

THE ROLE OF EDUCATORS IN BUILDING STUDENTS' CRITICAL THINKING AT SDIT AL MUGHNI BEKASI (Harun Nasution's Thinking Approach Concepts)

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Abstrak

This research uses a qualitative approach with 4 senior teacher participants and direct observations at school and examines existing documents, concluding that SDT Al Mughni has efforts to create a learning atmosphere that supports students in behaving and thinking critically by encouraging the development of students' minds and hearts, develop an open mind in understanding differences, and develop mutual respect. An understanding of critical thinking includes rational thinking, coherent thinking, and holistic thinking according to Harun Nasution's concept of thought. The majority of participants in this study agree and understand the concepts and have applied them, except in the case of radical critical thinking, where there is some resistance and disagreement.

Kata kunci: Critical Thinking Power



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Introduction

Educational philosophy is the study of basic concepts and principles related to education. The approach in educational philosophy includes various theories and perspectives, such as empiricism, rationalism, constructivism, humanism, and pragmatism. Educational philosophy also considers ethical issues in education, such as the moral responsibility of teachers and students, justice in education, and individual and societal rights in an educational context. This is related to questions about how values and principles can be implemented in education and teaching systems.

Harun Nasution is a Muslim scientist who is very authoritative and respected by Muslim intellectuals, both at home and abroad, and at the same time is a source of various problems that cause debate every time people hear his name, what comes to mind is that he is a former Chancellor of UIN Syarif Hidayatullah Jakarta who has expertise in rational theology and philosophy (Ngalimun & Rohmadi, 2021)

Islamic renewal initiated by Harun Nasution is that progress in the field of science and technology is not something taboo that must be separated by Islamic teachings, instead Harun Nasution has the idea of "Harun's Break" which seeks to change the paradigm of Islamic society in Indonesia which seems to seem to separate religious

understandings with the progress of science towards the renewal of Islam (Chailani, 2019).

The Importance of Critical Thinking in Education

In many countries, critical thinking has become one of the desired competencies in education and has become one of the goals of education. This is based on the view that everything has quality and must be analyzed seriously.

The view of Harun Nasution, one of the thinkers with his phenomenal works as well as historical actors in the reform of the education system in Indonesia, emphasizes the importance of education that helps students develop their creativity. He argues that creativity is an important aspect in dealing with changes and challenges in modern life. To be creative, students are required to have critical thinking, thus requiring an educator not only to provide factual knowledge to students, but also to involve them actively in the learning process, by inviting students to analyze information on developing issues so as to generate ideas. -new ideas or ideas to be able to provide suggestions for solving each problem or object being discussed. Critical thinking is a competency that leads to creative action. Everything starts in the mind.

The Role of Educators in Building Students' Critical Thinking.

Curiosity to want to know more about something material or learning objects in the learning process in class is only expressed by a small number of students. This phenomenon is found in almost all educational institutions. Many studies have discussed looking for reasons, of course, based on the point of view of each scientific discipline. There are too many influencing variables and it is difficult to ascertain and make definite conclusions as a contributing factor, while the learning process must continue with various models/approach strategies.

According to Harun Nasution, critical education will sharpen thinking and increase critical awareness of the surrounding reality. Critical Islamic education will encourage the development of a mind and heart that values tolerance, mutual respect, and develops openness in understanding differences.

The inculcation of values and culture, a supportive environment, a developed curriculum, the participation of all stake holders in education and others must be directed at achieving a conducive learning process that supports students to have critical thinking. In this context, the competence of an educator to be able to build the interest of his students while in class so that they always exhibit critical behavior is very necessary. Whatever the method, students' critical thinking souls must be realized through the role of the teacher as the central actor.

Understanding how important the function and role of the teacher as someone who is most responsible in school will increase students' critical thinking, then the writer is interested in conducting mini research with the theme/title of mini research "The Role of Educators in Building Students' Critical Thinking at SDIT Al Mughni, Bekasi", (Harun Nasution's Concept of Thinking).

