

EFFORTS OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING THE CRITICAL THINKING SKILLS OF LEARNERS AT MTS BABUL ULUM PAJAK RAMBE MEDAN LABUHAN

Suhendri¹, Eliza Afrina²

FAI Lecturer of Dharmawangsa University Medan¹,

FAI Students of Dharmawangsa University Medan²

Abstract

The results achieved in improving the critical thinking skills of learners in Babul Ulum MTs are: (1) achieved of course they understand every material conveyed so that from what they understand can be applied in everyday life. (2) Learners have often read (3) learners are more responsive than a problem when learners are able to think critically (4) more responsive to problems are not sharper analysis of a problem or problem.

Keywords: Critical Thinking, Learners

I. INTRODUCTION

Thinking critically means thinking broadly and openly by considering the possibilities of obtaining facts and information that can be accepted or rejected. A person who thinks critically will be able to solve problems by abstract systemization of thinking and then arrange them ineffective methods of solving.

Some psychologists and education experts suggest that the learning process in school should be more than just remembering or passively absorbing new information, but learners need to do more and learn how to think critically. Learners are encouraged to have an awareness of themselves and their environment, which in turn forms a critical thinking awareness. Despite, (2012:3)

For students, especially madrasah Tsanawiyah (MTs) students Babul Ulum will be very important to develop critical thinking skills at their age. The potential and abilities of different learners can be developed and trained from a young age. Developing critical thinking skills will help them see their potential, so they are trained to solve various "problems" that they have, including seeing the extent of their abilities.

That it is seen that many learners who lack understanding about critical thinking cause a tendency not to do or do learning activities that should be a learner able to master good learning materials, that's where the teacher's task is to assess thinking skills in learners. Often the teaching of critical thinking is interpreted as *problem-solving*, although problem-solving skills are part of critical thinking skills.

In the learning process at MTs Babul Ulum, generally, teachers still tend to concentrate on lectures and practice solving problems that are procedural, developing low-level thinking skills and lacking in developing high-level thinking skills. That is traditional learning, daily student activities generally watch their teachers solve problems on the board and then ask students to work alone in textbooks or student worksheets (LKS) provided.

According to the author to be able to develop thinking skills in learning, teachers also need to encourage learners to be actively involved in the discussion, ask questions and answers, think critically, explain every answer given, and ask reasons for each answer submitted.

Based on the observations of researchers at MTs Babul Ulum, several problems arise in classroom learning. One of them is the method used by teachers in teaching that is not appropriate. In general, the learning model used by teachers is still classic. Teachers teach only by way of lectures and less enabling learners. Such conditions will make learners saturated and not interested in learning. As a result, the thinking ability of learners becomes low. For that, the right learning model and media are needed that can help learners to achieve basic competencies and learning indicators.

The critical thinking skills of learners at MTs Babul Ulum can be seen from various things, for example, based on observations during learning activities. Learners just see the teacher explain, occasionally record important things, but if asked again about what the teacher explained, they still find it difficult to explain back according to their language.

The lack of development of critical thinking skills of learners in Babul Ulum MTs is caused by some problems that occur during learning. This problem can be influenced by students and teachers. The first problem that occurs during the learning of Islamic Religious Education causes less development of student's critical thinking skills related to the selection of learning strategies that are not appropriate. There are several learning strategies in the form of methods, models, and various other media and learning resources. Of the several teachers of Islamic religious education at MTs Babul Ulum, almost all of them use conventional means during teaching. Teachers more often teach by regular lectures without interspersed with learning methods or the help of other media. The selection of less varied learning start-ups leads to

teacher-centered learning, so students do not have the opportunity to develop their potential and character.

The next problem that causes still less development of student's critical thinking skills during learning because Islam is known as a boring subject, too much memorization when learning in the classroom.

