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The effectiveness of Resource-Based Learning Model in English for Islamic Studies Course in Enhancing Critical Thinking Skill

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Abstract

The pace of change in the world is accelerating rapidly. Hence, a powerful way to empower learners is to improve their critical thinking, an essential skill for success. This quantitative paper aimed to measure the effectiveness of a Research-Based Learning (RBL) model in English for Islamic Studies course to improve students' creative thinking skills at Ma'had Al-Jamiah Putra UIN Salatiga. The subjects were 27 students of Ma'had Al-Jamiah chosen by purposive random sampling to determine the experimental class. The data were obtained by using a questionnaire and test containing the indicators of critical thinking. They were analyzed using one group pretest-posttest to measure the effectiveness of the developed model. Based on the result, it was concluded that the RBL model in English for Islamic Studies course effectively improves the critical thinking skill of Ma'had Al-Jamiah students.

Introduction

Critical thinking can be defined as the capacity to assess ideas in a rational, methodical, thoughtful, and constructive manner. It is used to make, evaluate, and decide what will be believed or done to solve a problem successfully. Jayanti (2013) asserts that critical thinking includes higher-order thinking processes because, when making decisions or drawing conclusions, an individual employs active control, i.e., rational, reflective, responsible, and skilled thinking. In today's life, life will be more competitive with the advancement of technology and science, which causes the current of globalization to flow rapidly. Moreover, the passing of the ASEAN

Economic Community (AEC) has made it easier for global residents, especially in Southeast Asia, to enter, work or invest in Indonesia. Critical thinking becomes very important with these conditions because it allows a person to work more carefully and produce better products (Prihartini et al., 2013).

It is an essential component of contemporary education that ought to be expanded upon and made more accessible, particularly in the midst of the ongoing fourth industrial revolution (4IR) (Wilson & Narasuman, 2020; Boleng et al., 2017; Hidayati et al., 2020), in which information is readily available and changes occur quickly and radically. The value of the ability to think critically is becoming increasingly acknowledged within today's educational system. Educators are obligated to use teaching and learning strategies that are shown to be effective in order to support the development and expansion of students' cognitive capacities (Moust et al., 2019). A rational mind that can conform to logical norms, an ability to adhere to logical principles, and scientific reasoning as the greatest decision-making basis are all necessary components of critical thinking.

According to Facione, in order to think critically, one needs make use of fundamental thinking skills, such as drawing conclusions, analyzing assumptions, deducing or reasoning, formulating interpretations, and rendering judgments (Hajhosseini et al., 2016). It is also considered a cognitive skill that incorporates logical analysis and argument evaluations in order to establish logical behaviors, and critical thinking is one of the components of this cognitive talent (Alvarez-Huerta et al., 2022; Orakci, 2021; Papp et al., 2014; Stupnisky et al., 2008).

Educating students to be able to think critically has been recognized as one of the most important goals of the educational system since the late 19th century (Jatmiko et al., 2018; Suarniati et al., 2019). According to Hsu (2021), critical thinking is made up of three different aspects: knowledge (which can be broken down into topic knowledge, technique knowledge, self-knowledge, and environment knowledge), dispositions (which can include logical integrity, logical humanity, logical modesty, logical courage, logical persistence, and so on), and skills or abilities. According to the findings of a number of studies (Wale & Bishaw, 2020), understanding, analyzing, synthesizing, concluding, evaluating information, explaining, and self-regulation are all components of critical thinking. These are all skills that can be acquired through experience, observation, reasoning, or communication (Piawa, 2010; Ulger, 2018). Critical thinking is tied to cognitive skills as well due to the fact that it requires problem-solving, a grasp of the interaction of elements that influence results, and the evaluation of a range of choices and circumstances in order to come to the most appropriate conclusion (Erikson & Erikson, 2019). In addition, critical thinking is linked to a variety of other skills, including the capacity for scientific communication, self-assurance, and motivation (Hu et al., 2016).

This condition affects the educational world, where critical thinking skills are

competencies that students must possess. As stated by Fardani (2017), it has been demonstrated that critical thinking prepares students to think in various disciplines. Critical thinking is a cognitive activity that students engage in differently—focusing on deciding what to believe or do divides ways of thinking in real-world activities.

