

DEVELOPMENT OF STUDENT CRITICAL THINKING THROUGH FQIH LEARNING IN HIGHER EDUCATION

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ABSTRAK

Tujuan dari penelitian ini adalah untuk merumuskan kerangka proses pembelajaran yang berorientasi pada pengembangan berpikir kritis mahasiswa. Mahasiswa pada level pendidikan tinggi diharapkan tidak hanya menerima dan menghafal materi, namun mempunyai daya nalar kritis dalam proses pendidikannya. Khususnya, saat memahami dan mendalami kajian fiqih. Karena konten kajian fiqih mempunyai karakteristik yang multi tafsir dan beragam pandangan. Oleh karenanya, penting untuk merumuskan seperangkat cara belajar yang memberikan ruang analisis-kritis bagi mahasiswa.

Penelitian ini dilakukan pada pembelajaran fiqih di Program Studi Pendidikan Agama Islam Universitas Islam Indonesia dengan menggunakan metode pengumpulan data observasi partisipatif, dokumentasi, dan tes. Observasi partisipatif dilakukan untuk menggali data keaktifan mahasiswa dalam proses pembelajaran. Sedangkan tes digunakan untuk menganalisis tingkat berpikir kritis mahasiswa.

Hasil dari penelitian ini adalah mahasiswa mampu mengembangkan daya nalar kritisnya. Indikasi yang paling menonjol adalah tingkat pertanyaan yang disampaikan sudah pada level analisis dengan kata tanya 'mengapa', jawaban dan argumentasi yang disampaikan terkait materi-materi fiqih sudah menggunakan pendekatan multi-perspektif. Sedangkan proses pembelajaran yang dilakukan menggunakan model pembelajaran kontekstual-kontemporer dan berbasis masalah yang dijalankan dengan strategi pembelajaran 'siapa bertanya, siapa menjawab'.

Kata kunci : Pembelajaran Fiqih, Berpikir Kritis

ABSTRACT

The purpose of this research is to formulate a learning process framework that is oriented towards the development of student's critical thinking. Students at the higher education level are expected not only to receive and memorize material, but have critical reasoning power in the educational process. In particular, when understanding and deepening the study of fiqh. Because the content of fiqh studies has multi-interpretation characteristics and various views. Therefore, it is important to formulate a set of learning methods that provide space for critical-analysis for students.

This research was conducted on fiqh learning in the Islamic Religious Education Study Program of the Islamic University of Indonesia using participatory observation data collection methods, documentation, and tests. Participatory observation was carried out to explore student

activity data in the learning process. While the test is used to analyze the level of critical thinking of students.

The result of this research is that students are able to develop their critical reasoning power. The most prominent indication is that the level of questions submitted is at the level of analysis with the question word 'why', the answers and arguments presented regarding fiqh materials have used a multi-perspective approach. Meanwhile, the learning process is carried out using contextual-contemporary and problem-based learning models that are carried out with the learning strategy of "ready to ask, ready to answer".

Keywords: *Fiqh Learning, Critical Thinking*

INTRODUCTION

One of the skills needed in the 21st century is the ability to think critically and problem solving (Wagner: 2010). The complexity of life's problems requires good reasoning to formulate solutions. Including in response to the flow of modernization.

The ability to think critically is to think reflectively on what is believed and done (Robert H. Ennis: 2011). Another idea was conveyed by Emily, that critical thinking includes the activity of analyzing arguments, claims, and data. Then, the results of the analysis are used as conclusions.

The ability to think critically makes a person will explore the information obtained. Because critical thinking is thinking radically

and deeply. By thinking critically, someone will not be trapped to receive information instantly. This kind of ability is important for students to have.

Students at the level of higher education will be faced with specific disciplines. Specific knowledge requires comprehensive depth and understanding. Because the approach used is specific and in-depth. The development of critical thinking can be done with various approaches and methods. One of them, on a micro scale, can be developed through the learning process.

For example, students in the Islamic Religious Education study program will study fiqh material on the issue of religious moderation. So in the study process students will explore the questions of 'why should there be religious moderation?', 'why moderation?', 'what are the

implications of religious moderation?', and other similar questions. Some of the examples of questions above are instruments for students to explore all the information or teaching materials being studied. Identifying basic questions is an effective way to understand the core knowledge of teaching materials, especially those that are multi-perspective. In Islamic studies, multi-perspective characteristics are found in the study of fiqh. The existence of the four schools of thought is an empirical fact.