This research aims to find out the learning conditions of Islamic Religious Education that have been carried out by MTs teacher Babul Ulum, knowing the supporting factors and obstacles to the learning model developed in improving the critical thinking skills of learners in learning Islamic Religious Education.

Theoretically, this research is expected to contribute to the development of a *student-centered* learning model that emphasizes the activeness and creativity of learners to maximally construct knowledge in the learning process so that students form critical thinking skills. Aesop, (2015:133)

Education is the process of changing the behavior of learners into adult humans who can live independently and as members of society in the environment. A rapidly changing world requires people to be able to think if they want to succeed, not only in the world of education but also in the life lived after completing formal school.

Learning is an activity that must exist in the education system. And from the learning process is a place for learners to acquire knowledge. Therefore learning can also be said to be the heart of the entire education system in an educational institution.

Without learning, educational institutions will not be able to give birth to learners who excel in terms of achievement and emotional. Along with the professional responsibility of teachers in learning, then in carrying out learning activities every teacher is required to always prepare everything related to the learning program that will take place. Hamzah, (2011:3)

Learning is a combination of human elements, materials, facilities, equipment, and procedures that influence each other in achieving learning goals. Humans involved in the learning system consist of students, teachers, and other personnel.

Gagne and Briggs define learning as a series of events (events, events, conditions, etc.) that are deliberately designed to affect students so that the learning process can take place easily. Malik, (1995:57)

Thus a learning activity must be designed in such a way that learners who learn can follow the learning well and can easily absorb the

knowledge from the material taught. This is needed by an educator who can master the subject matter well. From there the teacher's task is very important in the achievement of learning goals.

The teacher himself is a human element in the learning process. According to Saudagar and Idrus explained that: Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating learners. Teachers play a very important role in the learning process.

Such is the importance of the role of teachers so that all efforts to reform and implement new teaching methods are expected to be mastered by teachers. Teachers without mastering the subject matter, teaching and learning strategies, encouraging students to learn to achieve high achievement, then any efforts to improve the quality of education will not achieve maximum results. Eka, (2015:131)

While according to Ahmad Tafsir referred to by the teacher as follows: Educators who give lessons to students, and usually teachers are educators who hold subjects in school.

Teachers are not merely strangers who just channel their knowledge. However, a teacher is the second parent who must be able to form the personality of learners in terms of physical and spiritual. Especially Islamic education teachers. Teachers of Islamic religious education are very influential in the formation of the character of students. Because Islamic religious teachers are the biggest role models followed by their learners. If the teacher of Islamic education can be a good suri tauladan, then his students are also able to have a good Islamic character as well.

Islamic religious education teachers are people who have the responsibility to plan and foster all abilities and good attitudes to cultivate and develop and direct the next generation of religion in living according to Islamic teachings. Ahmad Tafsir, ((2011:75)

Here the role of Islamic religious education teachers is very important for students. Teachers as a tauladan Suri for their learners in providing a good example so that they can print and form a generation that has a good personality as well. This is by the word of Allah SWT.:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِمَنْ كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

"Surely it is in the Messenger of Allah (self) a good gift for you (that is) for those who expect (The Lord's blessing) and (the Coming) of the Day of Resurrection and he mentions Allah many times." (Q.S Al-Ahzab: 21).

Here are six parts of the role of teachers, namely: Teachers as learning resources, teachers as facilitators, teachers as managers, teachers as demonstrators, teachers as guides, and teachers as motivators. That very important role requires educators to become professional teachers, especially against teachers of Islamic religious education.

The professionalism of teachers is not only measured by how much the teacher understands the subject matter taught. But also about how teachers can manage the class well. Because during the learning process in the classroom learners do not escape from thinking activities. The thought process also has its saturation point at each age level.

Therefore, if the teacher can manage the class well, then the boredom and boredom that is often experienced by learners, in general, can be overcome. The saturation of learners usually often lies in religious-based subjects. The application of lecture methods and only by using the teacher center approach *becomes* less qualified learning. Though the application of curriculum 13 requires students who are more active in the learning process.

