

The Learning Process of Islamic Education to Foster Students' Critical Reasoning at Madrasah Ibtidaiyah Teluk Panji, North Sumatra

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Abstract

Critical thinking is often reserved for adults. In fact, critical reasoning should have been cultivated from an early age. The importance of fostering students' critical reasoning is a demand for teachers to continue to strive for it through the learning process. Critical reasoning does not just grow, but is formed from a complex process consisting of elements that can be implemented by referring to the theory of constructivism. The learning process can be implemented by referring to the appropriate theory so that the learning process takes place with activities that will foster students' critical reasoning. So it is important to study the learning process that can foster critical reasoning. The purpose of this article is to describe the learning process of PAI to foster students' critical reasoning in madrasah ibtidaiyah. The location of this research was MIS Al-Hidayah Teluk Panji class 1. The method in this research is descriptive qualitative. Data collection was carried out using interview and documentation techniques. Furthermore, the data were analyzed descriptively. The findings in this study are that there are several stages in PAI learning to foster critical reasoning of grade 1 students, starting from making learning designs to foster critical reasoning, learning processes to evaluations oriented to active learning models. The PAI learning process to foster critical reasoning is carried out through interpretation, analysis, evaluation, inference, and self-regulation activities. Each of these activities influences the thinking ability of students through teacher guidance. The implication of this research is that PAI teachers can foster participants' critical reasoning in the learning process by taking the stages of activities according to the theory of critical thinking.

Keywords: *critical reasoning; learning; Islamic Education; learners*

Abstrak

Berpikir kritis seringkali ditujukan hanya untuk seseorang yang sudah dewasa. Padahal seharusnya nalar kritis sudah harus ditumbuhkan sejak dini. Pentingnya menumbuhkan nalar kritis peserta didik menjadi tuntutan bagi guru untuk terus mengupayakannya melalui proses pembelajaran. Nalar kritis tidak tumbuh begitu saja, melainkan terbentuk dari proses kompleks yang terdiri dari elemen-elemen yang dapat diimplementasikan dengan merujuk pada teori konstruktivisme. Proses pembelajaran dapat dilaksanakan dengan merujuk pada teori yang sesuai sehingga proses pembelajaran berlangsung dengan kegiatan-kegiatan yang akan menumbuhkan nalar kritis peserta didik. Sehingga penting untuk dilakukan kajian proses pembelajaran yang dapat menumbuhkan nalar kritis. Tujuan dari artikel ini adalah untuk mendeskripsikan proses pembelajaran PAI untuk menumbuhkan nalar kritis peserta didik di *madrasah ibtidaiyah*. Lokasi penelitian ini dilakukan di MIS Al-Hidayah Teluk Panji kelas 1. Adapun metode dalam penelitian ini adalah kualitatif deskriptif Pengumpulan data dilakukan dengan teknik wawancara dan dokumentasi. Selanjutnya data dianalisis secara deskriptif. Temuan dalam penelitian ini adalah terdapat beberapa tahapan dalam pembelajaran PAI untuk menumbuhkan nalar kritis peserta didik kelas 1 yaitu mulai dari membuat rancangan pembelajaran untuk menumbuhkan nalar kritis, proses pembelajaran hingga evaluasi yang berorientasi pada model pembelajaran aktif. Proses pembelajaran PAI untuk menumbuhkan nalar kritis dilakukan melalui kegiatan interpretasi, analisis, evaluasi, inferensi, dan *self regulation*. Masing-masing kegiatan tersebut memberi pengaruh pada kemampuan berpikir peserta didik melalui bimbingan guru. Implikasi dari penelitian ini adalah guru PAI dapat menumbuhkan nalar kritis peserta dalam proses pembelajaran dengan menempuh tahapan kegiatan sesuai teori berpikir kritis.

