

## THE IMPLEMENTATION OF CRITICAL THINKING IN 21<sup>ST</sup> CENTURY LEARNING FOR ISLAMIC EDUCATION

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### *Abstract*

The purpose of this study is to find out how to apply critical thinking in 21st century learning in Islamic Education at SMPN 5 Gunung Talang, Solok. This research is a field research with qualitative descriptive methods. Based on research on the application of critical thinking in 21st Century learning in Islamic Education. The application of critical thinking is seen from the ability of students when thinking critically, students are more active and eager to ask questions, discuss in solving a problem or finding solutions to those problems.

**Keywords:** Critical thinking, 21st century learning, Islamic Education

### *Abstrak*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana menerapkan pemikiran kritis dalam pembelajaran abad ke-21 dalam mata pelajaran pendidikan Islam di SMPN 5 Gunung Talang, Kabupaten Solok. Penelitian ini adalah penelitian lapangan dengan metode deskriptif kualitatif. Berdasarkan penelitian tentang penerapan pemikiran kritis dalam pembelajaran Abad 21 dalam mata pelajaran Pendidikan Agama Islam. Penerapan berpikir kritis dilihat dari kemampuan siswa ketika berpikir kritis, siswa lebih aktif dan bersemangat untuk bertanya, berdiskusi dalam memecahkan masalah atau mencari solusi untuk masalah tersebut.

**Kata Kunci:** Berpikir kritis, pembelajaran abad ke-21, Pendidikan Agama Islam

## INTRODUCTION

Learning is the core of education because the education will not take place without the learning process. It is an activity carried out by the teacher in an educational institution to deliver the learning materials to students in order to enable them to achieve the educational goals.

Communication between teacher and students has many obstacles, so the delivered learning materials are sometimes not well absorbed by students. For

this reason, the teacher should overcome communication obstacles in the teaching and learning process. One way to overcome the obstacles in the learning process is by applying critical thinking in 21<sup>st</sup> century PAI learning.

The 21<sup>st</sup> Century learning is prepares the 21<sup>st</sup> century generation in the midst of advance information and communication technology (ICT) that is developing so fast and influence on various aspects of life including the teaching and learning process. One example of such advances on the learning process is that students are given the opportunity and are required to develop their skills in mastering technology, especially computers. The goal is that students have the ability to use technology in the learning process to develop their thinking and learning skills. In this case, PAI teachers play an importan role in instilling religious values in students, so they will avoid negative aspect of technology and use it for good purposes of education.

In addition, the 21<sup>st</sup> century education system is a learning transition in which the developed curriculum requires schools to change teacher-centered learning approaches to student-centered learning approaches. It is in accordance with the demands of the future world where students should have the skills to think and learn.(Handayani, 2018, pp. 1–2)

Students are required to think critically and creatively in solving a problem. They should be critical in analyzing the problems with the knowledge they have. The 21<sup>st</sup> century learning has several advantages that can be applied in learning, namely 4C or critical thinking, creativity and innovation, collaboration, and communication

- a. Critical Thinking and Problem Solving. The learning process should make students think critically by linking the learning with contextual problems in everyday life.
- b. Creativity and innovation. The learning process should create conditions where students can create and innovate. The teacher should always be a facilitator in accommodating the creativity and innovation developed by students.
- c. Collaboration. The learning process should create a situation where students can learn together or in groups, so they can learn to respect differences of opinion, realize the mistakes they make, and can foster a sense of responsibility in doing the group tasks. In this situation, students will also learn about teamwork, leadership, obedience to authority, and flexibility in

the work environment. This will prepare students to face the working world of in the future.

- d. Communication. The learning process involves the process of delivering messages from the message provider (communicator) to the message recipient (communicant) to achieve a common understanding of the message. Thus, it can be understood that communication process always involves two or more parties, the messenger and the recipient of the message. and there is a message to be delivered in the forms of words, images, text, symbols, and so on. (Rusman & dkk, 2013, p. 405)

In the learning process, teachers and students should engage multi-directional communication in which the mutual communication occurs between teachers and students, between students and teachers, and among students themselves. Students should be given the opportunity to express their opinions in the learning process, so they can construct their own knowledge through their own communication and experience. (Zulhilyah, 2013, p. 2)

In the 21<sup>st</sup> century learning, students should have critical thinking as the writer explained above. Of the four skills above, the writer only focuses on discussing critical thinking which was examined in SMP N 5 Gunung Talang Solok.

