new technology (Law of the Republic of Indonesia 2002). Development is the act of increasing and changing, completely changing that is, thoughts, knowledge and so on. (Sukiman, 2012) Development is a process that seeks to improve the ability and skills of human resources to deal with changes in the internal and external environment through education, skills. (Larasati, 2018) From the above understanding, it can be concluded that development is a process carried out to get good results through some good training and education.

B. Critical Thinking

Critical thinking is the mental activity of review, judgment, in the attempt to make a decision, to interpret something rationally. (McGregor, 2007). The thinking level of students can be divided into two, namely basic level thinking and higher level thinking. According to Thompson, basic level thinking (*lower order thinking*) i.e. using only limited abilities on routine and mechanical matters. While higher-order thinking (*higher order thinking*) that is to make students to interpret, analyze or even be able to manipulate previous information so that it is not monotonous.(Thompson, 2008)

According to Elder and Paul (2008) in www.criticalthinking.org (online) There are six levels of critical thinking skills.(Ultimate et al., 2019) There are six that the author will describe as follows:

1. unreflective thinking

Thinkers do not realize the role of thinking in life, are less able to assess their thinking and develop various thinking skills without realizing it. As a result, it fails to value thinking as an activity that involves elements of reasoning. They are not aware of the proper standards for judgment of thinking i.e. clarity, accuracy, thoroughness, relevance and logic.(Murniati &; Pratiwi, 2022)

2. challenged thinking
Thinkers are aware of the role of thinking in life, realizing quality thinking requires deliberate reflective thinking and realizing that thinking is often lacking, but cannot identify where it lacks.

3. beginning thinking
The thinker began to modify some of his thinking abilities, but had limited insight. They lack systematic planning to improve their thinking skills.(Rasudi et al., 2020)

4. practicing thinking
Thinkers analyze their thinking actively in a number of fields, but they still have limited insight in their deep level of thinking.

5. advanced thinking
The thinker actively analyzes his thoughts, has important knowledge about problems at the level of deep thinking. However, they have not been able to think at a higher level consistently on all dimensions of their lives. (Ameylia Fatmawathus Sholichah, Muhammad Hanief, 2020)

6. master thinking
Thinkers internalize the basic ability to think deeply, critical thinking is done consciously and uses high intuition. They judge the mind in clarity, precision, thoroughness, relevance and logic-intuitively.

This level of critical thinking ability is compared to the level of critical thinking ability

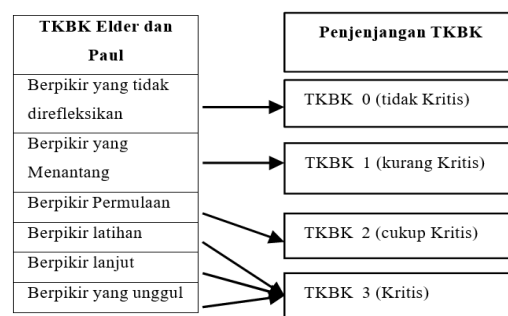Elder and Paul (2008) presented in the table as follows:

Table 1. Comparison of Critical Thinking Skills with Elder and Paul Critical Thinking Level

TKBK 0 (not critical) can be equated with thinking that is not reflected in TKBK Elder and Paul. This is because students in thinking still do not involve the element of reasoning (assessment standards). Students also develop a variety of thinking skills such as recognizing relationships, recognizing information and identifying problems. However, this ability has not been clearly applied in the form of logical and systematic reasoning when solving Indonesian problems.

TKBK 1 can be equated with challenging thinking, because students at this level have developed thinking skills. However, his thinking ability is still limited, namely digging for information that meets the intellectual standard of reasoning, exploring and developing awareness of concepts and ideas that meet clear standards. Students are aware of weaknesses in their thinking, but do not know where the weaknesses are so that students apply concepts inappropriately, the point of view of solving problems is not clear, the reasoning is also unclear and illogical.

TKBK 2 can be equated with initial thinking, because students at this level begin to modify their thinking skills, namely identifying problems, recognizing relationships, looking for relevant and appropriate concepts, using analogies in solving problems but their insight is limited. This is shown by the reasoning carried out still does not meet clear

and logical standards, as well as unclear and not broad points of view (characterized by the use of analogies that are not developed according to the situation given to the problem being solved).

TKBK 3 contains thinking exercises, because students who are at this level actively analyze their thinking. They think analytically about the elements of reasoning and the intellectual standards of reasoning and apply their analytical mind in solving Indonesian problems. Students also know what will be done with intellectual standards as assessment standards so that the information and conclusion elements are met all the standards, the concept and idea elements and the point of view elements of most of the standards are also met.

