Learning Management to Stimulate Critical Thinking in Islamic Religious Education Study Program Students

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Abstract

This research is motivated by the impact of learning management carried out by lecturers on students to think critically. because critical thinking is very necessary in everyday life. Critical thinking is a way for students to have an attitude of deeply about various things and problems that are different within their scope, which attitude involves activities in solving problems, making decisions, analyzing assumptions and organizing strategies and tactics. By having critical thinking skills, students can understand how to face, analyze and solve problems in facing challenges in the era of industrial revolution.

Critical thinking learning management for students is effective in improving students' abilities in mastering concepts and subject matter as well as helping students' abilities in analyzing, interpreting and evaluating and being able to convey logical and systematic data presentations. Critical thinking learning management for students supports students' ability to know their own abilities, can interpret problems critically, strengthens students in searching for new information that was not previously known, in focusing a research, the researcher provides the formulation and objectives of the problem that will be reviewed in this research, namely: what lecturers do in the Islamic religious education study program to improve the critical thinking of students in the Islamic religious education study program. This research is included in descriptive qualitative research, with a qualitative approach. The results of the research show that lecturers in the Islamic religious education study program carry out 3 strategies in improving the critical thinking of students in the Islamic religious education study program: First, develop students' critical thinking skills in the aspect of identifying using methods, models and learning approaches. The methods used are lecture, discussion, question and answer, group assignment, project, collaborative, and inquiry methods by carrying out activities where students provide information to fellow students by explaining verbally and also through presentations from students. Second, the strategy for developing students' critical thinking skills in the analytical aspect is that students are presented with scientific problems and encouraged to analyze the material, then conclude and develop aspects of evaluating the problem, either cross-checking or checking the results of the conclusions. And third, the lecturer's strategy in developing students' critical thinking skills in the Islamic religious education study program in the aspect of evaluating problems.

Keywords: Learning Management, Critical Thinking, Students

Abstrak

Penelitian ini dilatarbelakangi oleh pengaruh manajemen pembelajaran yang dilakukan oleh dosen terhadap mahasiswa untuk berpikir kritis. Hal ini dikarenakan berpikir kritis sangat diperlukan dalam kehidupan sehari-hari. Berpikir kritis adalah cara bagi mahasiswa untuk memiliki sikap yang mendalam terhadap berbagai hal dan permasalahan yang berbeda dalam lingkup mereka, yang melibatkan kegiatan dalam memecahkan masalah, mengambil keputusan, menganalisis asumsi, dan mengatur strategi dan taktik. Dengan memiliki keterampilan berpikir kritis, mahasiswa dapat memahami cara menghadapi, menganalisis, dan memecahkan masalah dalam menghadapi tantangan di era revolusi industri.

Manajemen pembelajaran berpikir kritis bagi mahasiswa efektif dalam meningkatkan kemampuan mahasiswa dalam penguasaan konsep dan materi pelajaran serta membantu kemampuan mahasiswa dalam menganalisis, menginterpretasi, dan mengevaluasi serta mampu menyampaikan presentasi data yang logis dan sistematis. Manajemen pembelajaran berpikir kritis bagi mahasiswa mendukung kemampuan mahasiswa untuk mengetahui kemampuan mereka sendiri, dapat menginterpretasikan masalah secara kritis, memperkuat mahasiswa dalam mencari informasi baru yang sebelumnya tidak diketahui, dalam memfokuskan penelitian, peneliti menyediakan rumusan dan tujuan masalah yang akan dikaji dalam penelitian ini, yaitu: apa yang dilakukan dosen di program studi pendidikan agama Islam untuk meningkatkan kemampuan berpikir kritis mahasiswa dalam program studi pendidikan agama Islam. Penelitian ini termasuk dalam penelitian kualitatif deskriptif, dengan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa dosen di program studi pendidikan agama Islam melakukan 3 strategi dalam meningkatkan kemampuan berpikir kritis mahasiswa dalam program studi pendidikan agama Islam: Pertama, mengembangkan keterampilan berpikir kritis mahasiswa dalam aspek mengidentifikasi menggunakan metode, model, dan pendekatan pembelajaran. Metode yang digunakan adalah ceramah, diskusi, tanya jawab, tugas kelompok, proyek, metode kolaboratif, dan metode inkuiri dengan melakukan kegiatan dimana mahasiswa memberikan informasi kepada sesama mahasiswa dengan menjelaskan secara verbal dan juga melalui presentasi dari mahasiswa. Kedua, strategi untuk mengembangkan keterampilan berpikir kritis mahasiswa dalam aspek analitis adalah mahasiswa dihadapkan pada permasalahan ilmiah dan didorong untuk menganalisis materi, kemudian menyimpulkan dan mengembangkan aspek evaluasi terhadap permasalahan tersebut, baik dengan cara cross-checking atau mengecek kembali hasil kesimpulan. Dan ketiga, strategi dosen dalam mengembangkan keterampilan berpikir kritis mahasiswa dalam program studi pendidikan agama Islam dalam aspek mengevaluasi permasalahan.

