APPLICATION OF ARTICULATION METHOD IN IMPROVING CRITICAL THINKING SKILLS IN SKIING SUBJECT

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ABSTRACT
This study examines the application of the articulation method in learning Islamic Cultural History (SKI) in class XI MAN 1 Malang and its impact on students' critical thinking skills. The articulation method that emphasizes interaction and communication between students is expected to increase active participation in the learning process. Through observations, interviews, and document analysis, this study found that the application of this method is effective in improving critical thinking skills, with students able to analyze and evaluate the material in more depth. In addition, the research also identifies the supporting and inhibiting factors that influence the success of the method implementation. The results showed that the articulation method not only increased students' engagement, but also deepened their understanding of the SKI material. Based on these findings, it is recommended that teachers apply the articulation method more widely and consider further research to explore its application in other subjects.

Keywords: Articulation Method, Islamic Cultural History, Critical Thinking Skills, Active Learning, Madrasah Aliyah, Student Interaction.

INTRODUCTION

In this era of globalization and fast-paced information, critical thinking skills have become one of the most important competencies in education. Critical thinking skills not only help students in understanding and analyzing information in depth, but also equip them with the ability to make wise decisions, solve problems, and think logically and objectively. Effective education should be able to develop these skills so that students are ready to face various challenges in the future. Therefore, the application of learning methods that can improve critical thinking skills is very relevant and important in the context of modern education, including in the subject of Islamic Cultural History (SKI).

Critical thinking skills are one of the essential competencies in modern education, including in Islamic education. In the subject of Islamic Cultural History (IHR), critical thinking skills help students to go beyond memorizing historical facts. By thinking critically, students can evaluate various events in Islamic history, understand the values contained in them, and analyze their impact on modern life. This skill is important so that students do not just passively receive information, but are also able to relate

the subject matter to everyday reality and interpret the heritage of Islamic history in a context that is relevant to the times. (Asep Nurjaman, 2020)

However, currently the critical thinking skills of Madrasah Aliyah (MA) students in SKI subjects are still relatively low. Many students tend to view SKI lessons as a series of historical information that needs to be memorized, without a deep understanding process. The learning process is still dominated by the lecture method, where students receive information without an active role in processing and retelling information, making them less encouraged to develop analysis and synthesis skills. This results in SKI learning being less effective in improving students' critical thinking skills.

To answer these challenges, the articulation learning method is considered relevant to be applied in SKI lessons. This method encourages students to play an active role by practicing the process of "chain messaging," where students not only receive information from the teacher but also convey the knowledge gained to their group mates. In this process, each student plays the role of both receiver and transmitter of information, which not only strengthens their understanding of the material but also trains communication, analysis and presentation skills. By using the articulation method, students can be directly involved in learning, so it is expected to improve their critical thinking skills in understanding Islamic history more deeply and meaningfully. (Ferdian & Arifin, 2019)

The formulation of the problem in this study focuses on how the application of the articulation method in learning Islamic Cultural History (SKI) and whether the application of this method is able to improve students' critical thinking skills. The purpose of this study is to analyze the effectiveness of the articulation method in improving students' critical thinking skills in class XI MAN 1 Malang. The benefits of this research are expected to contribute to the development of more interactive and effective learning strategies, as well as provide insight for teachers in applying learning methods that support the development of students' critical thinking skills, so that students can be more active and involved in the teaching and learning process.

RESEARCH METHOD

The research method used in this study is a qualitative method with a descriptive approach, aiming to understand in depth how the application of learning methods affects students' critical thinking skills. The subject of the research was the XI grade students at MAN 1 Malang in the subject of Islamic Cultural History (SKI). Data collection techniques include observation of the learning process, interviews with teachers and students, and document analysis of student work to measure the development of critical thinking skills. The research instruments used included observation guides, interview guidelines, and critical thinking skills assessment rubrics, which were designed to document student interaction, communication, and understanding during the learning process. Data analysis was conducted through thematic analysis techniques, where the research results were

grouped based on the critical thinking skills to be achieved, such as the ability to analyze, evaluate, and interpret.