SMP Negeri 5 Gunung Talang Solok has been a model school since 2016. This school implements K13 (2013 curriculum) as well as the Critical Thinking of 21<sup>st</sup> century learning in the learning process. The learning process is not only memorizing concepts or facts but also connecting those concepts to produce a complete understanding. Thus, in order to make learning more active, creative, and innovative, the teacher should always try to know and explore the concepts that students have and help them harmoniously integrate these concepts with new knowledge to be delivered.

Based on preliminary observations the writer conducted at SMP Negeri 5 Gunung Talang Solok, the writer found that some teachers carried out the learning process by applying the 4C concept especially in Islamic Education. In the learning process, the teacher gave a problem to students to solve by thinking critically and working in group. It enabled students to form cooperation and respect each other's opinions or ideas. The writer found that with the application of Critical Thinking in 21<sup>st</sup> century learning in the field of PAI, students were more active and creative in learning. The teacher only facilitated it, and students

thought critically. Hence, the writer is interested in knowing more about the process of applying Critical Thinking in the 21<sup>st</sup> century learning, especially in PAI subject.

In the learning process, students were able to think critically and solve problems given by the teacher. They could convey ideas, work together, dan discuss with their friend in the learning process.

For example, in PAI subject, the teacher only gave a problem about the learning material "Honesty". Students analyzed the problem and found the solution. Before coming to the new material, the teacher asked students to look for references from other books in addition to the one they already had. After that students in groups explained the material based on the book they read and complemented them with each other arguments. Through this, students were active in learning and they had a broader insight because the source was not only from the student's own book but also from their opinions and other relevant information. (F. Handayani, personal communication, October 22, 2018)

## **RESEARCH METHOD**

This research is a field research with descriptive qualitative method. The purpose of this descriptive study is to make a systematic, factual and accurate description of the facts, characteristics and relationships among the phenomena investigated. (Nazir, 2005, p. 54) The descriptive research aims to gather information about the status of an existing phenomenon or the state of the phenomenon as it takes place at the time of the study. It does not require administration of control over a treatment and is not intended to test certain hypotheses. It only describe the phenomenon as it is. (Arikunto, 2005, p. 234)

Descriptive research seeks to describe a phenomenon or event that is taking place now. It focuses on actual problems as they are at the time of the research. Through descriptive research, the researcher tries to describe the events as the center of the study without giving any special treatment. The variables studied can be single (one variable) or multiple (more than one variable). (Trianto, 2011, p. 197)

In brief, descriptive research describes a phenomenon occur at the present time. In other words, it captures the actual problems at the time of the research process. In this study, the writer describe the implementation of Critical

Thinking in 21st century learning for PAI subject at SMP Negeri 5 Gunung Talang.

Sources of data are subjects from which the data can be obtained.(Arikunto, 2006, p. 129) The data sources used in this study are divided into two types, namely Primary and Secondary data.

1. Primary data sources

Primary data sources are obtained directly from the community through interview, observation and other means of data collection.(Subagyo, 2006, p. 87) Primary data sources in this study are all people of SMP Negeri 5 Gunung Talang including principal, teachers of PAI subject, and students. From these primary data sources, the writer obtained the data or information about the implementation Critical Thinking for PAI Subject at SMP Negeri 5 Gunung Talang.

2. Secondary Data Sources

Secondary data sources are obtained from library materials to supports the truth of the facts for the object under study.(Subagyo, 2006, p. 88) The secondary data sources in this study are data from documentation books and written information about the implementation of Critical Thinking.

To obtain valid data for this study the writer used the following techniques:

1. Observation

In this study, the writer conducted the observation to obtain data regarding the implementation of Critical Thinking in 21<sup>st</sup> century learning for PAI subject at SMP Negeri 5 Gunung Talang Solok.

2. Interview

The interview for this study was conducted with the principal, PAI teachers, and students of SMPN 5 Gunung Talang in order to obtain accurate data on the implementation of Critical Thinking in 21<sup>st</sup> century learning for PAI subject at SMPN 5Gunung Talang, Solok.

3. Documentation

Documentation is the data obtained from documents or books related to the problem under study.(Arikunto, 2005, p. 11) Documentation was used in this research to see the learning conditions in SMP Negeri 5 Gunung

Talang. It also serves as the evidence for the research process which can be seen from the pictures taken during the research.