Therefore, the design of fiqh learning in universities should provide critical thinking space for students. This condition is to minimize the potential for truth claims on a single interpretation that he believes in. Especially when faced with the phenomenon of educational institutions that serve as an arena for the struggle for ideological doctrine. For example, one of the findings of Fahri Aidulsyah's research in the *Journal of Youth Studies* is that the Rohis public spaces in several Surakarta Ex-Resident High Schools are not neutral. The Rohis public

space has become an arena for struggle, construction, and hegemony by various Islamic movements through various patterns (Fahri Aidulsyah: 2016).

Critical thinking is important to be developed in the learning process. This effort was carried out in the lecture process for fiqh learning courses at the Islamic Religious Education Study Program, Islamic University of Indonesia. Jurisprudence learning is oriented to equip students with an in-depth understanding of the study of fiqh and the actual issues that accompany it (Rencana Pembelajaran Semester Pembelajaran Fiqih Program Studi Pendidikan Agama Islam Universitas Islam Ineonesia: 2021). According to the teaching lecturer, fiqh learning courses are implemented by giving students space to explore and express their ideas, arguments, and opinions.

Furthermore, the lecturer said that there were indications that students had a mono-perspective view. This is experienced when there is one student who understands one of the Islamic laws textually and tends to ignore other opinions and perspectives. This is the reason

behind the design of the fiqh learning process to be more open. To provide space for depth and dialogue.

For researchers, the interesting thing about this process is that it provides a space for dialogue in the midst of potential mono-perspectives. On the one hand, some students will believe in the truth of their perceptions of certain laws, on the other hand they are forced to open up and have a dialogue about perceptions and learn from the perceptions of others.

The purpose of this research is to formulate a framework for the learning process that is oriented towards developing students' critical thinking. Students at the higher education level are expected not only to receive and memorize material, but to have critical reasoning power in the educational process. In particular, when understanding and deepening the study of fiqh. Because the content of the study of fiqh has the characteristics of multiple interpretations and various views. Therefore, it is important to formulate a set of learning methods that provide critical-analysis space for students.

METHOD

This research was conducted in the course of Fiqh Learning at the Undergraduate Program of Islamic Education, Islamic University of Indonesia. This research is descriptive-qualitative. This research was conducted to describe the development of critical thinking through the lecture process in the classroom.

Data collection methods used are participatory observation and tests. Participatory observations were carried out to explore data on student activity in the learning process. Documentation is done to analyze the lesson plan. While the test is used to analyze the level of critical thinking of students.

The context of this research was conducted in four classes of fiqh learning lectures consisting of 163 students. Observations were made when learning was carried out in virtual synchrony. While the test is carried out during the mid-semester exam.

DISCUSSION

Critical Thinking in Learning

Critical thinking in the context of learning is part of an effort to provide space for students to understand the content, information, material in depth and comprehensively. Students have the opportunity to ask questions, compare, criticize, complete, and other activities that show a critical attitude. Because actually critical thinking activities can be done through argumentation, reasoning, and inference (Benyamin Molan: 2019).

To show critical thinking activities, arguments must be supported by data, facts, and rationalizations that support conclusions or opinions. Arguments must also be supported by the ability to construct logical logic with the premises on which it is based (Linda Zakiah and Ika Lestari: 2019).

The reasoning process in critical thinking consists of premises and conclusions. The relationship between premise and conclusion must be clear. That is, from the premise comes the conclusion. Or the conclusion must be in line with the premise. In line with the conclusion with the premise is a condition for

valid reasoning (Linda Zakiah and Ika Lestari: 2019).

The last step is conclusion. Inference is the final part of the reasoning process. Inference consists of two models, deductive and inductive inference. Deductive inference occurs because the premises are in the form of truth which are then concluded to become new truths. Meanwhile, inductive inference occurs because the premises are partial truths which are then concluded by means of analogies or generalizations (Linda Zakiah and Ika Lestari: 2019).

The process of providing arguments, reasoning, and concluding is a path for exploring and knowing the construction of knowledge. This process is important for students to experience in the process of understanding, exploring, and mastering knowledge. Knowledge that has the truth is relatively relevant to be studied by prioritizing critical thinking.