Keywords: *nalar kritis; pembelajaran; Pendidikan Agama Islam; peserta didik*

A. Introduction

Critical thinking is often directed only to an adult. Criticism should be cultivated from an early age. This is because critical thinking does not only grow as an adult, but requires a process to continue to be examined so that when an adult has the ability to respond well. The critical word in the general definition that has evolved throughout this time is as if it were only the consumption of the desawa people because it is usually harmonized with the critical phrase, against hegemony and idealism. Even criticism is often equated with the term counter. This high limit makes critical sentences as if not worthy to be used for children.¹ Such an assumption, in the era now as it is no longer in

¹ M Fathurahman and R Y H Umah, "Membangun Nalar Kritis Bagi Anak Dan Implementasinya Dalam Praktik Moderasi Beragama," *Jurnal Ibriez: Jurnal ...* 7, no. 1 (2022): 95–104, <https://ibriez.iainponorogo.ac.id/index.php/ibriez/article/view/243>.

use because critical thinking should have been grown to prepare generations who know in the face of the challenges of life in the future.

Facts relating to critical skills of students in Indonesia can be known from the OECD 2019. PISA results for 2018 show that Indonesia is ranked 7th from the bottom. This outcome is far from expected should be the level of critical aptitude of participating learners. Critical reasoning can be used to understand arguments clearly, evaluate them before commenting or giving suggestions, and identify arguments that have been misunderstood and misused by others. Critical thinking is the type of evaluation activity used to determine a conclusion of a topic.²

A lot of opinions appear in criticism. Kurniawaty quoted opinions from Gerhard, Kreiset, Wibowo and Anjar, expressed critical thinking as a complex process, using data collection and mastering, data analysis, and data evaluation by considering qualitative and quantitative aspects as well as speculation so that it can conclude and make decisions based on the results of the evaluation carried out. Critical thinking is necessary for problem solving so that you can get solutions and decisions quickly and accurately.³ Based on this, critical students must have the elements that have been submitted above.

The ability to think critically becomes one of the skills that should already be mastered by the student.⁴ It is also mentioned in the Permendikbud No. 21 of 2016 on the standard of content of primary and secondary education stated that one of the core competencies in learning is that students are able to demonstrate the skills of thinking and acting critically clearly, systematically, logically and critically.⁵

Creating a student who has critical nalar elements requires a learning process. The learning process is not instantaneous, so it requires planning, implementation, up to evaluation of the achievement of the learning objectives.⁶ Learning carried out in various educational institutions in particular in this case is madrasah need to refer to the theories

² Ni Kadek Ayu Suatin, "Langkah-Langkah Mengembangkan Kemampuan Berpikir Kritis Pada Siswa," *Kamaya: Jurnal Ilmu Agama* 2, no. 1 (2019): 41–50.

³ Imas Kurniawaty, Vini Agustiani Hadian, and Aiman Faiz, "Membangun Nalar Kritis Di Era Digital," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 3 (2022): 3683–90, <https://doi.org/10.31004/edukatif.v4i3.2715>.

⁴ Susanti; Suwu, "Penerapan Pembelajaran Berbasis Masalah Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas IX Dalam Pelajaran Ekonomi," *Polygot* 12, no. 1 (2016): 66–81.

⁵ Mendikbud, "Permendikbud RI Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar Dan Menengah," *JDIH Kemendikbud*, 2016, 1–168, <https://peraturan.bpk.go.id/Home/Details/224181/permendikbud-no-21-tahun-2016>.

⁶ Amelia Putri Wulandari et al., "Penggunaan Media Pembelajaran Terhadap Keterampilan Berpikir Kritis IPS Siswa Sekolah Dasar," *Journal on Education* 5, no. 2 (2023): 2848–56, <https://doi.org/10.31004/joe.v5i2.933>.

of learning that correspond to the goal of development of the ability of participants ddik. By referring to the appropriate theories, then the teacher will know what actions can be taken to ensure that the learning process conforms to the achievement goal.

Critical thinking skills can be developed by teachers using the theory of constructivism.⁷ According to Donald, Dkk as quoted by Masgumelar explains that the student learns and builds knowledge while he is actively involved in learning activities such as formulating questions collaboratively, explaining phenomena, thinking critically about complex issues, and addressing problems faced. This is the activity of learning in the theory of constructivism.⁸

The constructivist approach aims to ensure that learners have the ability to discover, understand and use information or knowledge.⁹ In other sources explained that there is some impact of the application of the theory of constructivism in learning. The first impact on the educational goal is to produce an individual or child who has the ability to think to solve any problem faced. Second, on the curriculum, constructivism does not require a standardized curricule, but rather a curricular designed according to the initial knowledge of the student.