Data analysis takes place simultaneously with data collection process. There are three stages of this analysis namely data reduction, data presentation, and verification (conclusion). (Bungin, 2007, p. 144) The data obtained through interview and observation are processed with qualitative descriptive techniques through the following steps:

4. Data Processing

a. Data Reduction

Data reduction is the process of selecting, focusing on simplification, abstracting, transforming rough data obtained from the field. Data reduction continues throughout the study. The data are consistently selected based on the focus of the study, so the reduced data gives an overview of the results of the study.

b. Data Presentation

Data presentation is the process of providing a set of information to draw conclusions. It is to reveal the data as a whole from a group of data obtained both by observation and by interview.

c. Verification and Conclusion

Research conclusion is drawn by searching for meaning, patterns, explanations and cause and effect from the beginning of the research to obtain the clear and detailed conclusion which initially might be unclear. (Bungin, 2007, pp. 69–70)

5. Data Analysis

The processed data were analyzed using the analysis model proposed by Miles and Huberman. The data analysis was carried out interactively and continuously they got saturated. (Sugiyono, 2012, p. 91)

To ensure the data validity, the steps proposed by Lincoln and Guba were taken as follows:

1. Credibility standard suggests that the results of the study are trusted and approved by the participants.
2. Transferability standard implies that the reader of the research report obtains a clear picture of the subject studied.

3. Dependability standard is related to checking or assessment of the researchers' accuracy in conceptualizing what they examine (dependency audit).
4. Confirmability standard is related to the quality of research results by taking into account the supporting field notes and internal coherence in presenting interpretations.(Sugiyono, 2007, p. 373)

From the above explanation, the writer checked the data validity obtained from interviews and observations to achieve credibility standard (processing data in a good pace, conducting continuous observations, and triangulating data sources, time and data collection methods) , transferability standards, dependability standards, confirmability standards.

### **The Implementation of Critical Thinking in the 21<sup>st</sup> Century Learning for PAI Subject at SMPN 5 Gunung Talang Solok**

Learning is the interaction between the teacher and students at a specified time. Through this interaction, students make an effort to learn. It is a complete students' action and behavior. This activity will make students learn things more effectively and efficiently. PAI subject was taught classically in this school meaning that the teacher in the classroom faced a large number of students i.e 20-30 students at the same time taught with the similar teaching method.

Related to students' intelligence, Yurni, a PAI teacher for Grade VIII and IX ,said:

"We teach 25-32 students in each class. They should be active in learning the material. It is not easy for us to deliver the learning. Students have different abilities and readiness in learning. Therefore, we use teaching strategies and methods appropriate to the learning objectives, learning topics, and students' characteristics For example, in the implementation of critical thinking, the teachers apply the Problem Based Learning (PBL) learning model, CTL, and discussion or debate ".(Yurni, personal communication, May 28, 2019b)

Feli Handayani, a PAI teacher for Grade VII and VIII also said:

"It is quite difficult for use to handle the large number of students, so we also ask them to learn from the required textbook they should have.. Thus, they can read, understand the material, study individually or in groups as long as they are able to apply their critical thinking. In the active learning

process, they do not only listen but also observe and do the tasks given by the teacher. Through this activity, students can think critically and actively and find out the material to be learned by themselves.(F. Handayani, personal communication, May 28, 2019)

In addition, Yurni, another PAI teacher, mentioned::

"To realize the critical thinking in the learning process, we give students problems to train thinking capability in finding solutions to the problems given after they are asked to develop their ability to solve them . If reinforcement is needed, the teacher asks others questions to the students. Those who are able to answer are urged to raise their hands and give their correctly. It is the type of the learning process with critical thinking conducted by PAI teacher to achieve the learning objectives ".(Yurni, personal communication, May 28, 2019b)

Feli Handayani also added:

"During the learning process, we sometimes ask questions about the material learned last week sometimes as a form of pretest for students. All students are asked these questions, but somethimes the questions are only asked to certain students." (F. Handayani, personal communication, May 28, 2019)

Laura, a IX grade students at SMPN 5 Gunung Talang confirmed this statement by saying, "At the beginning of each lesson, the teacher often asks me and my friends the material that we have learned, and thank God I can answer them correctly. I also often ask the teacher about the lessons learned ".(Laura, personal communication, June 19, 2019)

Similarly, Dike, a VIII grade student at SMPN 5 Gunung Talang also mentioned, "Before we begin studying, the teacher usually asks us questions about the previous lesson, and some of us think critically to answer them".(Dike, personal communication, June 18, 2019)

Through the above mentioned activities, the student becomes active and feel happy and excited to learn. They are given the opportunity to express their opinions and develop their ability to think. They not only listen to the teacher delivering the materials but also express their understanding of the material presented. It will strengthen students' understanding of the material they learn.