In addition to critical thinking, English is also an absolute thing that must be mastered to deal with the above conditions. Other skills will be of little use without English because they cannot be widely used in the global community. The Multiplier Effect brought about by the MEA in several sectors brings inflows of investment and requires citizens from different countries to meet and communicate with each other. So, Congge (2015) makes recommendations, one of which is mastery of English, to make it easier for Indonesia to market its local commodities in the form of goods and services as well as to facilitate the flow of investment. A statement about the importance of English was also conveyed by Shobikah (2017), who believes that in addition to other skills, English is a must.

Muslim students living in Mahad Al-Jamiah Putra UIN Salatiga must also see the above facts at so that they should not be left behind in English and critical thinking so that they do not have difficulties in facing the global world. In addition, as students, they are also obliged to study and understand Islamic texts as their provision in society. They will become global citizens and religious leaders of their communities at the same time. Moreover, Indonesian Islamic values are necessary amid an increasingly swift current of radicalism.

The abundance of learning resources is defined by Herlina (2009) as everything that can provide ease of learning so that several pieces of information, knowledge, experience, and skills are obtained to enable students to learn well, strongly supporting the existence of Resource-based learning/RBL). This method allows for learner-centered learning and involves structured individual learning experiences so that teachers do not become sources of all sources, such as conventional learning.

Referring to the background above, there needs to be a breakthrough in learning English without leaving Islamic studies and being able to train critical thinking for Mahad Al-Jami'ah students in this context. Then, seeing that there are many learning resources available in this era of globalization and communication, the researcher intends to carry out research and development (Research & Development) on developing an English Resource-Based Learning Model in English for Islamic Studies course to improve the critical thinking ability of Santri Mahad Al-Jami'ah Putra UIN Salatiga.

Based on this background, this study uncovers several problems, namely how the English Resource-Based Learning Model with Indonesian Islam can improve the critical thinking skills of Mahad Al-Jamiah Putra students after expert validation and whether the Resource-Based Learning model is effective in English with Indonesian Islam to improve the critical thinking ability of Mahad Al-Jamiah's Putra.

For the purpose of constructing their definition of critical thinking,

researchers reference a number of different expert perspectives. Critical thinking is an intellectual process that involves the creation and application of concepts, the synthesis and evaluation of information obtained from observations, experiences, reflections, thoughts, or communication, which is then used as a basis to believe and act, according to Suwarma (2009), who cites the opinion of Scriven and Paul. Suwarma defines critical thinking as an intellectual process that involves the creation and application of concepts. Critical thinking is an orderly and transparent process in mental tasks such as problem-solving, decision-making, assessing assumptions, and scientific discovery, according to Johnson (2010), who contributes to our knowledge of critical thinking by describing it as such. In addition, according to Surya (2013), critical thinking is the process of actively, persistently, and carefully considering a belief or any type of acquired information from a range of reasons that support and conclude the view. In addition, Wijaya (2010) defines critical thinking as the activity of analyzing ideas or concepts in a more specific manner, distinguishing them sharply, selecting, identifying, reviewing, and developing them in an ideal manner. In other words, critical thinking is the activity of analyzing ideas or concepts in a manner that is ideal. According to Kurfiss (2010), the objective of critical thinking is to analyze a scenario, phenomena, issue, or problem in order to come up with a hypothesis or conclusion that takes into account all of the information that is available and can be reliably supported.

The capacity to analyze, synthesize, and evaluate information, as well as the ability to apply these abilities and techniques in a responsible manner to a range of circumstances in order to identify the best course of action, are all components of critical thinking. Effective critical thinkers are able to apply these abilities to specific circumstances in order to make effective judgments both at work and in their personal life; hence, critical thinking has become an essential educational aim and is highly appreciated by employers. On the other hand, society has the perception that kids lack the ability to think critically (Stoesz et al., 2022)

According to Ennis (as cited in Maftukhin, 2013), there are five distinct groups of indicators of critical thinking skills.

a. Basic Clarification / Elementary Clarification This stage is comprised of three indicators: (1) identifying or formulating questions, (2) analyzing arguments, and (3) posing and responding to clarifying and/or challenging questions.

b. The Decision's Rationale. This stage is further subdivided into two indicators: (1) evaluating the credibility of a source, and (2) observing and evaluating the results of observations.

c. Inference/Conclude. While the conclusion stage is also divided into three indicators: (1) making a deduction and considering its results, (2) making an

induction and considering its results, and (3) making a decision and considering its value.

d. Additional Clarification / Enhanced Clarification This fourth stage includes two indicators: (1) identifying terms and considering their definitions, and (2) referencing unstated assumptions.

e. Hypothesis and Integration This final stage is comprised of two indicators: (1) considering and thinking logically about premises, reasons, assumptions, positions, and other proposals with which they disagree or have doubts, but which do not disturb their minds; and (2) combining their abilities- abilities and other dispositions when making and defending a decision.