Third, in teaching, teachers focus on how to build relationships between facts and strengthen the transfer of new knowledge for the learners. Teachers should formulate a learning strategy by paying attention to the responses of the students, as well as encouraging the students to analyze, interpret and predict information. Fourth, in the student, the expectation of the application of the theory of constructivism is that the student is always active and finds a way of learning that suits him. Fifth, the assessment does not require a standard test in accordance with the level of the class. However, it requires an assessment of the learning process or which is often called authentic assessment as long as students play a major role in evaluating their own learning outcomes.¹⁰

⁷ Indah Tri Kusumawati, Joko Soebagyo, and Ishaq Nuriadin, “Studi Kepustakaan Kemampuan Berpikir Kritis Dengan Penerapan Model PBL Pada Pendekatan Teori Konstruktivisme,” *JURNAL MathEdu* 5, no. 1 (2022): 13–18.

⁸ Ndaru Kukuh Masgumelar and Pinton Setya Mustafa, “Teori Belajar Konstruktivisme Dan Implikasinya Dalam Pendidikan,” *GHAITSA: Islamic Education Journal* 2, no. 1 (2021): 49–57, <https://siducat.org/index.php/ghaitsa/article/view/188>.

⁹ Masgumelar and Mustafa.

¹⁰ Miswarul Abdi Aziz and Teuku Sanwil, “Teori Belajar Konstruktivisme Dan Aplikasinya Dalam Pembelajaran Bahasa Arab,” *Jurnal Pendidikan Dan Pengajaran* 1, no. 1 (2022): 76–83, <http://pedirresearchinstitute.or.id/index.php/Jurpen>.

Given that the critical thinking ability is formed with complex elements, gathering information, analyzing until in the end can solve problems¹¹, then the application of the theory of constructivism in learning can be used as one of the ways that can grow criticism of learners. The learning process to cultivate critical thinking will not be apart from the learning plan that has been prepared to adapt to the situation and conditions of the learning environment with all other considerations. Teachers should be able to update education and innovation in learning through appropriate and effective strategies to stimulate the development of critical thinking skills.¹² The role of teachers in the learning process is not always the main actor,¹³ but depends on the theory and approaches used in the process of learning.

Previous research has studied a lot of critical thinking abilities associated with learners. Among such research is Ajeng's research on guiding students' ability to improve critical thinking through the use of group discussion techniques. Her research shows that group discussions can train the courage of learners to express opinions and criticize specific situations.¹⁴ Although the research is important, it has not discussed in detail the learning process in particular in the learning of Islamic religious education to grow the critical sense of the students. So research on the PAI learning process to cultivate critical thinking of students will be a new and important thing to study more deeply.

Another study that also discusses the creation of critical student participants is the research carried out by Siswati. The results of his research explain that independent learning is one of the forms of actualization of the formation of character skills of the student. It requires teachers to master the principles of learning, the selection and use of media and learning methods, the skills of evaluating learning outcomes, as well as selecting and using learning strategies and approaches that enhance the critical thinking, creative and autonomous ability of learners.¹⁵ The research focuses on the ability of

¹¹ Dewi Kurniawati and Arta Ekayanti, "Pentingnya Berpikir Kritis Dalam Pembelajaran Matematika," *Jurnal Penelitian Tindakan Kelas Dan Pengembangan Pembelajaran* 3, no. 2 (2020): 112.

¹² Wulandari et al., "Penggunaan Media Pembelajaran Terhadap Keterampilan Berpikir Kritis IPS Siswa Sekolah Dasar."

¹³ Agustini Buchari, "Peran Guru Dalam Pengelolaan Pembelajaran," *Jurnal Ilmiah Iqra'* 12, no. 2 (2018): 106, <https://doi.org/10.30984/jii.v12i2.897>.