The implementation of learning Indonesian supported by lesson plans that have been adjusted to the learning model. The ability to think of students in learning Indonesian be developed through problem-solving investigation activities that contained in the planned Student Worksheet (MFI). Each question in MFI, adjusted to thinking skills developed and sorted systematically according to the knowledge to be reconstructed.

NO	TKBK	MANY STUDENT	PERCENTAGE
1	TKBK 3	0	0 %
2	TKBK 2	4	8,43 %
3	TKBK 1	47	91,57 %

The implementation of Indonesian learning in the first cycle is as planned. Students are familiar with the learning model applied, but for the habit of critical thinking in solving problems, students still feel confused and not used to conducting investigations. Therefore, educators provide direction in the investigation process, and provide direction so that the next meeting students learn the material first, so that they have adequate initial knowledge.

The implementation of Indonesian learning in cycle II is as planned. Students have begun to get used to the learning model

NO	TKBK	PRE ACTION		CYCLE I		CYCLE II	
		Many Mhs	%	Many Mhs	%	Many Mhs	%
1	TKBK 3	0	0	0	0	39	74,6
2	TKBK 2	4	8,43	12	25.4	12	25,4
3	TKBK 1	47	91,57	39	74.6	0	0

applied and habituate critical thinking in solving problems in each lesson, so that in cycle II discussions are smoother than cycle I. Students are more active in conducting discussion activities and educators only give a little guidance.
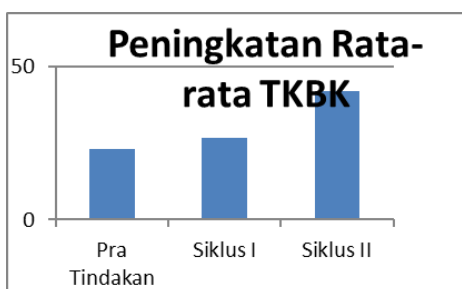
Analysis of students' critical thinking skills presented in the results of pre-action and cycle in this study is as follows:

Table 2. Pre-Action Results

Based on the table above, it is known that most students are still at the level of critical thinking ability 1 (less critical). This data shows that students' critical thinking skills are still low.

This research was carried out in 2 cycles. Cycle 1 is carried out in 1 meeting and cycle 2 is carried out in 2 meetings. The average critical thinking test scores of students from each cycle can be presented in the following diagram:

Chart 1. Diagram of the average increase in TKBK from each cycle

The improvement of each indicator of students' critical thinking skills can be seen in the following diagram.
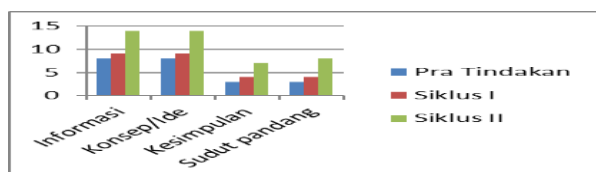

Chart 2. TKBK improvement diagram based on each indikator

Based on the results of the analysis above, it can be concluded that after participating in Indonesian learning, the critical thinking skills of students of the Islamic Family Law study program, faculty of Sharia and Law are increasing and students are increasingly active in group discussions, especially in bringing up their ideas related to the material being discussed.

In subjects with TKBK 1, students have developed their thinking skills. However, his thinking ability is still limited, namely digging for information that meets the standards of intellectual reasoning, so it is less clear to distinguish between information and opinion. Students try to explore and develop awareness of concepts and ideas that meet clear standards.

In subjects with TKBK 2, students began to modify their thinking skills including identifying problems, recognizing relationships, looking for relevant and appropriate concepts, using analogies in solving problems but limited insight. This is shown by the ability of students to distinguish information from opinions, choose and provide information carefully, but

the information they have is still limited and less supportive.

In subjects with TKBK 3, students can distinguish between information and their opinions even though sometimes they have not provided arguments correctly and the information they have has not been written completely. With regard to their concepts and ideas, they can already clearly identify and choose correctly, explain in depth, although sometimes they have not used them systematically.

Based on the questionnaire given to students after participating in Indonesian learning obtained the following results:

1. Students are getting wider and clearer their points of view
2. Students become sharper in conveying information and can distinguish information and opinions
3. Students are increasingly able to express their concepts or ideas in discussions
4. Students are more clear and valid in drawing conclusions

Conclusion

The existence of RPP and MFI thinking activities in learning courses can Indonesian be developed. This can be seen from the analysis of TKBK score data at the time of pre-action of 23, in cycle I of 27.75 and in cycle II of 36.62. The increase in the average score of critical thinking skills along with the increase in the number of students who belong to the category of very critical and critical in the category of critical thinking skills.

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