



The Effectiveness of Critical Thinking in Learning Christian Education

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ABSTRACT

Keywords:

Critical thinking;
Learning;
Christian Education.

The purpose of this study was to determine the effect of the effectiveness of critical thinking in teaching PAK for Class IX students of SMP. Motivation is needed by students to improve student learning outcomes. In this case the teacher plays an important role in motivating students. Great teachers are teachers who are able to arouse students' enthusiasm for learning. This description provides an overview of the importance of classroom management skills and providing student learning motivation, especially learning Christian Religious Education as a guide in forming students who have Christian values.

This is a quantitative research and population in this study were all 200 students of Class IX in 2017. Samples were taken randomly (random sampling) of 50% of the total population, namely 100 people. The research data were analyzed in the following steps: 1) Test the analysis requirements obtained: a) $r_{count} = 6.14 > r_{table}$ ($\alpha = 0.05$, $CI = 95\%$, $n = 32$) = 2.00 thus it is known that there is a relationship positive b) The value of $t = 6.14 > t_{table}$ ($\alpha = 0.05$, $dk = 30$) = 2.00 thus it is known that there is a significant relationship 2) The regression test obtained: a) regression equation: = $52.39 + 0.4X$. This regression equation shows that in a constant state = 52.39, for every addition of one unit of variable X (PAK Lessons), there will be an addition of variable Y (Effectiveness of Critical Thinking) of 0.4. b) The regression coefficient test (r^2) obtained $r^2 = 0.6399$ and the percentage of influence between PAK Lessons on the Effectiveness of Critical Thinking was 63.99%. 3) Hypothesis testing with Simple Linear Regression Variance Analysis obtained the value of $F_{count} = 174.22 > F_{tabel}$ ($\alpha = 0.05$, $dk = 30$) = 4.00.



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A. INTRODUCTION

Indonesia is one of the most heterogeneous countries in the world with a variety of ethnicities, religions and faiths. Heterogeneity in Indonesia is a fact that cannot be avoided and has led to a new pattern of life for Indonesian people. Diversity has been interconnected, even influenced one another in the Indonesian context which is very diverse in terms of religion, ethnicity and culture. Indonesia which recognizes six religions and faiths that can express their worship freely with their respective sects and beliefs. Apart from religious diversity, Indonesia is also rich in various types of culture and ethnicity. Each of these has norms and ways of expressing them in everyday life. And every day, the Indonesian people live side by side with these various tribes, cultures and customs. Thus, in order to educate students who pass the selection, to accept the differences between them, students are required to take Christian Religious Education Lessons (PAK). PAK

should be directed towards faith independence and enable a Christian to position himself in the midst of a pluralistic society (Harianto, 2012). Therefore, Christian Religious Education must be able to think effectively in order to bring students to openness and allow students to be able to see other people not as enemies but as friends in life, especially in acts of virtue and a positive perspective. Students are expected to be a blessing to others and be able to become a church for others who do not share their faith (Antoni S., 2010).

Learning is a complex process and involves various interrelated aspects. Therefore, to create a creative and fun learning requires a variety of skills (Ariawan, 2019). Among them are learning skills or teaching skills. For better results, it is expected that the teacher will have classroom management skills where the skills of the teacher in managing the class are skills to create a conducive learning climate, and return it if there is a disruption in learning. Class management skills are needed in order to carry out their role in the learning process, so that learning can run effectively and efficiently (Hendra, 2013).

With the existence of classroom management skills by teachers, students can be motivated to learn where student learning motivation is carried out both in the form of themselves and from the family environment, community environment and school environment. In terms of teaching and learning motivation is needed by students to improve student learning outcomes. In this case the teacher plays an important role in motivating students (Ariawan, 2018). Great teachers are teachers who are able to arouse students' enthusiasm for learning. This description provides an overview of the importance of classroom management skills and providing student learning motivation, especially learning Christian Religious Education as a guide in shaping students who have Christian values. Christian Religious Education teachers are very influential in managing the teaching and learning process and must act as motivators by trying to create active teaching and learning conditions and develop good teaching materials that can be expressed in behavior in everyday life (Nainggolan, 2011). Learning is a complex process and involves various interrelated aspects. Therefore, to create a creative and fun learning requires a variety of skills. Among them are learning skills or teaching skills. For better results, it is hoped that the teacher will have classroom management skills where the skills of the teacher in managing the class are the skills to create a conducive learning climate, and return it if there is a disruption in learning. Class management skills are needed in order to carry out their role in the learning process, so that learning can run effectively and efficiently.