¹⁴ A R Ajeng et al., "Bimbingan Peningkatan Kemampuan Berpikir Kritis Siswa Melalui Penggunaan Teknik Diskusi Kelompok," 2021, 35–39.

¹⁵ S Siswati, "Merdeka Belajar: Menciptakan Siswa Bernalar Kritis, Kreatif Dan Mandiri," *GUAU: Jurnal Pendidikan Profesi Guru ...* 2 (2022): 289–96, <http://studentjournal.iaincurup.ac.id/index.php/guau/article/view/594>.

teachers in learning by using media, methods and strategies so that it can improve the critical thinking ability of students in general with the concept of independent learning. To complement previous research, the researchers in this study not only focused on teachers' abilities but also on learners and graduate environments. This is because in the learning process is an interaction that involves between the teacher, the student and the learning environment. In addition, this study specifically examines the PAI learning process at the Basic School (SD) or Madrasah Ibtidaiyah level (MI).

The phenomenon based on information through the author's initial interview with one of PAI teachers in MI (Madrasah Ibtidaiyah) revealed that "the problem I encountered in the learning process is still difficulty in understanding the characteristics of the student's development, so the critical attention of the students has not been fully seen." In addition, the limited facilities in Madrasah make teachers feel less able to use a lot of media in the learning process. On the basis of this, then the purpose of this article is to study more deeply about the process of learning Islamic Religious Education (PAI) to grow the critical nalar of students in Madrasah Ibtidaiyah.

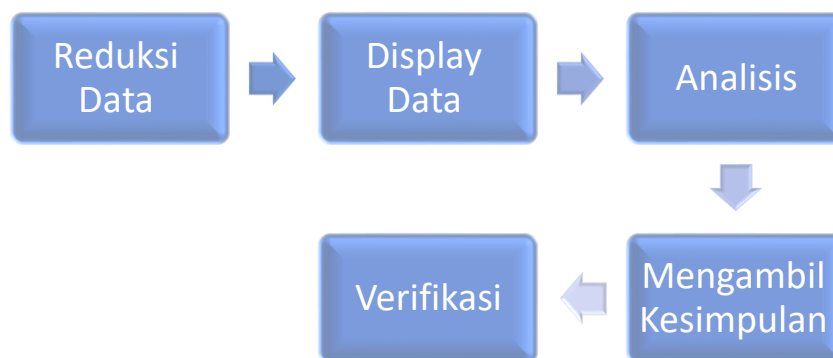
B. Research Method

After conducting preliminary studies that the author has previously exposed, then in this study the author uses qualitative descriptive methods. Qualitative research is conducted to produce descriptive data in the form of speech or writing and behavior of people observed in a particular context that is discussed from the perspective of the researcher in an integral, comprehensive and holistic way.¹⁶ This research was conducted at MIS Al-Hidayah Teluk Panji, located in Kp. Rakyat Sub-District, South Labuhanbatu, North Sumatra.

Data collection in this study was done with interviews and documentation. The interview was conducted with a teacher of Islamic Religious Education first class virtually. In this study, the researchers used the P code to mean the periphery of the interviewed. The participant in this study was a PAI teacher and a guardian of the 1st class of MIS Al-Hidayah Teluk Panji who has taught in the madrasah for more than one

¹⁶ Muhammad Rizal Pahleviannur dkk, *Metodologi Penelitian Kualitatif* (Pradina Pustaka, 2022), https://books.google.co.id/books?hl=en&lr=&id=thZkEAAAQBAJ&oi=fnd&pg=PT5&dq=metodologi+penelitian+kualitatif&ots=8hnBXDhBIF&sig=ZOkvkbk7BA6ub6UzlahJTr_nF0&redir_esc=y#v=onepage&q=metodologi+penelitian+kualitatif&f=false.

and a half years. Further documentation is used to collect data from non-human, this source consists of documentation in the form of photos of learning activities and recordings. The processing of data in this study can be seen in the following image:



Picture 1. Process of Data Analysis.