The results were then processed to identify the supporting and inhibiting factors that influence the effectiveness of this learning method, including aspects of student motivation and the teacher's role in managing the class. This approach is expected to provide a comprehensive picture of the impact of the applied learning method on improving students' critical thinking skills in the classroom.

RESULTS AND DISCUSSION

A. Discussion

1. Definition of Articulation Method

   A teaching method is the way a teacher conveys material to students. Teachers must ensure that the method chosen is in accordance with the objectives and targets that have been formulated, because the choice of method greatly affects learning outcomes. Choosing the right method will create an educative, conducive and challenging learning atmosphere. In the learning process, teachers should make students actively participate from the beginning to the end so that they are more focused and understand the material being taught. The articulation learning model is one of the methods that can help learners to think critically, help friends and foster the ability to work together so that interaction is easier and faster in increasing their participation (Sandy et al., 2023).

   The articulation method is based on communication and collaboration-based learning, where every student has the opportunity to actively contribute to the learning process. One of the main principles of this method is “message relay,” where information provided by the teacher is understood and passed on by one student to another, creating an active chain of knowledge. This principle allows students to effectively exchange information with each other, so that they are trained to absorb, process and retell information in a structured and easy-to-understand way (Budiyanto, 2016).

   Fundamentally, the articulation method is a strategy that relies on effective communication between students. This process of transmitting and receiving information requires two-way interaction, which can improve students' communication abilities and social skills. In a learning environment, the articulation method allows students to better understand the material through the repetition and re-explanation they do to their peers. This not only helps students to be more engaged in the material, but also encourages them to think more critically and reflectively about what they are learning (Sulaiman et al., 2024).

   The uniqueness of this model lies in the ability of students to play a dual role, namely as recipients and messengers. Through this method, students explore, understand, and report knowledge independently, thus training communication skills, understanding,

independence, and self-confidence (Ferdian & Arifin, 2019). This method is suitable for lessons that require in-depth understanding, such as Islamic Cultural History, where students can learn from the perspectives and experiences of their peers, as well as develop communication and critical thinking skills on an ongoing basis. In addition, this method also increases learning motivation, as students act as recorders and conveyors of information from their group mates.

2. Critical Thinking Skills

Critical thinking skills are an important ability in the learning process, including in Islamic education. John Dewey defines critical thinking as a form of actively and thoroughly knowing the knowledge received. It can be said that someone who thinks critically is not silent, and does not take it for granted but is well understood and then filtered. According to Robert Ennis also defines critical thinking as a reflective thought and the ability to make a decision. Which means that a critical attitude is not only adept at inferring, but can also take an evaluation of statements in order to sort out which ones are good and which ones are bad. (Sihotang, 2019).

From the above understanding, it can be concluded that critical thinking is a disciplined process to understand, evaluate, and solve problems logically and rationally. In an educational context, critical thinking skills allow students to not only passively receive information but also question, interpret, and evaluate that information. This skill is important to apply to the subject of Islamic Culture History (SKI), because students are not only expected to understand historical facts, but also be able to explore relevant values and relate them to their daily lives (Zubaedi, 2015).

Critical thinking skills involve analysis, interpretation, evaluation, explanation, and metacognition or the ability to think about the mind itself. By thinking critically, individuals can make better decisions and provide more accurate assessments of information or situations. Students who have critical thinking skills are able to identify and analyze information in depth, not just taking facts for granted but also considering the relevance, validity, and implications of the knowledge. In the context of Islamic education, this skill is important to prepare students to understand and apply Islamic values critically and contextually (Sihotang, 2019).

3. Learning Islamic Culture History in Madrasah Aliyah

Islamic Cultural History (IHR) in Madrasah Aliyah (MA) is an important subject that aims to introduce students to Islamic history and culture, including the development of social, political, and other aspects of Islamic civilization. By studying SKI, students are expected to understand the contribution of Islam to world civilization and be able to appreciate these values in their daily lives (Bakri, 2022). In addition to providing historical insights, SKI learning in MA serves as a character building tool. The subject teaches Islamic values that support students' moral development, such as tolerance, justice and

social responsibility, which play an important role in Islamic education (Rianti et al., 2016).