Active learning in addition to directing to be active in the physical (*psychomotor*) aspect also trains in the cognitive aspects. Cognitive aspects themselves are associated with improved thinking skills (thinking), *problem-solving* (problem-solving), decision making (*decisionmaking*), intelligence (*intelligence*), and aptitude (*aptitude*).

According to Sudijonoranah cognitive is a realm that includes the activity (brain). As a result of improving cognitive aspects, learners will be able to think. From thinking that students will bring liveliness in the learning process.

Baron and Stemberg state that critical thinking is a mind focused on deciding what it believes to do. This definition is a combination of the five basic things in critical thinking: practical, reflective, reasonable, beliefs, and actions. Critical thinking is the activity of thinking through a complex process of analyzing statements or arguments and generalizations toward specific meanings and interpretations, through patterns of logical reasoning and understanding assumptions.

According to Ennis critical thinking is thinking in a reasoned and reflective manner by emphasizing decision-making about what to believe or do. Indicators of critical thinking derived from critical activity according to Ennis are five, namely:

1. Able to formulate the subject points.

2. Able to reveal the facts needed in solving a problem.
3. Able to make logical, relevant, and accurate arguments.
4. Able to detect bias based on different points of view.
5. Able to determine the consequences of a statement taken as a decision.

I think everyone must deal with problems in real life. Thinking skills require the ability of a didik desert to create a broader perspective of his thinking over his learning experience. Therefore, there needs to be practice in the learning process so that learners' thinking skills can be more developed. It is the duty of teachers, especially Islamic education teachers, to choose a varied and creative learning model in terms of achieving improved learning skills of learners. Great, (2002:112)

In the process of learning the ability to think becomes important for learners because by thinking learners will use the potential of the mind to the maximum to solve a problem that he faces in everyday life. Thinking is also needed to improve for learners in understanding the reality and problems they face.

With this ability, learners can also develop their creativity in the learning process. In addition, thinking is also important for learners so that learners are used to being trained to think. Thinking means using reason to find a way out, consider or decide something.

All clues will be able to be solved for people who want to think about solving them. Allah says in the Qur'an Surah Al-Mu'min verse 54:

هُدًى وَذِكْرًا لِأُولِي الْأَلْبَابِ

"To be a guide and a warning to those who think."

The ability to think will appear in learners if, during the learning process in the classroom, teachers build patterns of interaction and communication that emphasize more on the process of active knowledge formation by learners. The more often the response made by the teacher to the learners, the more the ability of learners in asking, arguing, or answering questions from teachers.

The more often learners are trained to think during the learning process in the classroom, the more knowledge, and experience of learners in solving problems inside and outside the classroom. Sanjaya, (2002:59)

Therefore, it becomes a task for the teacher to be able to improve thinking skills in the learning process he leads. To provide critical thinking skills to learners, it is not taught specifically as a subject. However, in every subject taught by teachers, critical thinking skills should get the main place. Because by thinking able to grow and improve the understanding, understanding, and skills of learners in solving problems

in their daily lives. So, here teachers need to continue to explore the thinking skills of learners, considering the ability to think critically is needed for learners in the learning process.

Thinking is a person's mental process that is more than just *remembering and understanding (comprehending)*. remembering and understanding are more passive than *thinking* activities. Considering it only involves the effort of storing something that has been experienced for a time to be re-issued upon request; While understanding requires obtaining what is heard and read and seeing the interrelationships between aspects in memory.

Bought causing someone to move beyond the information he heard. Suppose the ability to think someone to find a new solution to a problem faced. For example, like a child at the time of the exam, there we are required to answer questions in the exam. In answering these questions we have shown how we think critically. Because to answer that question before we must have read about it. Then the child will think what is the right answer to answer the question. Because it will help a child has learn to think so that they are trained to solve various problems they face.