In the first phase, data reduction means that the data obtained in the reduction, summarized, and selected the main things from the results of the interview in accordance with the purpose of research. Next, display data means that the data that has been obtained is grouped according to the problem. The third phase is the analysis of the data that has been grouped so that eventually conclusions can be obtained and verification on the data already processed.¹⁷

C. Discussion

After conducting research at MIS Al-Hidayah Gulf of Panji with virtual interview methods and documentation, the findings of this research on Islamic Religious Education learning to cultivate critical insights of the students at the MIS al- Hidayah Golf can be presented as follows:

The view of the teacher PAI class 1 MIS Al-Hidayah Teluk Panji on the critical skills of the students that:

“The knowledge of the concept of religious material has basically been learned when studying at TK/RA. Students have learned to read, write and remember

¹⁷ Pahleviannur dkk.

several short suras and suras names. Generally speaking, they don't need to put on basic knowledge from the beginning. As a result of this, when the students study in the basics or madrasah Ibtidaiyah school, the teacher continues to improve the knowledge and skills of the students. However, not all students have the same abilities.”¹⁸

As far as learning activities are concerned to enhance the critical attitude of the students are as follows:

1. Studying Islamic Religion Education to Grow Critical Intelligence through Interpretation Activities

First, before doing the learning, the teacher makes a learning plan with a design that stimulates the student to be able to understand the concepts to be learned. The teacher PAI in delivering materials adjusts the level of development of the students. As the first class teacher said:

“Before implementing the learning process in class, I made a learning plan first, so that I could condition the students according to the order of activities in class. In making the learning plan pay attention to the level of activity of students in different classes. When confronted with a student who is not active in submitting opinions and interpreting something, I directly ask the student to communicate what he knows about the following material.”¹⁹

The findings of this study are consistent with what is described in other studies that critical thinking uses fundamental thinking to analyze arguments, and brings insights to interpretation. According to Fakhriyah as quoted by Azizah explains that critical thinking begins with the ability to read critically. To think is to ask, not to mean that the silent person does not ask. So, the activity of asking either in the heart or by asking questions at the time of learning, then the person has been said to use his thinking ability.²⁰

The critical thinking ability of students through interpretation activities is the ability to explain and understand and interpret situations, events, experiences, conventions, data, decisions, rules of process and characteristics of something.²¹ This

¹⁸ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

¹⁹ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

²⁰ Asih Nur Azizah et al., “Peran Model Pembelajaran Group,” 2021, 230–36.

²¹ Lilis Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)* (Media Sahbat Cendekia, 2019).

interpretation becomes one of the important activities in critical thinking. The process involves the integration of the experience, training and skills of the students so that they can give meaning or interpret the concepts given by the teacher.

Second, the learning of Islamic Religious Education begins with stimulating students to actively ask and respond to questions given by teachers or other students. In an interview the participants revealed that:

“Specifically, when I taught material about humans associated with the An-Nash letter, I asked students to link the verse read. Then the disciples were asked what the meaning of the An-Nas was, and then the students were asked again about the human being. Then the disciples revealed what they knew about humans.”²²

Stimulus is a term in psychology related to a branch to produce a specific response. Stimulus is information that can be captured by the five senses.²³ Giving stimulation in the beginning of learning based on the results of the interview shows that the stimulation affects the apprenticeship in responding to something. The student is able to interpret and think critically about a concept.

Third, teachers don't directly give a concept of the material to be taught. Except for those who ask for guidance, and those who follow the guidance.²⁴ Implementation of learning such as this, if in the theory of learning, then the teacher PAI class 1 MIS Al-Hidayah Gulf Panji has made an effort in accordance with Constructivism theory.

When the process of cultivating knowledge and understanding of concepts to the student based on the theory of constructivism, the student constructs his own knowledge. Participants are given the freedom to express their opinions about what they are facing.²⁵ Teachers help learners so that the knowledge construction process can go well. In learning it is no longer the transfer of knowledge but rather the help of the student to form his own knowledge.²⁶ This effort may seem to be a reference to explain the purpose

²² Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

²³ Fatmawati Fatmawati and Putri Anjarsari, “Stimulus Guru Dan Respon Siswa Dalam Pembelajaran Bahasa Arab Di Tingkat SMP,” *AL-URWATUL WUTSQA: Kajian Pendidikan Islam* 1, no. 2 (2021): 13–26.