Methods

This study employs a qualitative approach to examine the role of educators in shaping students' critical thinking abilities. The qualitative approach is chosen to enable the author to gain a profound understanding of students' and educators' concepts and experiences within the context of learning. The data collection methods utilized

encompass interviews, observations, as well as the analysis of documents and written materials. Interviews are conducted directly with educators, both individually and in small groups like Forum Group Discussions (FGD). Observations are carried out by observing interactions between educators and students within the classroom learning context. Furthermore, the author also gathers and analyzes relevant documents and written materials such as syllabi, textbooks, learning notes, or student works. In this research, 5 students and 3 teachers participate as respondents. The students are selected from classes that can be observed through FGD, while 3 teachers are chosen for interviews. Data collection is performed by gathering responses to key questions from primary respondents and conducting observations based on well-defined criteria in accordance with prepared checklists or observation forms.

Result

Data description and analysis

SDIT Al Mughni, like other schools in general with Islamic education in mind, currently educates a total of 286 students. The formulation of the vision, goals, values and culture developed characterizes modern Islamic education with a blend of religious and government curricula. The educators and educational staff involved try to always create an atmosphere of learning that supports students to behave/think critically in every process of teaching and learning activities by carrying out various approaches including stimulating students in class to be willing and able to ask questions and or any statements so that it is established intense communication between teachers and students.

In an effort to develop students' creativity, various steps were taken to encourage active involvement in the learning process. In addition, students are encouraged to analyze information, generate new ideas, and provide suggestions in solving the problems discussed. A learning approach in the form of interactive discussions, use of visual tools, and participation in field competitions is proposed as a strategy to achieve this goal.

In addition, efforts are being made to develop critical education involving encouraging an open mindset in understanding differences, developing mutual respect, and creating an environment where students feel comfortable asking questions and interacting with the surrounding community. This approach also includes the inculcation of Pancasila values in the classroom and the introduction of school discipline as part of efforts to support critical education. In the educator's role as a central figure in the learning process, efforts are made to ensure that educator competence is met. In addition, a conducive classroom atmosphere is created to encourage active involvement and creativity of students. This involves sending to training institutions, evaluation of teaching methods, as well as seminars and discussions on teaching patterns. Educators also play a role in building good relationships with students, encouraging interaction between educators and students, providing challenging assignments, and holding joint reflection and group prayer. In this whole context, educators not only provide factual knowledge to students, but also encourage them to analyze information, generate new ideas, and provide suggestions in problem solving.

From the results of interviews with the Principal, who at the same time is also carrying out the task function as a classroom teacher, information is obtained that the school applies an approach pattern model that leads to optimizing ways to involve active students in class conveying their ideas and ideas, even though names are not explicitly stated. However, this method, it's just certain that it leads to active student learning. Whereas the school does not rely on a particular ideology or school of thought, the values

that are built in creating a learning climate or atmosphere are very egalitarian, but still imbued with the spirit of Islamic religious values. Growing and developing in a multicultural complex or area, interaction in the school community does not show racial symptoms at all. ethnicity and even religion. This is an entry point for understanding thoughts that are open, but still critical and tolerant.

In connection with developing the critical power of students who come from this pluralistic background, the Principal then implements the Noble Values of Pancasila within the framework of the spirit of Bhinneka Tunggal Eka. Impressed that this school is a school that has a prominent national insight. Precisely with this power, students are required to know the characteristics and culture between one another, mingle, communicate intently and question each other with a sense of curiosity about one thing and another (interview with the Principal 25 June 2023) In connection with developing the critical power of students who come from this pluralistic background, the Principal then implements the Noble Values of Pancasila within the framework of the spirit of Bhinneka Tunggal Eka. Impressed that this school is a school that has a prominent national insight. Precisely with this power, students are required to know the characteristics and culture between one another, mingle, communicate intently and question each other with a sense of curiosity about one thing and another (interview with the Principal 25 June 2023) In connection with developing the critical power of students with a pluralistic background, then the Principal implements the Noble Values of Pancasila within the framework of the spirit of Bhinneka Tunggal Eka.