Thinking is "any mental activity that helps formulate or solve a problem, make a decision, or fulfill the desire to understand, thinking is a search for answers, a search for meaning. The reason, (2006:230)

One kind of thinking that not everyone can do is to think because thinking is only for people who have high reasoning power and have high logic as well. People who think critically are different from people who think protesting although there are similarities in meaning that are equally a form of rejection of something or someone. critical thinking is a directed and clear process used in mental activities such as solving problems, making decisions. thinking critically means thinking broadly and openly by considering the possibilities to get a fact and information that can be accepted. Or not accepted. Elaine, (2014:183)

II. RESEARCH METHODOLOGY

In this study, the authors used two methods:

1. Field Research (Field Research)

The author in this case conducts direct research to the school to collect the necessary data.

2. Library Research (Literature Research)

Research is done by studying books that make theories related to the problems discussed. The data from the research is

theoretical. Therefore, this method is very useful as a guide in field research.

III. RESULT AND DISCUSSION

The findings in this study are three, namely:

First, the strategy of PAI teachers in improving the critical thinking skills of learners in Babul Ulum MTs includes (1) motivating them to read a lot (2) to shape the personality of learners who practice karma (3) exploring the potential (4) ask a lot (5) Make the Quran and Hadith as guidelines for life in everyday life.

Second, the obstacles and solutions faced by PAI teachers in improving the critical thinking skills of students at MTs Babul Ulum are: (1) do not care about the lesson, indeed lazy learners learn, (2) plus indeed the learners do not open the book (3) not yet high hours of flying reading so the impression they are more just Nerima the materials (4) lazy learners looking, Lazy to try and lazy to read. The solutions carried out in Improving Students' Critical Thinking Skills at MTs Babul Ulum are: (1) still do not get tired of giving advice (2) still do not get tired of giving direction, especially motivation because these learners need to be motivated maybe less motivation that makes such learners. By continuously providing motivation, advice, guidance, and direction he hopes that there will be a change (3) a lot of reading (4) a lot of discussion of the material that has been achieved.

Third, the results achieved in improving the critical thinking skills of learners in Babul Ulum MTs are: (1) they understand of course they understand every material conveyed so that what they understand can be applied in everyday life. (2) Learners have often read (3) learners are more responsive than a problem when learners are able to think critically (4) more responsive to problems are not sharper analysis of a problem or problem.

Based on the first finding that the teacher's strategy in improving the critical thinking skills of learners in Babul Ulum MTs provides learning techniques to students and teaches learners to read a lot so that these learners can stimulate their thinking power so that they can achieve a goal.

This finding is in line with the opinions of 5 experts as follows:

1. Wilna Sanjaya said the plan of action (series of activities) includes the use of methods and utilization of various resources in learning to achieve certain goals.

2. The same opinion expressed by Made Wena says to achieve certain goals. Learning means trying to educate learners. Thus, learning strategies mean ways and arts to use all learning resources to align learners.
3. The same thing was stated by Dewi Salma Prawiradilaga who explained the efforts made by the designer in determining the technique of messaging, determining methods, and media, the flow of lesson content, and interaction between teachers and learners.
4. Rangkuti's opinion says to achieve a goal.
5. According to David says the method or plan chosen to bring the desired future, such as the achievement of goals or solutions to problems.

Thus it can be concluded that the plan of action (series of activities) to achieve Learning by using all learning resources to educate learners to bring the desired future, such as the achievement of goals or solutions to problems.

Based on the second finding that by getting used to students thinking critically then later whatever is learned will stick longer in the student's mind, thus achieving optimal learning goals.

This finding is in line with the opinion of Yatim Riyanto saying that a plan on the utilization and use of potential and existing means to improve the effectiveness and efficiency of teaching.

Based on the third finding that providing group discussions and student worksheets containing questions results can improve the critical thinking skills of learners.