²⁴ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

²⁵ Rika Aprilia Sari, Adisel Adisel, and Desi Eka Citra, “Implementasi Teori Belajar Konstruktivisme Dalam Pembelajaran IPS Terpadu,” *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran* 8, no. 1 (2023): 193, <https://doi.org/10.33394/jtp.v8i1.6291>.

²⁶ Wardana & Ahdar Djamaluddin, *Belajar Dan Pembelajaran Teori, Desain, Model Pembelajaran Dan Prestasi Belajar*, 2021.

of the materials taught without first informing the student of the concept, but the student is directed by the teacher's thinking until he finally finds the correct concept.

2. Studying Islamic Religion Education in Cultivating Critical Intelligence Through Analysis

First, PAI learning uses active learning models using various media.

“The media used to support active learning are true or false cards, image media, audio-based media and other media relevant to the material and stimulating the activity of learners.”²⁷

The implementation of learning with true or false card media is used by the teacher at the end of the learning session by dividing the students into several groups. After that, each group was given a card containing a statement right or wrong. Participants are asked to click on the right or wrong card. Participants who have not yet been able to read, the task of the teacher is to read what the content of the statement and the pupil correct or wrong the statement.²⁸

The model of learning that can be applied to cultivate the critical sense of the students in the concept of learning constructivism is explained in the research carried out by Wardana & Ahdar Djameluddin that the learning model that is often used is the model of problem-solving learning (problem solving), discovery learning (discovery learning), and problem-based learning (problem-based learning).²⁹ The application of the active learning model in class 1 MIS Panji Bay as one of the efforts to grow the critical sense of students can be an alternative option, because the purpose of active learning also has activities that are of nature to train students to find and solve problems.

Second, through active learning with true or false card media, the teacher asks the student to give the argument of the statement right or wrong.³⁰ With the application of this learning, students become accustomed to asking new and different things from their experiences. Learning with true or false card media according to P as a PAI teacher

²⁷ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

²⁸ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

²⁹ Wardana & Ahdar Djameluddin, *Belajar Dan Pembelajaran Teori, Desain, Model Pembelajaran Dan Prestasi Belajar*.

³⁰ Novrian Dony, Mohan Taufiq Mashuri, and Nuriah Nuriah, “Perbandingan Media Kartu Pintar Dan Truth and Dare Terhadap Hasil Belajar Materi Larutan Penyangga Di SMAN 1 Alalak,” *PSEJ (Pancasakti Science Education Journal)* 4, no. 2 (October 31, 2019): 115–20, <https://doi.org/10.24905/psej.v4i2.10>.

mentioned that the media is judged to be effective in training students to be able to analyze. In their actions, they are given the right response.³¹

Based on the findings above, in line with the concept of the activity of analysis becomes one of the activities in critical thinking because in it requires the ability of the student to identify relationships of statements, questions, descriptions, concepts as well as various models that can be used to reflect views, beliefs, arguments, decisions and information. Correcting other people's ideas and views is also part of the analytical activities that can grow and drive critical thinking skills of students.³²

3. Learning Islamic Religion Education to Grow Critical Intelligence Through Evaluation Activities

The teacher of PAI 1 class at MIS Gulf Panji revealed that:

*“The process of PAI learning is carried out through my instructions. Students were asked to correct statements from classmates on the subject of material language. Only then did I give an evaluation of the argument of the learners. If the argument given is not in line with what was expected, then I correct it by giving explanations.”*³³

Regarding evaluation as an effort in PAI learning to cultivate the critical sense of this student, Halimah, Dkk quoted the opinion of Santrock explaining bringing critical thinking is reflective and productive thinking, as well as involving evidence evaluation.³⁴ Furthermore, what is not less important according to the teacher PAI during the PAI learning process especially in class 1 is to give rewards to students who have given arguments correctly. The aim is to motivate other students to continue to practice making opinions and evaluating a concept of the material discussed.³⁵

Giving rewards to students is one of the efforts to encourage the spirit of other students to be active.³⁶ This method is still considered effective because the age of the students of the 1st class still belongs to the ages of children who still like rewards in guiding them.