In terms of teaching and learning, motivation is needed by students to improve student learning outcomes (Ariawan et al., 2020). In this case the teacher plays an important role in motivating students. Great teachers are teachers who are able to arouse students' enthusiasm for learning. This description provides an overview of the importance of classroom management skills and providing student learning motivation, especially learning Christian Religious Education as a guide in forming students who have Christian values. Christian Religious Education teachers are very influential in managing the teaching and learning process and must act as motivators by trying to create active teaching and learning conditions and develop good teaching materials that can be expressed in behavior in everyday life (Ariawan, 2020a).

By taking PAK lessons, it is hoped that it will influence students to have an attitude of thinking effectively and appropriately in the diversity that exists around them. Effective Thinking is done by evaluating, making comparisons between the information received by considering it before conveying it to others so as not to cause problems in the future. The way of thinking as done by Allah which does not make a difference becomes a problem or a basis for looking for problems

that cause divisions in the plurality of society. And also attitudes that reflect the believers' maturity of faith as God's chosen people.

B. METHODS

These was a quantitative research, conducted at 100 respondents, namely Class IX students of SMP N 1 Simangambat, South Tapanuli. In this study, the sample was taken by random sampling. Data was procced by SPSS, using simple liniier regression.

The results: There is a positive and significant influence between PAK on the Effectiveness of Critical Thinking, where $r_{count} > r_{table}$ is between $0.653 - 0.884 > 0.632$ and $t_{count} > t_{table}$ ($6.14 > 2,000$) so it can be seen that H_0 rejected and H_a accepted (Sugiyono, 2012). Through the regression equation test, the regression equation is obtained, namely $Y = 52.39 + 0.4X$. This equation shows that in a constant state of 52.39, the effectiveness of students' critical thinking (variable Y) increases by 0.4 times the value of the PAK (Variable X) in Class IX students of SMPN 1 Simangambat. Through the determination coefficient test, the value is obtained. $r^2 = 0.6399$. From this value, it can be seen that the percentage of the influence of PAK on the increase in the effectiveness of critical thinking for Class IX students of SMPN 1 Simangambat is 63.99% and 36.01% influenced by other factors which are described in problem identification, namely Class Management, Motivation, Creativity, Intelligence, and interest in learning. This percentage is good, so the PAK is increasingly adjusted to what is related to the effectiveness of students' critical thinking.

C. RESULT AND DISCUSSION

In the Indonesian context, Christian Religious Education is very important, especially because Christians are a minority in the midst of society. Christians are always in touch with followers of other religions, even that touch is very strong in various areas of life (Ariawan, 2020b). The presence of Christian Religious Education in a pluralistic society is very important so that believers can live and apply their faith in their daily lives. Followers of Christ should not be closed off or shy away from the world around them, but boldly and based on love demonstrate God's love in the midst of the world. The presence of believers should be a blessing and salt in the midst of their environment.

Pluralism in Indonesia is very necessary to think effectively critical thinking in everyday life, because to develop other thinking skills, such as the ability to make decisions and solve problems (Juha, 2012). There are so many phenomena in everyday life in the pluralistic field that need to be scrutinized. The notion of critical thinking put forward by many experts. Some of them: state that critical thinking skills are the ability to think at a complex level and use analysis and evaluation processes. Critical thinking involves inductive thinking skills such as recognizing relationships, analyzing open-ended problems, determining cause and effect, making inferences and calculating relevant data (Ariawan & Malang, 2020). Meanwhile, deductive thinking skills involve the ability to solve problems that are spatial, logical syllogistic and distinguish facts and opinions. Other critical thinking skills are the ability to detect bias, evaluate, compare and contrast. Meanwhile, critical thinking is synonymous with decision making, strategic planning, scientific process, and problem solving.