This finding is in line with the Opinion of Alim Sumarno said that learning strategies can be interpreted as activities chosen by learning and instructors in the learning process that can provide ease of facilities to learners towards achieving certain learning goals that have been set.

Temuan ini sejalan dengan pendapat Kozma mengatakan strategi dapat diartikan sebagai yang dipilih, yaitu yang dapat memberikan fasilitas atau bantuan kepada peserta didik menuju tercapainya tujuan pembelajaran tertentu.

Temuan ini sejalan dengan pendapat Kemp mengatakan suatu kegiatan pembelajaran yang harus dikerjakan guru dan siswa agar tujuan pembelajaran dapat dicapai secara efektif dan efisien.

Dengan demikian dapat disimpulkan bahwa kegiatan pembelajaran yang dapat memberikan fasilitas kepada peserta didik agar tujuan pembelajaran dapat dicapai secara efektif dan efisien.

Dengan kata lain strategi adalah suatu rencana dan cara mengajar yang akan dilakukan guru dengan menetapkan langkah-langkah utama mengajar sesuai dengan tujuan pengajaran yang akan dicapai.

Pada akhirnya ditambah peranan guru dalam meningkatkan kemampuan berpikir kritis peserta didik di MTs Babul Ulum: Peranan menurut terminology ialah seperangkat tingkah yang diharapkan dimiliki oleh yang berkedudukan di masyarakat. Adapun Peranan berasal dari kata peran, berarti sesuatu yang menjadi bagian atau memegang pimpinan yang terutama. Atau suatu konsep yang dapat dilakukan individu yang penting bagi struktur sosial masyarakat dan membimbing dalam kehidupan yang lebih baik.

Guru merupakan peranan penting dalam proses pembelajaran oleh karena itu guru dituntut kreatif dalam menyelenggarakan proses pembelajaran. Guru harus bisa memilih pendekatan yang tepat agar peserta didik memiliki keterampilan berpikir kritis sehingga peserta didik beraktivitas dalam proses pembelajaran.

Hal yang akan dikemukakan disini adalah peran guru di MTs Babul Ulum yang dianggap paling dominan dan klasifikasi guru sebagai:

1) Demonstrator

Guru hendaknya senantiasa menguasai bahan dan materi pelajaran yang akan diajarkannya, serta senantiasa mengembangkannya dalam arti meningkatkan kemampuannya dalam hal ilmu yang dimilikinya karena akan sangat menentukan hasil belajar yang dicapai oleh siswa. Dan ini berarti bahwa guru harus belajar terus-menerus.

2) Manajer/ pengelola kelas

Mengajar adalah aktivitas/kegiatan yang dilakukan guru dalam kelas atau lingkungan sekolah. Dalam proses mengajar, pastilah ada tujuan yang hendak dicapai oleh guru, yaitu siswa memahami, mengerti, dan mengaplikasikan ilmu yang mereka didapatkan. Mengajar dengan sukses jika guru dapat memberikan materi kepada siswa dengan media dan metode yang menarik, menciptakan situasi belajar yang kondusif dalam kelas sehingga tercipta interaksi belajar aktif.

3) Mediator/fasilitator

Sebagai mediator guru hendaknya memiliki pengetahuan dan pemahaman yang cukup tentang media pendidikan karena media pendidikan merupakan alat komunikasi guna lebih mengefektifkan proses belajar mengajar. Sebagai fasilitator, guru

hendaknya mampu mengusahakan sumber belajar yang kiranya berguna, serta menunjang pencapaian tujuan dan proses belajar mengajar, baik yang berupa narasumber, buku teks, majalah ataupun surat kabar.

4) Evaluator

Artinya pada waktu tertentu dalam satu periode pendidikan tadi, orang selalu mengadakan penilaian terhadap hasil yang telah dicapai, baik oleh pihak terdidik maupun oleh pendidik. Penilaian perlu dilakukan karena dengan penilaian, guru dapat mengetahui keberhasilan pencapaian tujuan, penguasaan siswa terhadap pelajaran, serta ketepatan atau keefektifan metode mengajar.