Regarding Resource-based learning, it is a student-oriented learning system that is very well organized for independent learning so that it allows all learning activities to be carried out using human and non-human learning resources in effectively regulated learning situations (Unsurni, 2009).

The term 'learning resources' refers to a collection of learning materials or situations that have been created intentionally so that individual students can learn. Essentially, learning resources used in education or training are a system consisting of a collection of materials or situations that have been created and designed to facilitate individual student learning. These learning resources are referred to as educational media to ensure they are appropriate. These learning resources must meet three criteria: 1) they must be readily accessible; 2) they must allow students to motivate themselves; and 3) they must be Individual in nature, for instance, they must be able to meet the diverse needs of students in an independent learning environment (Sudjana, 2009: 76).

From the definitions above, the researcher concludes that resource-based learning is more learner-centered than teacher-centered and allows independent learning by using all available resources.

There have been studies conducted on this topic. Rosmayanti (2018) attempted to improve critical thinking in Pasundan 3 Bandung High School students through a web-based Problem-based Learning model centered on the concept of life classification. In this study, Rosmayanti discovered that the school's teachers' learning model is not yet effective. Then, he used the PBL method to improve students' critical thinking with a significance reference sig of 0.00 0.05, so that there was a significant difference between the pre- and post-tests and its effectiveness could be determined.

The second research done on Chinese pupils was carried out by Fan and Sea (2022). There is a growing concern among academics in western countries that students from China do not have the capacity for critical thinking, despite the fact that the number of Chinese students attending institutions in western countries is on the rise. On the other hand, there is a paucity of actual facts to back up this assertion. It presents the conclusions of an in-depth analysis of studies

conducted all around the world to compare the analytical capabilities of students from China to those of other types of students. A search of eight different social science databases led to the finding of fifteen publications that met the inclusion requirements. This was in addition to the extra sources that were located throughout the search. The findings of nine studies that looked at the analytical thinking abilities of students were all over the place. There is no data to support either side of the argument over whether or not Chinese students are better or worse than other students when it comes to critical thinking. There is not a lot of research done on this topic. It has been shown that Chinese students are less inclined to participate in critical thinking, which is distinct from critical thinking inadequacies. The research on critical thinking dispositions was conducted by five different researchers. Only one piece of research looked at how people think critically, and it found that Chinese students place a higher emphasis on information-seeking than they do on critical thinking. The bulk of the studies had insufficient designs and small sample sizes for their participants. These findings indicate that the critical thinking of Chinese students has received little study attention; hence, further rigorous and extensive experimental investigation is required.

PBL-STEM is an acronym that stands for problem-based learning that integrates science, technology, engineering, and mathematics. In order to strengthen students' capacities for critical thinking, Parenta et al. (2022) investigate how PBL-STEM might be used to the study of fundamental machines. The collection of data for this study is conducted using qualitative research methods, which also include analyses of previous publications. In order to gather information, this study will search for appropriate theoretical references to the difficulties that have been outlined. Following the acquisition of the data, descriptive analysis methods are utilized in order to make evaluations. An improvement in the students' capacity for critical thinking was uncovered by the examination of the collected data, as shown by the N-gain score. These results are supported by other research of a relevant kind. An analysis of the relevant published research reveals that applying problem-based learning and STEM concepts to the study of fundamental machines can help promote critical thinking.

Method

This quantitave research is the following step of the development carried out by the researcher. The procedure for developing the Resource-based model in English for Islamic Studies to improve critical thinking skills at Mahad Al-Jamiah is carried out in three stages, namely: (1) preliminary studies, (2) development of learning models, and (3) testing of learning models.

This study aims to evaluate the efficacy of the developed model. The subjects

were 27 Mahad Al-Jamiah Putra students. The sampling technique used to determine the experimental class was stratified random sampling.

Likert scale questionnaires, open questionnaires, and test containing indicators of critical thinking are used to collect data. Figure 1 depicts the "One-Group Pretest-Posttest Design" research design used to analyze the students' critical thinking comprehension data.