³¹ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

³² Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)*.

³³ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

³⁴ Siti Halimah, dkk, “Peningkatkan Kemampuan Berpikir Kritis Dalam Pembelajaran IPA Melalui Penerapan Model Pembelajaran Problem-Based Learning (PBL) Di Sekolah Dasar” 3, no. 6 (2023): 403–13.

³⁵ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

³⁶ Firdaus Firdaus, “Esensi Reward Dan Punishment Dalam Diskursus Pendidikan Agama Islam,” *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 1 (2020): 19–29, [https://doi.org/10.25299/al-thariqah.2020.vol5\(1\).4882](https://doi.org/10.25299/al-thariqah.2020.vol5(1).4882).

“I evaluate learning not through written tests. But I do the evaluation through observation during the learning process. Then, at the end of the session, a quiz was given to convince me that the students had understood and had a concept of the material taught.”³⁷

Evaluation is the ability to test the truthfulness of statements made on the basis of clear opinions, decisions and reasons. Able to test the relationships of various statements used to reflect thoughts.³⁸ In addition to evaluation through quizzes at the end of learning, if it refers to the theory prompted by piaget that is the constructionist theory then homework can be one of the alternatives to the follow-up of the learning process. In this process, the student will independently learn and master the material without the guidance of a teacher, in addition, giving homework can also be useful to sharpen the interaction of students to ask others about things they do not understand.³⁹

4. Learning Islamic Religion Education to Grow Critical Intelligence Through Inference Activities

In PAI learning activities, this inference is done by the teacher with the task of observing. It is as described that:

“I during the learning process familiarize students by assigning them to observe the surrounding environment in order to collect information and also through the YouTube video media, students are asked to convey what they find in the video observed.”⁴⁰

The inference activity is to identify and select the necessary elements in concluding something based on reasoning, diagnosis. The goal is to consider the information needed so that you can decide something by knowing the risks.⁴¹ Hal lainnya yang termasuk pada kegiatan inferensi ini adalah peserta didik diminta mendiagnosis sendiri terlebih dahulu apa yang mereka amati kemudian menyampaikan kesimpulan dari apa yang mereka amati.

³⁷ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

³⁸ Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)*.

³⁹ Sumpena Rohaendi and Nur Indah Laelasari, “Penerapan Teori Piaget Dan Vygotsky Ruang Lingkup Bilangan Dan Aljabar Pada Siswa Mts Plus Karangwangi,” *Prisma* 9, no. 1 (2020): 65, <https://doi.org/10.35194/jp.v9i1.886>.

⁴⁰ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

⁴¹ Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)*.

The other thing that is included in this inference activity is that the students are asked to diagnose themselves first what they observe and then deliver conclusions from what they are observing.

With learning oriented to inference skills, learners become more active and interested in expressing opinions based on their daily experiences. In this case, if associated with the theory of constructivism, then the teacher should encourage the student in learning that grows the critical thinking of the student to present situations that are able to create problems that are beneficial and able to realize imbalances for the child.⁴²

5. Learning Islamic Religion Education to Grow Critical Intelligence Through Self-Regulation Activities

“Activities that direct the student to have the ability to organize myself upgrade by giving the student instructions. For instance, ask the student to be quiet and not disturb the student and listen to the mother in teaching. Students who can be calm and learn regularly according to the instructions given by the mother will be rewarded and students who are not ordered will be punished. So I must try to coordinate the learning environment so that it is conducive during the learning process.”⁴³

In the learning process, it is important to create a pleasant learning environment with play activities.⁴⁴ The student is not forced to continue learning, but the teacher helps the student to build his knowledge gradually, until in the end the student is accustomed to thinking and presenting the concepts he discovered during the learning process.