Peran Wali Kelas dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik di MTs Babul Ulum dilakukan dengan cara: (1) Mendampingi peserta didik dalam setiap permasalahan yang dihadapinya; (2) wali kelas dituntut agar lebih peduli dengan anak didiknya; (3) dalam proses pembelajaran wali kelas harus lebih kreatif dalam menyampaikan pelajaran sehingga peserta didik dapat dengan mudah memahami pelajaran yang disampaikan; (4) dalam tugasnya sebagai orang tua peserta didik disekolah wali kelas harus lebih ekstra dalam memperhatikan dan mengawasi hal-hal yang dapat menghambat proses berpikir kritis peserta didik yang dapat berakibat pada prestasi belajarnya.

IV. CONCLUSION

Berdasarkan hasil analisis data dan pembahasan, maka penelitian ini dapat disimpulkan sebagai berikut:

1. Strategi Guru PAI dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik di MTs Babul Ulum mencakup (1) memotivasi mereka banyak membaca (2) membentuk kepribadian peserta didik yang berakhlakul karimah (3) menggali potensi (4) banyak bertanya (5) Menjadikan Al-Quran dan Hadist sebagai pedoman hidup dalam kehidupan sehari-hari.
2. Kendala-kendala yang dihadapi guru dalam meningkatkan kemampuan berpikir kritis peseta didik di MTs Babul Ulum ialah: (1) tidak peduli dengan pelajaran, memang peserta didik malas belajar, (2) ditambah lagi memang peserta didik itu tidak membuka buku (3) belum tinggi jam terbang membacanya jadi kesanya mereka lebih banyak hanya nerima materi-materi (4) peserta didik malas mencari, malas berusaha dan malas membaca. Solusi yang dilakukan dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik di MTs Babul

Ulum ialah: (1) tetap tidak bosan memberikan nasehat (2) tetap tidak bosan memberikan arahan terutama motivasi karena peserta didik ini perlu di motivasi mungkin kurangnya motivasi yang membuat peserta didik seperti itu. Dengan terus menerus memberikan motivasi, nasehat, bimbingan dan arahan beliau berharap mudah-mudahan ada perubahan (3) banyak baca (4) banyak diskusi dari materi yang sudah di capai.

3. Hasil yang dicapai dalam meningkatkan kemampuan berpikir kritis peserta didik di MTs Babul Ulum ialah: (1) yang dicapai tentu mereka memahami setiap materi yang di sampaikan sehingga dari apa yang mereka pahami bisa di terapkan dalam kehidupan sehari-hari. (2) peserta didik sudah sering membaca (3) peserta didik lebih tanggap dari pada suatu masalah ketika peserta didik mampu berpikir kritis (4) lebih tanggap pada masalah tidak bersifat cuek lebih tajam analisisnya terhadap suatu problem atau permasalahan.

SARAN

Berdasarkan hasil penelitian diatas, maka peneliti memberikan beberapa saran diantaranya adalah:

1. Guru harus lebih memperhatikan perkembangan peserta didiknya agar tetap menjadi peserta didik yang *berakhlakul karimah* di dalam sekolah maupun di luar sekolah.
2. Seharusnya peserta didik yang aktif di kelas bukan guru, oleh karena itu sebaiknya guru memberikan kesempatan kepada peserta didik untuk menemukan dan membangun pengetahuan mereka sendiri dengan berbagai cara.
3. Hendaknya guru meningkatkan keterampilan dalam melaksanakan proses pembelajaran agar mencapai prestasi belajar.
4. Agar hasil penelitian ini dapat bermanfaat serta memberikan penelitian lebih mendalam untuk mencari informasi dalam meningkatkan kemampuan berpikir kritis di MTs Babul Ulum.

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