Figure 1. *One-Group Pretest-Posttest Design*

$$O_1 \quad\quad X$$
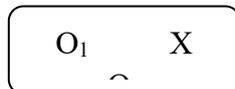
In the design taken from Sugiono (2013), O1 is the pre-test score (before to participation in RBL-based English learning) and O2 is the post-test score (English using the RBL model). The t-test was continued using the received data from the pretest and posttest. A parametric test (paired t-test) is carried out if the data are normally distributed. However, if the data are not normally distributed, a non-parametric test (the Wilcoxon test) is conducted. Using the sequence of events, the control study design "One-Group Pretest-Posttest Design," is employed (history). The incident history is the particular event that occurred between the first and second measurements. The controls are continuous monitoring, isolating experimental activities, and design selection.

Result

Based on the results of the preliminary test, then the activities in this development are formulated as follows:

Table 1. The activities in developing the RBL model of English for Islamic studies

No	Activities	Descriptions
1	Planning	a. Formulating the theme
		b. Analyzing English RPS with Islamic content
		c. Developing an English Learning Plan with Islamic content that has been adapted
		d. Choosing media and learning methods
		e. Choosing learning resources
		f. Designing evaluation tools
2	Implementation of learning with the RBL method	Implementing the models of RBL

	The phase of presenting the concept of critical thinking	a. Lecturer divides study groups according to their needs b. Students follow the instructions to enter the study group c. Lecturer guides group dynamics in critical thinking
	The phase of exploring Islamic-based English material to improve critical thinking skills	a. Lecturer explores the material abilities of each group b. Students explore information and look for potential materials through online resources
	Material discussion and communication phase	a. Lecturer becomes facilitators in discussion and reasoning b. Students exchange ideas and analyze material c. Lecturer guides the results of material analysis d. Lecturer concludes the results of the discussion
	Instructional impact phase	a. Lecturer tests the ability to absorb material from the work of study groups with presentations b. Students present the results of study group work
3	Evaluation	a. Presentation b. Oral c. Task
4	Critical Thinking Ability	Ability to think creatively

In the meantime, descriptive data were derived from the results of the pre- and post-tests administered to Ma'had Al-Jami'ah Putra UIN Salatiga students.

Table 2. Descriptive statistics of pretest and posttest data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PRETEST	27	40.00	70.00	54.0741	7.84918	61.610

POSTEST	27	70.00	95.00	81.6667	7.20577	51.923
Valid N (listwise)	27					

Table 2 displays the findings obtained by the respondents, consisting of 27 students, from the pre- and post-tests. The pre-test results were as follows: mean = 54.1, median = 50, minimum = 40, and maximum = 70. While the mean score on the post-test is 81.7, the minimum score is 70.00, and the maximum score is 95.00, the test's descriptive statistics are mean = 81.7, minimum = 70.00, and maximum = 95.00

The pre- and post-test data were then examined for normality prior to performing the t-test. The results of the normality test are shown in the table below.

Table 3. The normality test result of pretest and posttest data

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST	.151	27	.116	.938	27	.106
POSTEST	.221	27	.002	.925	27	.053

a. Lilliefors Significance Correction

Based on the SPSS Shapiro-Wilk data normality test findings, the significance of the pretest was 0.106 p > 0.05 and the significance of the posttest was 0.053 p > 0.05. Based on these findings, it may be stated that both the pre-and post-test data had a normal distribution. The effectiveness test uses a paired t-test because the data are normally distributed; the results of the paired t-test are reported in Table 4 below.

Table 4. Results of paired t-test pretest and posttest data

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – POSTEST	-27.59259	10.41175	2.00374	-31.71134	-23.47384	-13.771	26	.000

According to the findings of the paired t-test, if Sig, 2-tailed) is 0.00 > 0.05, then Ha is accepted and Ho is rejected, indicating that Islamic Resource Based Learning in English is effective for enhancing students' critical thinking at Mahad Al-

Jamiah Putra UIN Salatiga.