Kata Kunci: Manajemen Pembelajaran, Berpikir Kritis, Mahasiswa

INTRODUCTION

In all educational efforts, the teaching and learning process (PBM) is the most important activity, because it is through this process that educational goals will be achieved in the form of changes in student behavior. To realize the goals of the teaching and learning process, many factors can be determining. There are three elements that must be present in the teaching and learning process, namely "(1) students (students) with all their characteristics to develop themselves as optimally as possible through learning activities, (2) instructors (teachers/lecturers) who always try to create a situation that appropriate to create a pleasant learning experience that is always remembered by students, and (3) goals, namely something that is expected after learning activities" Makmun (2005:3). The description above shows us that in the teaching and learning process there are two subjects that play a role, namely lecturers and students. This implies that the teaching and learning process is a process of interaction between lecturers and students which is based on an educational relationship in order to achieve educational goals.

Suryosubroto believes that educational management includes eight important things, namely: 1) educational management is cooperation to achieve educational goals, 2) educational management is a process of achieving educational goals, 3) educational management is seen from a systems thinking framework, 4) educational management is seen from the perspective of effectiveness utilization of resources, 5) education management can be seen from a leadership perspective, 6) education management can be seen from the decision-making process, 7) education management can be seen from a communication perspective, and 8) education management is also defined as administration that masters the competency standards and basic competencies of each particular subject. Learning as a thing is very important in education (Ilmudinulloh & Bustomi, 2023). The key to the success of an educational institution lies in the system, organization and professional abilities of lecturers. The success of lecturers is the success of universities, because the systems and organizations of educational institutions are often linked to their teaching staff. Teachers or lecturers are roles that require strong

leadership qualities in schools. Advanced education cannot be separated from the role of teachers or lecturers as holders of the key to success.

Critical thinking is very necessary in everyday life. Critical thinking is a way for students to have an attitude of thinking deeply about various things and problems that are different within their scope, which involves attitude activities in solving problems, making decisions, analyzing assumptions and organizing strategies and tactics. By having critical thinking skills, students can understand how to face, analyze and solve problems in facing challenges in the era of industrial revolution 4.0 (Fitriyah et al., 2021). Critical thinking skills are very essential in the process of becoming an adult. The industrial revolution is technological progress that is accompanied by socio-economic and cultural changes and has the impact of changes in society. To be able to compete today, it is not only enough to be more efficient and productive, but also requires innovation and creativity. Developing a mental attitude in students to innovate and be creative can be done by training critical thinking skills through innovative education. Producing education graduates who have critical thinking skills can be achieved through the use of the right learning approach, because it can provide meaningful learning, where students' critical thinking skills can be trained with learning that requires students to carry out exploration, inquiry, discovery and solving problems (Fitriyah et al., 2021).

Critical thinking learning management for students is effective in improving students' abilities in mastering concepts and subject matter as well as helping students' abilities in analyzing, interpreting and evaluating and being able to convey logical and systematic data presentations. Critical thinking learning management for students supports students' ability to know personal abilities, being able to interpret problems critically, strengthening students in searching for new information that was not previously known. Apart from that, students can understand their own abilities and find effective ways to improve them. How important it is that students' critical thinking learning management can improve students' ability to communicate ideas and creativity that are arranged in a systematic and informative manner that is easily understood by others and can find

solutions to every problem they encounter (Saputri & Katoningsih, 2023). Students can identify the point of the problem so that it is easy to solve the problem well.

The reality in the field is that students still have difficulty developing a critical mindset. Students do not understand the problem of critical thinking skills related to indicators: students' ability to define problems, students' ability to select relevant information to solve problems, students' ability to develop and select relevant hypotheses, and the ability to draw conclusions from existing problems (Wicaksana et al., 2023).

Based on the background above, the purpose of this writing is to analyze and understand learning management to stimulate critical thinking in Islamic religious education study program students. Therefore, in focusing on research, the researcher provides the formulation and objectives of the problem that will be reviewed in this research, namely: what lecturers in the Islamic religious education study program do to improve the critical thinking of students in the Islamic religious education study program. Therefore, researchers are interested in conducting research at this educational institution with the research title, namely: Learning Management to Stimulate Critical Thinking in Islamic Religious Education Study Program Students (Nadhiroh & Anshori, 2017).

METHODS

Based on the problem formulation that has been stated above, the conclusion can be drawn that this research can be categorized as descriptive qualitative research, the approach that the researcher used in this research is a qualitative approach. The qualitative research method is a method that refers to the philosophy of postpositiveism, which can be used to research a scientific object.