It was confirmed by Laura and Dike, XI and VII grade students at SMPN 5 Gunung Talang by saying: Through discussion and question and aswer, it is easier for us to remember and understand the lessons faster."(Laura & Dike, personal communication, June 18, 2019)



Although the teachers had tried their best to implement the learning program, some students were not excited to participate in the learning process. From the observation in class VII-A, the writer saw that some students often asked for permission to leave the class for a moment; some others were restless because they did not bring stationery. It can make learning uncontrolled, so the teacher cannot explain the learning material as it has been planned. It is difficult for students to understand the material through such classroom condition. Ultimately, the learning outcomes are not satisfactory and the learning objectives are not achieved. (Observasi, kelas VII-A, SMPN 5 Gunung Talang, SMP N 5 Gunung Talang, Selasa 9 Juli 2019)

In addition to using problem based learning in the implementation of critical thinking, the teacher also used other teaching methods such as question and answer, lecturing, recitation and experiments given individually or in groups. In addition to teaching, the teacher also monitored students' learning outcome. (F. Handayani, personal communication, May 28, 2019)

This statement was confirmed by Yurni, a PAI teacher for VIII and IX grade at SMPNe 5 Gunung Talang, "In implementing Critical thinking, the teacher can apply problem based learning learning models, CTL learning, and also discussion or debate". (Yurni, personal communication, May 28, 2019a)

Similarly, Feli Handayani, a PAI teacher for VII and VIII grade at SMPN 5 Gunung Talang said, "Critical thinking can be applied in learning by using question and answer, discussion, lecturing, experiment, project-based learning model, and problem based learning model ". (F. Handayani, personal communication, May 28, 2019)

Based on the observation, the writer saw that before applying critical thinking the teacher had to formulate specific objectives that would be expected from the provided task. After planning it, the teacher directly gave the assignment to students. The teacher gave a concrete explanation about the assignment, so it would not be difficult for students to complete it.

Regarding this, Feli Handayani said in her class to her students when giving them an assignment:

"All of you must do this assignment in your work book. For those who do not complete it, I will not give their final score of this subject to their homeroom teacher. You have one week to do it, and it should be submitted before the test. If any of you does not understand the assignment, you can ask me directly to the mother ". (Observasi, kelas VII-A, SMPN 5 Gunung Talang, SMP N 5 Gunung Talang, Selasa 9 Juli 2019)

From the assignments given to the students, it is expected that their mindset and understanding will change. The assignment commonly given is in the form of written assignments; writing summary and the one also assignments with problem based learning methods. It aims to make students able to solve problems and find their solutions properly under the guidance of the teacher.

The assignment can activate students' understanding in the learning process and can help the teacher record individual or group daily performance. The individual assignment submitted to class VII-A was the learning material summary written by the students with their own language. The group assignment given was in accordance with the material, for example, each group discussed and composed a drama related to the learning material and presented it in front of the class.

If students complete all assignments successfully, they will enjoy learning because they are actively involved in the process and have discussed and read the materials beforehand. With this activity, students have a stronger understanding and can discuss or ask the teacher to get strong data about performing daily worship. Thus, they can distinguish facts from opinions as well as valid from invalid data. The class atmosphere is lively. Students' responses in the discussion give life to the classroom atmosphere. Students who actively submit their aspirations and solve the problems with the teacher and other students create an active and creative classroom atmosphere.

To create active learning, students were assigned to observe the phenomena in their environmen and were asked to tell them in the class. Through this, the teacher trained students to see or read the condition of the environment in which they lived and related it to the material they have learned. For example, in learning about prayer, students were taught how to pray correctly, so they understood the wisdom of prayer in daily life.

The assigment makes students active and understand the material they learn. They will be able to develop their inner potential with the expected goal of *insanul kamil* (perfect human). Thus, the implementation of critical thinking is an effort to enable students to do the tasks given by the teacher.

Based on the interview, observation and documentation, it can be inferred when students are able to think critically, they are more eager to ask questions during the classrrom discussion and create classroom with conducive atmosphere.

## **CONCLUSION**

Based on the research findings in Chapter IV on the Implementation of 4C (critical thinking, creativity and innovation, collaboration, communication) in 21<sup>st</sup> Century Learning for PAI Subject at SMPN 5 Gunung Talang Solok, the following conclusions can be drawn the implementation of critical thinking supports and encourages students to be more active, excited, and motivated to ask questions and share their understanding with others. They are more eager to solve problems and find solutions related to the material presented, which is very interesting and easier for them to understand. The implementation of critical thinking has run well because students are more active and eager to ask questions and do discussion in solving problems or finding solutions to these problems with their ability and critical thinking skill.

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