Discussion

Based on actual field conditions, researchers determined that learning English at Ma'had Al-Jamiah Putra UIN Salatiga could not develop students' critical thinking skills. While the examination of the necessity for Islamic-based English instruction to develop critical thinking reveals a score of 4.66, it indicates that it is extremely necessary. After creating the Islamic Resource Based Learning model to improve the critical thinking of Mahad Al-Jamiah Putra UIN Salatiga's students, a Focused Group Discussion was held with English and Islamic experts to get their observations and suggestions. The next phase must be examined for its applicability to ethnocentrism-related materials. Experts confirmed the revised resource-based learning English draft with Islamic content to strengthen students' critical thinking at Mahad Al-Jamiah Putra UIN Salatiga, which was subsequently tested. As an English teacher lecturer at Ma'had Al-Jamiah, Arif Rahman Al-Hakim, M.A., conducted the trials individually, in groups, and to a limited extent. The English Resource Based Learning model with Islamic content to improve the critical thinking of the students of Mahad Al-Jamiah Putra UIN Salatiga was evaluated by experts and received the following results: (1) Supporting theory = 4.56, (2) model structure = 4.50, and (3) the desired outcome = 4.00.

Based on the results of testing the instrument for developing Islamic English Resource Based Learning to improve the critical thinking of Mahad Al-Jamiah Putra UIN Salatiga students, it can be seen that the results of the validity of all the instruments tested by researchers were rxy > 0.30 and were therefore classified as valid. While the instrument elements (1) supporting theory, (2) the structure of the model, and (2) the results to be accomplished were examined with Cronbach's Alpha and received a value of 0.734 and included reliable, Cronbach's Alpha yielded a value of 0.734 and included valid.

The experiment results were then applied to Resource Based Learning English with Islamic content in an effort to strengthen the critical thinking of Mahad Al-Jamiah Putra UIN Salatiga's pupils. The following are their findings: (1). The individual trial was conducted at Mahad Al-Jamiah on June 7, 2022, with five participants and a score of 4.57, placing it in the very good category. (2) The group trial was conducted on June 9, 2022, with 10 participants, got 4.57 and was in the very good category. (3) The restricted study was done with 27 volunteers on June 12, 2022, yielded a score of 4.53, and was classified as excellent.

To find out the effectiveness of English for Islamic studies with Resource Based Learning model to improve the critical thinking of the students of Mahad Al-Jamiah Putra UIN Salatiga, a test was conducted with the "One group pretest-posttest design" design. Using the paired t-test, the t-count result was -13.771, and p=0.00 0.005 was found. It can be concluded that English language resource-based learning

with Islamic content to develop the students' critical thinking of Mahad Al-Jamiah Putra UIN Salatiga effectively boosts the critical thinking of students/students. This is consistent with Zamzam (2016), who notes that one of the benefits of a problem-solving and experiential learning-based approach is that it focuses on students' information-processing skills. This information processing relates to how students engage with their surroundings, perceive problems, formulate concepts, and solve them. Thus, critical thinking abilities can be developed since this study's practical critical thinking skills include the ability to identify, analyze, solve, and make conclusions effectively.

To promote the critical thinking of Mahad Al-Jamiah Putra students at UIN Salatiga, the Resource Based Learning model in English for Islamic studies has the following specifications: (1) Islamic English Resource Based Learning methodology to enhance the critical thinking of Mahad Al-Jamiah Putra students Because UIN Salatiga is based on field requirements, it is simple for English lecturers to comprehend and implement. (2) Islamic-based English Resource-Based Learning methodology to increase Mahad Al-Jamiah Putra students' critical thinking UIN Salatiga is simple for Islamic-based English professors who wish to enhance their students' critical thinking (3). This model includes lesson plans and materials customized to the requirements of Islamic pupils.

Resource-based learning can be a solution to the many learning styles of pupils. According to Masruddin (2018), proficiency in a second language cannot be stated solely in terms of target language structures, phonology, morphology, and lexicon. This type of information is insufficient for learners acquiring a second language for utilitarian purposes. In the foreign language classroom or when acquiring a second language, it is important to recognize the diversity of learners. Typically, these distinctions are referred to as individual differences. Individual differences among students in a second language classroom may include age, aptitude, motivation, attitude, learning style, and personality style.

Conclusion

Based on the results and discussion above, it is possible to conclude that the Resource-Based Learning model of English for Islamic studies successfully fosters critical thinking among students at Mahad Al-Jamiah Putra UIN Salatiga. It is presented using a One-group pre- and post-test design. Using a paired t-test, the t-count result was -13.771 and p=0.00 0.005 was discovered. If required, the researcher proposes undertaking more study in the form of Classroom Action Research at other institutions in order to enhance students' critical thinking abilities.

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