The technique used in this research is triangulation (a combination of observation, interviews and documentation), the data that will be obtained tends to be qualitative data. Qualitative research, namelyresearch whose results are descriptive, where the data from the research is in the form of words from someone in the form of words or someone's behavior that can be observed, so the researcher must be able to go directly to the field in order to be able to take the problem and

the results of the research. Researchers use qualitative research with a descriptive qualitative approach because researchers want to understand phenomena or events more holistically, not just parts of the event.

So what is called this type of descriptive research is research that designs data that will be obtained by researchers related to Learning Management to Stimulate Critical Thinking in Students of the Islamic Religious Education Study Program.

RESEARCH RESULTS AND DISCUSSION

Research data was obtained in the form of documentation data, interviews and observations. Through this data, discussion of learning management was formulated to stimulate critical thinking in Islamic religious education study program students. In this case it is divided into 3 aspects, namely regarding lecturer learning management in developing students' critical thinking abilities in the identification aspect, lecturer learning management in developing students' critical thinking abilities in the analyzing aspect and lecturers' strategies in developing students' critical thinking abilities in the Islamic religious education study program in aspect of evaluating the problem.

Lecturer Learning Management in Developing Students' Critical Thinking Abilities

Based on data obtained from interviews with lecturers in the Islamic religious education study program, critical thinking strategies in the identification aspect can be seen from the presentation of the material, namely first by providing an inducement in the form of an analogy/description of the material or theories and then throwing it at the students and students. Responding from their own understanding, critical thinking will automatically emerge. Then secondly, by pointing directly to the student concerned regarding the thoughts they have understood regarding a phenomenon that is occurring (Nadhiroh & Anshori, 2017).

Based on the facts that have been obtained, in developing critical thinking skills in the aspect of identifying problems, students must be able to sort references from several sources they have encountered and students are encouraged to read a

lot of other people's research results or review the results of journal articles and read lots of books from experts. so that it can criticize a scientific thought obtained. The strategy used is how students search for and formulate concepts based on searches such as library or field searches which are definitely adapted to the material being studied and understood. Then, from the results of the explanation, the lecturer can also provide an inducement in the form of an analogy or description of the material and then throw it at the students and the students can respond to what they get from the results of their thinking by applying several methods in the learning process. So in this case critical thinking is very important in the thinking process because the ability of students who have critical thinking thinking is able to increase their potential or skills in understanding and seeing a problem, identifying problems or relevant information, analyzing problems, and evaluating problems and correcting them. himself to what he reflects (Liwaul Liwaul et al., 2022).

Lecturers must also be able to create learning that can develop students' critical thinking abilities. Various learning models that can be applied include learning models found from research results showing that there is an increase in students' critical thinking abilities through problem based learning (PBL) (Santoso & Herlina, 2020). In the research results it was found that the increase in students' critical thinking skills through the cooperative learning model was higher than students who received conventional learning because cooperative learning can provide opportunities for students to be active and work together well (Liwaul Liwaul et al., 2022).

The next strategy in improving critical thinking skills definitely requires an appropriate learning approach following the findings from Abu that learning theory is suitable for adult learning (andragogic) with an orientation towards students (student centered learning) with the main basis being that everyone Adults are unique individuals who have different needs and problems from one another and with a student centered learning approach it can also be developed by each lecturer in the actual curriculum, in order to develop student independence in the actualization of learning that is carried out well.

Based on research facts, it shows that the critical thinking abilities of students with different learning styles have different levels. Knowing students' learning styles and critical thinking abilities makes it easier for educators to consider the preparation, implementation and evaluation of learning. It is also hoped that this will serve as a guide for education policy makers in formulating policies that encourage the implementation of learning that prioritizes critical thinking skills for students in accordance with real conditions in the field (Wicaksana et al., 2023).

Several outdoor-based learning models have been proven to improve critical thinking skills. A study found that an experimental-based outdoor learning model can effectively improve critical thinking skills. Another study suggests implementing out-of-class learning based on local wisdom to increase critical thinking skills and the level of mastery of concepts. A study found that using discovery learning models with e-learning can improve critical thinking skills. These outdoor-based learning models have been proven effective in improving critical thinking skills. Lecturers can use these models to develop lesson plans and learning tools that include outdoor-based learning activities (Princess, 2023). Critical thinking skills are intellectual provisions that each individual must have.

Management Learning Lecturer in Develop Students' Critical Thinking Ability in Analyzing Aspects

Based on the results of the interview, it can be concluded that it improves the critical thinking skills of students in the Islamic religious education study program. In the aspect of analyzing problems in learning, students present analysis strategies through scientific problems. Students are encouraged to analyze the material so that it matches the topic to be studied and understood. Students look for several references, then review them so that understanding does not just mean reading, but is more active in studying and analyzing problems according to the material or theme being discussed. Improving students' critical thinking skills in analyzing learning problems seen from the analysis strategies presented by students (Princess, 2023). Through scientific problems to be able to adapt to the material to be studied and understood, then in this case students look for several references and

then review them so that in this understanding they do not just read them, but students must be more active in studying and analyzing problems that are in accordance with the material or theme. which is being discussed. In line with (Zubaidah, nd) opinion, analyzing is an ability to elaborateseveral things into components to find out the organization of the explanation.