The critical thinking process can also be carried out in three stages. First, identify the truth of the information. This stage is done to define and realize the material. The

goal is to identify the general trustworthiness of an argument. Second, analyze the material by asking some questions. For example, is this material relevant to theory? Why is this material necessary to know? What is the function of this material? As well as other relevant questions. Third, compare and apply information. This stage is a step to strengthen the way of thinking by comparing it to comparable knowledge. Or another option is to apply knowledge if you have found a conclusion.

The three stages above are effective steps for critical thinking. With this stage, critical thinking can be trained and developed. Critical thinking activities need to be accustomed. In the lecture process, educators/lecturers need to design processes that provide opportunities for students to identify, analyze, compare, and apply knowledge.

The three stages in critical thinking can be done by writing critical opinions, writing or conveying critical ideas or ideas (Milton Keynes: 2008). Opinions, ideas, and ideas must be based on

relevant data, facts, and evidence to arrive at strong conclusions.

Critical thinking is an indicator of higher-order thinking skills (HOTS) (Ratna Hidayah: 2011). Milton revealed that HOTS is the same as critical thinking skills (Milton Keynes: 2008). Between HOTS and critical thinking will help students to become independent learners. By doing this activity, students will be helped to relate the variables in the theory.

Critical thinking also encourages students to apply the knowledge and develop the skills they have acquired in new contexts. Students can be said to think critically, including if they are able to create their knowledge and produce something new (Linda Zakiah and Ika Lestari: 2019).

With critical thinking activities, students can identify and distinguish ideas and ideas clearly, argue well, be able to solve problems, be able to construct explanations, be able to hypothesize, and understand complex things more clearly. The things mentioned above are indicators of reasoning ability which is one of the elements of critical

thinking activities (Linda Zakiah and Ika Lestari: 2019).

The main purpose of critical thinking activities is to increase the ability to think at a higher level. Students as students in higher education need to be stimulated to always carry out critical thinking activities in the process of understanding and deepening knowledge. By thinking critically, students will be more careful and careful in receiving information and knowledge. And more sensitive to develop it into new knowledge. Similar to HOTS, critical thinking activities also equip the process of analyzing, reflecting, arguing, and applying concepts.

The development of critical thinking for students can be done in the lecture process in class. Activities that are often carried out are to provide opportunities for students to manage information and present their arguments. According to Benjamin Molan, critical thinking must go through argumentation, reasoning, and inference (Benyamin Molan: 2019). By providing opportunities for students to manage information and present their arguments, there is

room to explore and construct information. So that students can master the information as a whole, or at least fulfill the element of cause and effect.

Critical Thinking Activities in Fiqh Learning Lectures

The Islamic Religious Education study program at the Islamic University of Indonesia has learning outcomes, one of which emphasizes students' critical thinking skills (Dokumen kurikulum Program Studi PAI UII: 2017). Students on a wider scale are also encouraged to have integrative thinking skills (Kurikulum Ulil Albab UII: 2017). Integrative thinking skills require students to understand variables between theories, between knowledge, or between disciplines in depth and comprehensively. One of the ways to do this is by applying critical thinking activities.

Based on the results of this study, in fiqh learning lectures, one of the learning outcomes of the course is that students are expected to be able to master the knowledge construction process. (RPS Pembelajaran Fiqih: 2021). In terms

of lecture design, students have been directed to have critical thinking skills. Planning really determines how the lecture process will be carried out.

The results of observations and tests provide data that critical thinking activities have been carried out in the lecture process for fiqh learning courses. Efforts to provide critical thinking stimulation are carried out in three contexts. First, through the construction of the material being taught. Second, through the learning process. Third, through a learning assessment.

In the first context, the composition of the material consists of tool science and pure fiqh. Tool science is defined as material that provides provisions for the approach to fiqh studies, ijihad methods, fiqh learning models, and studies of Islamic legal fatwas. While the scope of pure science consists of thoharoh, worship mahdzah and ghoiru mahdzah, muamalah, munakahat, and actual issues of fiqh.

Material construction is prepared using a multi-perspective approach. Material sources also come from text and context (top

down and bottom up). Thus the characteristics of the material are very varied. For example, when discussing the material on Islamic legal fatwas, the material presented explained the mechanism of fatwas from various fatwa institutions, including the Indonesian Ulema Council, Bahtsul Masa'il, and Majelis Tarjih.