However, MA students' critical thinking skills in SKI are still relatively low, with many students only memorizing information without understanding the context and values contained. The teaching pattern is still one-way from teacher to student, so it has not encouraged students to analyze and evaluate the material critically. This condition is a challenge in helping students develop deep and relevant critical thinking skills. In SKI, the ability to think critically is very important because it allows students to see Islamic history not just events, but also understand the values that are relevant to life today. Critical thinking helps students evaluate historical events, analyze social and cultural impacts, and consider moral implications that can be applied in the present (Muhammad, 2020). Thus, students can understand history as a dynamic and meaningful inspiration.

A critical understanding of Islamic history helps students form an objective and analytical perspective, thus not only memorizing, but also evaluating the impact of events in the modern context. This helps them think independently and rationally in dealing with social and cultural issues around them (Pemata et al., 2023). The development of critical thinking in SKI broadens students' understanding of cultural diversity and fosters tolerance. In the modern era, where information is often contradictory, critical thinking helps students sort out accurate and relevant information (Suntiah, 2024).

4. Articulation Method in Improving Critical Thinking

The articulation method, which emphasizes the process of sharing and conveying information in the form of “chain messages” between students, can support the development of critical thinking skills. The articulation method is a learning strategy that aims to improve students' critical thinking skills through the process of repetition and active sharing of information. In this method, students not only receive information from the teacher, but are also asked to convey the information back to their peers, either in group discussions or in front of the class. According to constructivist theory, a learning process that involves students actively, as in the articulation method, can improve understanding because students are required to construct their own understanding through interaction and discussion (Susanto, 2013).

Various studies in Indonesia have shown the success of the articulation method in improving students' critical thinking skills. For example, Holong Simanjutak found that the application of the Articulation Learning Model had a positive and significant effect on increasing the interest in learning of students in class XI IPS 4 at SMAN 13 Bandar Lampung in the academic year (Simanjutak, 2018). Another research conducted by Rahmawati in Indonesian language

subject in high school found that articulation method can improve students' ability to understand the content of the text and convey main ideas coherently. This method not only helps students in understanding the material but also increases their confidence in communicating and expressing opinions, which ultimately contributes to the development of critical thinking skills. These studies show that the articulation method can be applied to a variety of subjects to achieve learning objectives that involve critical understanding and active communication.

Learning Islamic Cultural History (SKI) requires students to not only memorize historical facts but also understand their value and impact in life. The articulation method is considered relevant in SKI because it encourages active participation through interaction and communication. Students play the role of recipients and conveyors of information, which trains them in analyzing, evaluating, and concluding the material. This approach develops critical thinking skills and collaboration, so that students have a deeper and more comprehensive understanding of Islamic history.

B. Research Results

The results of the discussion in this research journal show that:

1. Application of Articulation Method in SKI Learning

   The learning process using the articulation method in class XI MAN 1 Malang shows active interaction between students. In this method, students play the role of conveying and receiving information, which encourages them to discuss and share knowledge. While this method has many advantages, such as increasing student engagement, there are challenges such as different levels of understanding between students that need to be managed so that all students can participate effectively. In addition, the instruments used to support this process include observation guides, interview guidelines, and assessment rubrics specifically designed to evaluate students' critical thinking skills.

2. Impact of Articulation Method on Students' Critical Thinking Skills

   The results of research on the impact of the articulation method on students' critical thinking skills show that this method is effective in encouraging the improvement of critical thinking skills. Through the application of the articulation method, students become more active in the learning process, especially in analyzing, evaluating, and concluding the information they learn in the subject of Islamic Cultural History (SKI). Observation and document analysis of students' work showed an improvement in various aspects of critical thinking, such as the ability to understand the historical context in depth, evaluate the relevance of the values contained in historical events, and relate the subject matter to the present situation.