The activity of self-regulation becomes one of the activities in thinking crisis the goal is for one to be able to regulate himself in thinking. One will constantly correct the result of his thinking and then correct it so that he can decide something accurately and well.⁴⁵ Based on the findings, for the primary school level this self-regulation ability is grown through the instruction or instructions of teachers. Teachers give easy-to-understand instructions and then give appreciation for the achievements of students who

⁴² Nina Agustyaningrum, Paskalia Pradanti, and Yuliana, “Teori Perkembangan Piaget Dan Vygotsky : Bagaimana Implikasinya Dalam Pembelajaran Matematika Sekolah Dasar?,” *Jurnal Absis: Jurnal Pendidikan Matematika Dan Matematika* 5, no. 1 (2022): 568–82, <https://doi.org/10.30606/absis.v5i1.1440>.

⁴³ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023

⁴⁴ Muqtakdir Nurfalaq et al., “Penerapan Model Pembelajaran Menyenangkan (Joyfull Learning) Dalam Meningkatkan Hasil Belajar IPA,” *Jurnal Biotek* 10, no. 1 (2022): 102–16, <https://doi.org/10.24252/jb.v10i1.29297>.

⁴⁵ Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)*.

are able to regularly follow the instructions. Apparently, through the formation of the situation in the classroom gradually the student will the ability of self-regulation.

Furthermore, in order to grow the critical sense of the student's participation in learning, the important thing to do teachers in addition to evaluating the students' abilities is to evaluate the way the teacher teaches. When there are students who are still unable to actively explore in learning, the teacher meriview again the methods, media and strategies used. In an interview, Nursriwahyuni revealed that:

“Teacher’s efforts to continue to evaluate the learning process that has been done will be the teacher’s orientation for the improvement of the upcoming learning process. Teachers also need to introspect themselves on the evaluation of the learning process. What does it mean to be less active during the learning process? Whether the methods and strategies are not matched or there are other factors, the point is, not just the evaluation of the students, but also the assessment of my way as a teacher.”⁴⁶

One of the things is not less important when the learning process to cultivate critical thinking and the activity of learners in finding the concept is a good cooperation should be engaged with parents. So parents can also monitor children as they learn to discover concepts through YouTube video media provided before learning in school takes place. This is in line with one of the studies conducted regarding the role of parents in guiding the child in learning that will impact the child's learning outcomes and experiences.⁴⁷

Exposure P about PAI learning process in class 1 MIS Al-Hidayah Teluk Panji in growing critical nalar students still need full guidance from teachers. Students have different characteristics. Students who still do not dare argue despite having the ability to argue need a teacher who is more actively directing them to remain active in communicating their knowledge in the classroom.

The role of the teacher in cultivating critical thinking of the pupils, which is so important especially for the basic level, requires that the teacher can understand the character of different pupils. On the basis of these differences, teachers are required to have the ability to choose the right learning model. According to Killen, based on the results of the research showed that the diverse factors of the student attitude, learning style, knowledge and context are components that give an important influence so that

⁴⁶ Interview with Islamic Education Teacher at MIS Al-Hidayah Teluk Panji on 09 March 2023.

⁴⁷ Sinta Suryani, Rusi Rusmiati Aliyyah, and Iyon Muhdiyati, “Peran Orang Tua Dalam Membimbing Anak Belajar Dari Rumah Di Kelas IVb SDN Pakuhaji,” *Inventa* 6, no. 1 (2022): 70–80, <https://doi.org/10.36456/inventa.6.1.a5306>.

teachers need to understand them in cultivating critical thinking of students.⁴⁸ Based on this, it is known that critical thinking can be cultivated through good cooperation of all components of the learning process. The synergy and well-integrated integration of all learning components will have a significant influence on the student's abilities.

D. Conclusion

Islamic education learning to cultivate critical insights of participants through active learning at MIS Al-Hidayah Panji Bay is starting from preparing a learning plan with a design of activities that encourages students to ask, observe until they can finally solve problems and draw conclusions from the learned concepts. Teachers strive to create an active learning environment starting with interpreting activities, analysis activities, evaluation activities, inference activities, and self control.

The period of time in this study, so the researchers have not yet been able to dig deeper into the data related to the type of media and learning methods used to cultivate the critics of the students. In order to supplement and improve this research, further researchers should conduct research on the effectiveness of using true or false learning media to cultivate critical insights of students.

⁴⁸ Lismaya, *Berpikir Kritis & PBL:(Problem Based Learning)*.

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