This ability aims to understand general or global concepts by breaking down or detailing the explanation into several smaller or detailed parts. Analysis questions, namely so that readers are able to identify logical steps that can be used in the thinking process to reach the content of the conclusion.

According to (Dwijananti & Yulianti, 2010) the activity of analyzing problems or ideas is more directed towards more specific information or problems encountered so that

able to differentiate and select sharply and examine the results obtained in accordance with search results or observation results. The Analyzing Strategy means that students are presented with problems according to the courses taught by each lecturer and are encouraged to analyze the material, then conclude and evaluate the problem, either cross-checking or checking the results of the conclusions, of course they will meet their thoughts.critical thinking. Analyzing, of course, in linking the learning process also requires methods, models and approaches used in improving analytical thinking, which are a follow-up to methods, models and approaches to identifying problems. Critical thinking skills are one of the higher order thinking skills. Critical thinking skills are essentially problem solving skills (Santoso et al., 2023).

Lecturer Strategies in Developing Students' Critical Thinking Skills in The Islamic Religious Education Study Program in The Aspect of Evaluating Problems

Based on the explanation from the lecturer of the Islamic religious education study program, the methods, models and approaches are actually almost the same. However, the way of implementing it is different, if in the evaluation process students usually understand the material and also evaluate through discussion

methods linked to several existing theories. So after drawing conclusions from the results of the analysis, whether this conclusion is correct or not. so it is strengthened from several valid theories. This is also certainly reinforced in the RPP that lecturers are found to use lecture, question and answer, discussion and problem solving methods. Meanwhile, the models used are problem based learning and project based learning and research based learning. The approach used is an andragogic and student center approach. And based on the results of observations, it also shows that developing students' critical thinking skills in the aspect of evaluating problems uses methods, models and approaches that are adapted to the material (Haryono & Suprijono, 2021).

The ability to evaluate or judge is definitely a process that requires more mature thinking to determine something or assess it using various existing criteria (Zubaidah, nd). This ability to assess means being able to provide an assessment of the value of an explanation whether it is valid or not, whether it is logical or not. In the taxonomy of learning, according to Bloom, this ability to evaluate is the highest stage of cognitive thinking. At this stage students are required to be able to synergize other cognitive aspects in assessing a fact, explanation or concept. Someone who thinks critically will evaluate something based on facts to make a decision or conclude, according to (Hassoubah, 2002) one of the characteristics of someone who thinks critically is always looking for and explaining the relationship between the problem being discussed and a more appropriate problem or experience. According to (Setiawan & Royani, 20 13) critical thinking applies rational thinking which includes the activities of identifying, analyzing, recognizing problems and their solutions, concluding and evaluating.

Critical thinking is one of the abilities that students really need to obtain, manage and utilize the information they obtain. In critical thinking, students are required to use various appropriate cognitive strategies to hone argumentativeness, reliability in solving problems and overcoming problems. So in this case the strategy for developing critical thinking skills in the aspects of identifying, analyzing and evaluating problems in terms of methods, models and application approaches is also the same as the initial methods, models and approaches in

identifying problems and also analyzing because they are definitely adapted to the material or theory being discussed. studied in courses (Abdullah & Munawwaroh, 2024).

CONCLUSIONS AND SUGGESTIONS

Based on the results of research conducted by researchers related to learning management to stimulate critical thinking of students in Islamic religious education study programs, there needs to be a strategy carried out by lecturers in Islamic religious education study programs in developing students' critical thinking skills in the aspect of identifying using methods, models and learning approaches. . The methods used are lecture, discussion, question and answer, group assignments, projects, collaborative methods, forms of teaching by carrying out activities where students provide information to their fellow students by explaining orally and also through presentations from students.

Meanwhile, learning models that can be applied include problem based learning (PBL), Research Based Learning (PBR), cooperative learning models, project based learning models. The learning approach used is adult learning (andragogic) with an orientation towards students (student centered learning). The strategy for developing students' critical thinking skills in the analytical aspect is that students are presented with scientific problems and encouraged to analyze the material, then conclude and develop aspects of evaluating the problem, either cross-checking or checking the results of the conclusions. Choosing the right learning methods, models and approaches that are appropriate to the material or theory being taught will be able to activate all the potential that students in the Islamic religious education study program have, which in turn can improve and develop their critical thinking abilities. The critical thinking ability strategy includes aspects of identifying problems, analyzing problems, and evaluating problems.

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