Religions must be able to sit together to dialogue about what can be done together. Dogmatic debates that are prone to conflict and broaden distances must be avoided. Social values which are

needed and accepted by all religions need to be built together. In the context of Indonesian society, religious leaders and leaders must provide examples and role models to the community about the importance of accepting differences. There needs to be a level of emotional maturity for each group, because building togetherness in differences is not easy (Anderson & Shattuck, 2012). National education has the function of developing capabilities and shaping dignified national character and civilization in order to educate the nation's life, aiming for the development of the potential development of students so that they become human beings who believe, have devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, be independent and become democratic and responsible citizens."

Thus the school is an educational institution in which there is a teaching and learning process, where teachers are educators, and students are students who receive teaching (Thapa et al., 2013). For this reason, the influence of teachers greatly determines the teaching and learning process to achieve the goals of national education, so it is very necessary for teachers who have adequate abilities and skills, have effective teaching methods and have exemplary attitudes.

The teacher is the person most responsible for carrying out tasks in school. Apart from teaching and educating, teachers are also influential in developing the personalities of their students as well as their parents (Slater et al., 2017). Teaching effectiveness is the teacher's effort to help students learn well. Teachers are seen as all-knowing and all-capable by their students as teachers must be aware of what should be done to create teaching and learning conditions so that they can lead students to learning objectives. In this case the teacher must try to create an exciting and enjoyable learning atmosphere for all students (Green, 2012).

Christian Religious Education is a subject that must be given to Christian students at school and is the main source of students in determining their outlook on life so that students can distinguish what is good and what is not good. However, in the field, many students think that PAK is a boring subject and only as a complement. This could be caused by various factors, namely: teachers who are less effective in teaching, because PAK subjects do not enter the national exam, lack of facilities or the school environment is not supportive, so that in PAK learning students are not serious, pay less attention, skip classes, are lazy and less motivated to learn PAK. Effectiveness comes from the word effective, which means that there is an effect (consequently, its effect, impression, effective, efficacious, can bring results, is effective. " time in the best possible way: effective. "Effectiveness is the ability to determine the achievement of goals, namely doing something correctly and effectively in a good way." Effectiveness is:

1. Shows the level of achievement of a goal
2. Effort is said to be effective if the effort reaches the goal
3. Ideally, the level of effectiveness can be expressed by definite measurements.

From the above explanation, it can be concluded that effectiveness is an effective condition or the way a teacher takes to achieve the stated goals (Bacca et al., 2014). A teacher is said to be effective in teaching if he has two main factors, namely:

1. Dependence on the power of the Holy Spirit.

A PAK teacher must have an understanding of the truth. So he must look for it in the Lord Jesus Christ and the standard is the Bible.

2. The sanctity of life which becomes exemplary in action

A Christian religious education teacher must know the truth and apply it in his life. Teachers must imitate Christ in order to be examples for their disciples.

Based on the above opinion, it can be concluded that a PAK teacher must also imitate the methods and ways of teaching Jesus. He is close and knows his students. Likewise, PAK teachers must know their students. PAK teachers who teach effectively must master the subject matter delivered, use a variety of media and learning resources, use the time available for teaching and learning activities effectively, use a variety of methods, carry out communication / teaching and learning interactions, provide assistance and teaching and learning guidance to students, activate students in the teaching and learning process, carry out assessment / evaluation and follow-up, provide real knowledge.

PAK has a purpose to produce humans who can understand God's love in Jesus Christ and love God and others. Producing Indonesian people who are able to live their faith responsibly and with noble character in a pluralistic society. Christian religious education in schools is presented in two aspects, namely aspects of the Triune God and His Work, and aspects of Christian values. Holistically, the development of PAK Core Competencies and Basic Competencies in Primary and Secondary Education refers to the dogma about Allah and His work. An understanding of Allah and His work must be seen in Christian values which can be seen in the daily life of students. These are two aspects that exist in all PAK learning materials from SD to SMA / SMK.