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Another participant in this mini-research was a senior teacher who explained that the attitude of developing a critical mindset towards students is as if it were an absolute obligation based on both the internal demands of the institution in this case which are already contained in the rules or other relevant regulations. with the learning method applied by the school, it is also a consideration of external conditions where access to information is so wide that important phenomena/events related to subject matter objects are so easy to obtain. From here the teacher claimed to get many sources of materials and strategies to create an active learning atmosphere with simple interesting or sensitive themes that students already know for discussion (interaction) in class (interviews with MD,

The authors also found similar answers with 2 other participants who were also senior teachers who stated that in essence they agreed to apply the concept of a learning model approach from wherever the source is as long as it can lead students to be stimulated to think critically.

Furthermore, the answers to each question that lead to understanding the concept of the characteristics of critical thinking which require 4 things as a frame of reference for adopting Harun Nasution's thoughts.

In terms of critical thinking, is rational thinking

All participants understand and agree with the concept and have tried to apply it in the teaching and learning process they carry out. In the term indoctrination, for them there is no exception that concerns only the principles of Belief in the One and Only God. The emphasis is on cultivating rational thinking, away from unreasonable prejudices and myths. Superstitions and superstitious beliefs must be prevented and avoided so that this kind of thinking exists in every student. So, starting from childhood, we have been instilled that everything puts reason and thought forward, not believing in things that don't make sense

In terms of critical thinking, is radical thinking

in perin fact, for the characteristics required that critical thinking is radical thinking, out of 4 participants 3 of them did not agree. Even they reject the concept. In this area the authors cannot justify why they refuse, on the other hand in teaching practice they still want students to think critically. Here there is a problem. It needs to be studied more deeply why there is a rejection of the requirement that critical thinking must be radical. The author in this case suspects that the understanding of radical thinking is identified with radical behavior that leads to terrorism, because almost all of them associate it with terrorism which is of course contrary to the school values that have been believed.

In terms of critical thinking, is thinking coherently

Critical thinking is thinking that is continuous, systematic and within the framework of achieving a goal to be achieved, (visionary). The majority of respondents in this case have understood it, and this is evidenced by the support of documents that show a clear and measurable teaching structure so that in carrying out their duties, the work is sufficient based on the system (systemic). Institutions, in this case schools, have also made vision formulations which show that this school applies modern management concepts, one of which is indicated by programs that are arranged in a sustainable manner. There are practically no denials and differences in principle from this concept.

In terms of critical thinking, is thinking holistically

Through a critical and holistic thinking approach in education, students are encouraged to become active, independent and creative learners. They are invited to question, analyze, and solve problems in a holistic way, involving various relevant perspectives and knowledge. The key to this concept is active, independent and creative students. These three things are a summary of what is required in the 3 characteristics of critical thinking that have been discussed previously. One of the interrelationships about this is that it can be seen from the evaluation results of students in carrying out their assignments as well as the quality of the questions in the evaluation which broaden the range of students' thinking. Questions that are analytically charged give rise to ideas and ideas that are new and even radical.

Conclusion

From this Mini Research, several key conclusions can be drawn. Firstly, SDIT Al Mughi demonstrates dedicated efforts in fostering a learning environment that facilitates students' critical behavior and thinking. This is achieved by fostering the development of both students' intellectual capacities and emotional intelligence. The school promotes an open-minded approach to understanding differences, nurturing mutual respect, and encouraging students to think critically.

Secondly, the educators in this institution play a central role as pivotal figures responsible for steering and guiding the students' educational journey. The school undertakes various measures to ensure that educators possess the necessary competencies. They create a classroom ambiance conducive to active engagement, cultivate positive teacher-student relationships, and stimulate interactive dynamics. Moreover, educators assign challenging tasks to foster growth, and they engage in collaborative reflections to enhance the overall learning experience.

Lastly, the research sheds light on the pedagogical perspective employed by teachers in developing students' critical thinking skills, particularly drawing from the ideas of Harun Nasution. The concept of critical thinking encompasses rational, coherent, and holistic thought processes. The majority of participants in the study exhibited agreement and comprehension of these concepts. However, when it comes to radical critical thinking, diverse opinions and objections emerged. Overall, SDIT Al Mughi exhibits a robust commitment to nurturing students' critical thinking abilities through an active and rational approach

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