   In addition, the results of interviews with teachers and students show that the articulation method provides opportunities for students to be more confident in expressing their opinions, both

individually and in groups. The discussions and Q&A that are part of this method motivate students to hone their analytical skills, so that they do not simply memorize historical facts, but also understand the essence and impact of the events. This creates a more critical and interactive learning environment, where students exchange views, consider different viewpoints and build argumentation skills.

Overall, this study indicates that the articulation method contributes positively to the development of students' critical thinking skills in the classroom. With their active role in conveying and receiving information, students tend to be more able to conduct in-depth analysis, ask relevant questions, and conclude information logically and objectively.

3. Supporting and inhibiting factors

The main supporting factor found is the high motivation of students in participating in learning. The articulation method that encourages active interaction between students makes them more excited and enthusiastic in delivering and receiving information. Students become more active, both as recipients and conveyors of information, which helps them understand the material more deeply and critically. In addition, the support of the teacher as a learning facilitator also plays an important role in the successful application of this method. Teachers who are skilled in managing class dynamics, providing constructive feedback, and encouraging the active participation of each student, succeed in creating a learning environment conducive to improving critical thinking skills.

However, this study also found some inhibiting factors that need to be considered. One of them is the significant difference in the level of understanding between students, which causes some students to have difficulty in participating in discussions or expressing their opinions. This challenge can affect the effectiveness of learning, as students who are slower in understanding the material tend to be less active and need more intensive guidance from the teacher and their group mates. In addition, limited learning time is another obstacle, especially because the articulation method requires sufficient time for group discussions and presentations, so sometimes the learning process feels rushed and not all students can explore the material optimally.

Overall, the results of this study show that the application of the articulation method can improve students' critical thinking skills in SKI learning. Students who are actively involved in the learning process tend to be more able to analyze and evaluate the material critically. The success of this method depends on student motivation, teacher support, and effective classroom management. It is recommended that teachers consider adaptive approaches and allocate sufficient time so that the articulation method can be applied optimally and can help all students improve their critical thinking skills.

CONCLUSION

The application of articulation method in learning Islamic Cultural History (SKI) in class XI MAN 1 Malang proved to be effective in increasing student engagement and improving students' critical thinking skills. Through this method, students more actively participate in the learning process, which contributes to a deeper understanding of the material as well as the development of analysis and evaluation skills. This positive impact can be seen from the high motivation of students to engage in the learning process, which contributes to achieving a deeper understanding of the SKI material taught.

Nevertheless, the application of the articulation method also faces challenges, especially related to the different levels of understanding among students. Students with deeper understanding tend to be more active, while students with less understanding need additional support to fully participate. This suggests the need for better classroom management so that teachers can maintain a balance of participation and create an inclusive learning environment. In this context, the teacher's role is crucial in directing the classroom dynamics and providing guidance to students who need help.

The research instruments which include observation guide, interview guide, and critical thinking assessment rubric functioned well in evaluating the success of this method. The results from the observations provided data on students' interactions during learning which showed that students were able to relate historical concepts to modern contexts and share their views more confidently. The interview guide helped in understanding students' and teachers' perspectives regarding the articulation method. The critical thinking assessment rubric also allowed for a more objective assessment of students' analysis, evaluation and synthesis skills.

Overall, the results of this study show that the articulation method can be an effective learning strategy in improving critical thinking skills, with a note that good classroom management is still needed to overcome differences in student understanding. Recommendations for further development include the application of this method in other subjects as well as more in-depth research into the factors that support or hinder its effectiveness.

SKI teachers in Madrasah Aliyah (MA) are advised to apply the articulation method more widely and diversely, by integrating interactive strategies that encourage student engagement. This could include further development of the instruments used to assess critical thinking skills, thus providing a more comprehensive picture of student progress. In addition, further research is recommended to explore the application of the articulation method in other subjects or at different school levels to evaluate its effectiveness in different contexts, as well as find ways to overcome challenges encountered during the learning process.

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