Learning methodological science at the beginning of the lecture is intended to provide an adequate way of thinking and point of view. It is hoped that when studying the themes of fiqh studies, they have sufficient methodological tools to understand the material. So that when they find a theme that contains different perspectives, students have understood how to understand it, without having to force the most correct perspective.

Material construction using multi-perspectives and a combination of top-down and bottom-up elements also familiarizes students with knowing that fiqh material has a tendency to have many interpretations, opinions, or perceptions. With a multi-perspective approach, students are also

accustomed to integrating fiqh studies with other fields of science. The combination of top-down and bottom-up elements equips students to understand material based on text sources and social realities that occur in society.

Furthermore, in the second context, namely the learning process. The learning approach chosen is student centered learning and blended learning. The learning model uses problem based learning and contextual learning. The learning method used is dominated by discussion, dialogue, and question and answer activities. The elements of the learning process selected above have shown room for critical thinking activities.

The student centered learning approach is implemented to position students as learning subjects. Students are given space to explore the material by digging from various sources and presenting their arguments. By digging from various sources, students will be equipped with sufficient information for their reasoning process in understanding the material. Students are not trapped in just one perspective or source.

Blended learning approach using flipped classroom technique. Students will be given the material or task of finding the material first before discussing it in class. With the flipped classroom technique, students have sufficient provisions to participate in the discussion process. So that the argumentation and reasoning that is done is based on the data and information that was previously read. So critical thinking activities in this process have been carried out ideally, because they are based on adequate information and data, not just arguing without clear data.

While the learning model used is contextual learning and problem-based learning. Contextual learning is intended to link the material in the text with historical reality or phenomena that occur. With contextual learning, students will be accustomed to linking theories or normative elements with a historical background or social facts that surround them. For example, when learning about *thoharoh*, students will be faced with the reality of the implementation of purification procedures that occur

when performing the pilgrimage. Or the different perspectives that occur in society regarding the law and the implementation of thoharoh. The combination of normative and historical material complements student knowledge.

Problem-based learning is carried out to equip students in the process of identification, analysis, and inference. Through these three activities, students know the functions and uses of the theory. Technically the lecture process, after learning a certain theory, students are faced with a problem, and then asked to discuss to formulate a solution. For example, when approaching the study of fiqh. After students get material on various approaches to understanding the study of fiqh, then they are faced with the problem of horizontal conflicts that occur in society due to differences in perspectives and perceptions in understanding the law. Through problem-based learning activities, students will carry out a reasoning process that connects theories, problems, and solutions.

The dominant learning method carried out in lectures is

discussion and question and answer. Through these two methods, students are forced to be able to formulate questions and answers. And ethically, students are also directed to be able to respect each other's opinions or arguments that are different from them. The question and answer process leads students to dig deeper into the background, reasons, or causes for certain knowledge. The question word that is often used is the word 'why'. Because with the question word why, students are directed to find out something that is sometimes not explained in the text. For example, when studying the chapters of mahdzah worship and ghoiru mahdzah worship students were given a stimulus by using the questions "why does prayer include mahdzah worship?", "why does mahdzah worship tend to be in the scope of mandatory worship?", and other questions asked by students. In the process, all students prepare themselves as questioners and answerers. Lectures are designed with the strategy of 'ready to ask and ready to answer'. With this strategy, all students prepare themselves to fulfill two different roles, each of

which requires adequate knowledge and data.

The optimization of approaches, models, and learning methods as chosen above shows that there is seriousness in providing critical thinking space to students. Although in its implementation, scrutiny is still needed, especially the framework of thinking used.

The third context used in the process of critical thinking activities is through a learning assessment. Learning assessments are oriented to see learning outcomes, while providing space for the process of analyzing, reasoning, and concluding. The assessment is done by means of a written test. The questions are open-ended essays and analytic. Thus, the assessment process is not only used to determine student grades, but also becomes a learning space for students.

CONCLUSION

Critical thinking activities for students in higher education are needed in facing an increasingly complex life. One strategy that can be done to train and provide critical thinking space is through the

learning process. Critical thinking activities are very relevant to be applied to the learning process which has material characteristics that are multi-perspective.

Fiqh learning courses at the Islamic Religious Education Study Program at the Islamic University of Indonesia have been designed to stimulate critical thinking for students. At the level of the lecture process, the stimulation of critical thinking activities is carried out on the construction of material that is multi-perspective and has a normative-historical approach, a dialogical learning process based on problem solving and contextual, and learning assessment oriented to the development of ways of thinking.

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