Further, the Biblical PAK must base itself on the Bible as the Word of God and make Christ the center of its message and must lead to the result, namely maturing the congregation. One of the results that need to be considered in the practice of PAK in churches and schools is as written in Ephesians 4:13, "Until we all reach the true unity of faith and knowledge about the Son of God, full maturity, and a level of growth that is in accordance with the fullness of Christ, so that we are no longer children, who are tossed about by the various winds of teaching, by the false play of men in their deceiving cunning. " PAK is education that contains Christian teachings by emphasizing the three aspects of education, namely knowledge (cognitive), attitudes and values (affective), and skills (psychomotor) based on Christian faith. This understanding places more emphasis on teaching students or people.

PAK is a church effort to deliberately help people of all ages entrusted to His care to answer God's inclusion in Jesus Christ, the Bible and church life so that they are under the leadership of the Holy Spirit who can be equipped to serve in the midst of church institutions, society, and the world (nature). PAK is helping others so that students live under the guidance of the Holy Spirit.

According to the above opinion, it can be concluded that PAK is carried out to create fellowship with God and realize the growth of Christian faith to bring the soul to know God more and love God who has first loved him and produces humans who can understand God's love in Jesus Christ and love God and others as well as produce human beings who are able to live their faith responsibly and with noble character in a pluralistic society.

Based on a researcher of 100 respondents, namely Class IX students of SMP N 1 Simangambat South Tapanuli, it is known that the research discussion is as follows: There is a positive and significant influence between PAK on the Effectiveness of Critical Thinking, where $r_{count} > r_{table}$ is between $0.653 - 0.884 > 0.632$ and $t_{count} > t_{table}$ ($6.14 > 2,000$) so it can be seen that H_0 rejected and H_a accepted. Through the regression equation test, the regression equation is obtained, namely $Y = 52.39 + 0.4X$. This equation shows that in a constant state of 52.39, the effectiveness of students' critical thinking (variable Y) increases by 0.4 times the value of the PAK (Variable X) in Class IX students of SMPN 1 Simangambat. Through the determination coefficient test, the value is obtained $r^2 = 0.6399$. From this value, it can be seen that the percentage of the influence of PAK on the increase in the effectiveness of critical thinking for Class IX students of SMPN 1 Simangambat is 63.99% and 36.01% influenced by other factors which are described in problem

identification, namely Class Management, Motivation, Creativity, Intelligence, and interest in learning. This percentage is good, so the PAK is increasingly adjusted to what is related to the effectiveness of students' critical thinking.

Judging from the magnitude of the influence of the effectiveness of critical thinking on PAK, critical thinking helps students in increasing understanding of the material being studied by critically evaluating arguments in textbooks, discussion partners, including teacher arguments in learning activities and knitting togetherness with people of different ethnicity, race and religion. So critical thinking in education is a competency to be achieved as well as a necessary tool in constructing knowledge. Thinking that is displayed in critical thinking is very orderly and systematic. Critical thinking is one of the higher-order thinking processes that can be used in the formation of students' conceptual systems in terms of responding to political problems that like to link their interests with ethnicity, race and religion so as to recall Pancasila, which emphasizes different but one unity in the Indonesian state. In addition, students' critical thinking can be developed through giving the opportunity to argue orally or in writing like a scientist. These meaningful opportunities can be in the form of discussions that arise from divergent questions or ill-structured problems, but cannot be separated from the role of PAK because of the basis Christians in conditionality are the word of God about love, a sign of distinguishing those we love.

D. CONCLUSION AND SUGGESTIONS

From the literature review and research results, it is known that the research hypothesis is accepted, namely that there is a positive and significant influence between PAK Lessons on the Effectiveness of Critical Thinking of Class IX Students of SMP N1 Simangambat in 2017 at 63.99%.

Based on the theory and research results, it can be concluded that PAK lessons have a great influence on students being more effective in critical thinking in responding to a problem or learning that they receive, especially those related to the plurality of society. So that it does not cause problems that result in divisions between people of different ethnicities, races and religions.

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