

**IMPROVING STUDENTS' CRITICAL THINKING THROUGH
GENDER ISSUES IN ISLAMIC PERSPECTIVE**

THESIS

Submitted by:

**DHINAR SARI
NIM. 231324383**

Student of English Language Education Department

Faculty of Education and Teacher Training



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2018 M/1439H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University Darussalam Banda Aceh
In partial fulfillment of the requirements for *Sarjana Degree* (S-1)
On Teacher Education

By :

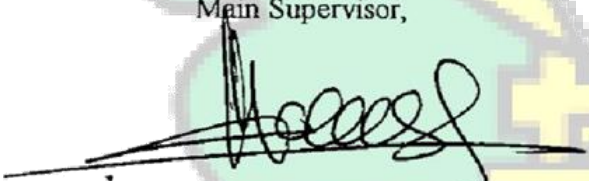
DHINAR SARI

Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No. 231324383

Approved by:

Main Supervisor,

Co Supervisor,


(Drs. Muhammad A.R. M.Ed)

NIP.196007211997031001


(Suherman S.Ag. S.I.P. M.Ec)

NIP.1969122519980031003

It has been defended in *Sidang Munaqasyah* in front of the council of Examiners for Working Paper and has been accepted in partial Fulfillment of the Requirements for *Sarjana* Degree S-1 on Teacher Education

On:

Wednesday, February 8th, 2018 M
Jumadil Awwal 23th, 1439 H

Darussalam-Aceh

Chairperson,

Dr. Muhammad A.R M.Ed

Secretary,

Fithriyah, M.Pd.

Member,

Suherman S.Ag., S.I.P., M.Ec

Member,

Nashriyah, MA

Certified by:

The Dean of Faculty of Education and Teacher Training Ar-
Raniry State Islamic University



Dr. Mujiburrahman, M.Ag
NIP 197109082001121001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jln Syekh Abdur Raul Kopelma Darussalam Banda Aceh
Email: pbi.ftk@ar-raniry.ac.id, Website: <http://pbi.ar-raniry.ac.id/>

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini :

Nama : Dhinar Sari
NIM : 231324383
Tempat/Tgl. Lahir : Bireuen, 15 Juli 1995
Alamat : Desa lie-ue, kec. Darussalam, Aceh Besar
Judul Skripsi : Improving Critical Thinking trough Gender Issues In Islamic Perspective

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 08 Januari 2018

Saya yang membuat surat pernyataan,



Dhinar Sari

ABSTRACT

Name : Dhinar Sari

Student Id : 231 324 383

Faculty/Major : Education and Teacher Training / English Education

Thesis Tittle : Improving Students Critical Thinking Through Gender Issues in Islamic Perspective

Keywords : Critical Thinking, Gender Issue

Critical thinking is the process of thinking which has specific purpose (proving a point, interpreting what something meaning, solving a problem). The ability of critical thinking will provide more precise guidance in thinking, working, and helping more accurately determine linkages with other things. Therefore critical thinking is needed by the students. This research was carried out to find out how applicable the gender issues in Islamic perspective to improve students' critical thinking. This study used quantitative approach. There were 27 students from unit 2 of English department of UIN Ar-Raniry took part in this research. The research used pre-test and post-test and questionnaire to collect the data. Pre-test and post-test use to know how applicable gender issues in Islamic perspective to improve student critical thinking. Then, for adding the data and for answering second research question, the researcher used questionnaire. This research found that the gender in Islamic perspective was applicable to improve students' critical thinking. It was shown from the result of pre-test and post-test, the post-test score is higher than pre-test (the mean of pre-test score was 45,67 and mean of post-test score was 65,74). The student has good respond to this method in learning process.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirabbil'alamin, all praises are due to Allah swt, the most merciful and the most almighty, who has blessed and given the chance to me, health, unlimited love, unlimited gift and strength. Furthermore abundance of peace is upon our prophet Muhammad SAW, who has brought us from the darkness to the brightness.

I would express my deepest love to my parents, Zulkifli Husen and Busyra Abdullah, my six brothers and sisters Wardatul Jannah, Gazali Rafsanjani, Imum Maulana, Acha Annisa, Furqan, Muhammad Ikhsan. Thank you for your support, love and pray.

I also express my deepest gratitude and appreciation to Dr. Muhammad AR. M.Ed as my first advisor, and Suherman S.Ag.,S.I.P.,M.Ec as my second advisor, for their patience, valuable guidance, encouragement, and time throughout the process of accomplishing my study in regard to my endeavor to make this final project as Comprehensive as possible. My special honor falls to all my lecturers in English Department of Tarbiyah Faculty IAIN Ar-Raniry Banda Aceh for the precious lessons and assistance during my study. May Allah bless them and return their kindness.

Moreover, my deepest gratitude is dedicated to all of my friends who always support me specially for Ayu Selgi Pradini, Nurul Liza Meryanti, Riska Fajri, Annisa Amanda, Cut Tarri, Khairunnisa, and all of member KOHATI and HMI Banda Aceh. Nothing is perfect in this world, and this final project is no exception.

Ultimately, the researcher sincerely hopes to the readers to give constructive critics and responds to revise the thesis. Then, I hope the result of this final project of my study will be useful for anyone who needs it.

May Allah will always bless all of us, Amin.

Banda Aceh, 18th January 2018

Dhinar sari

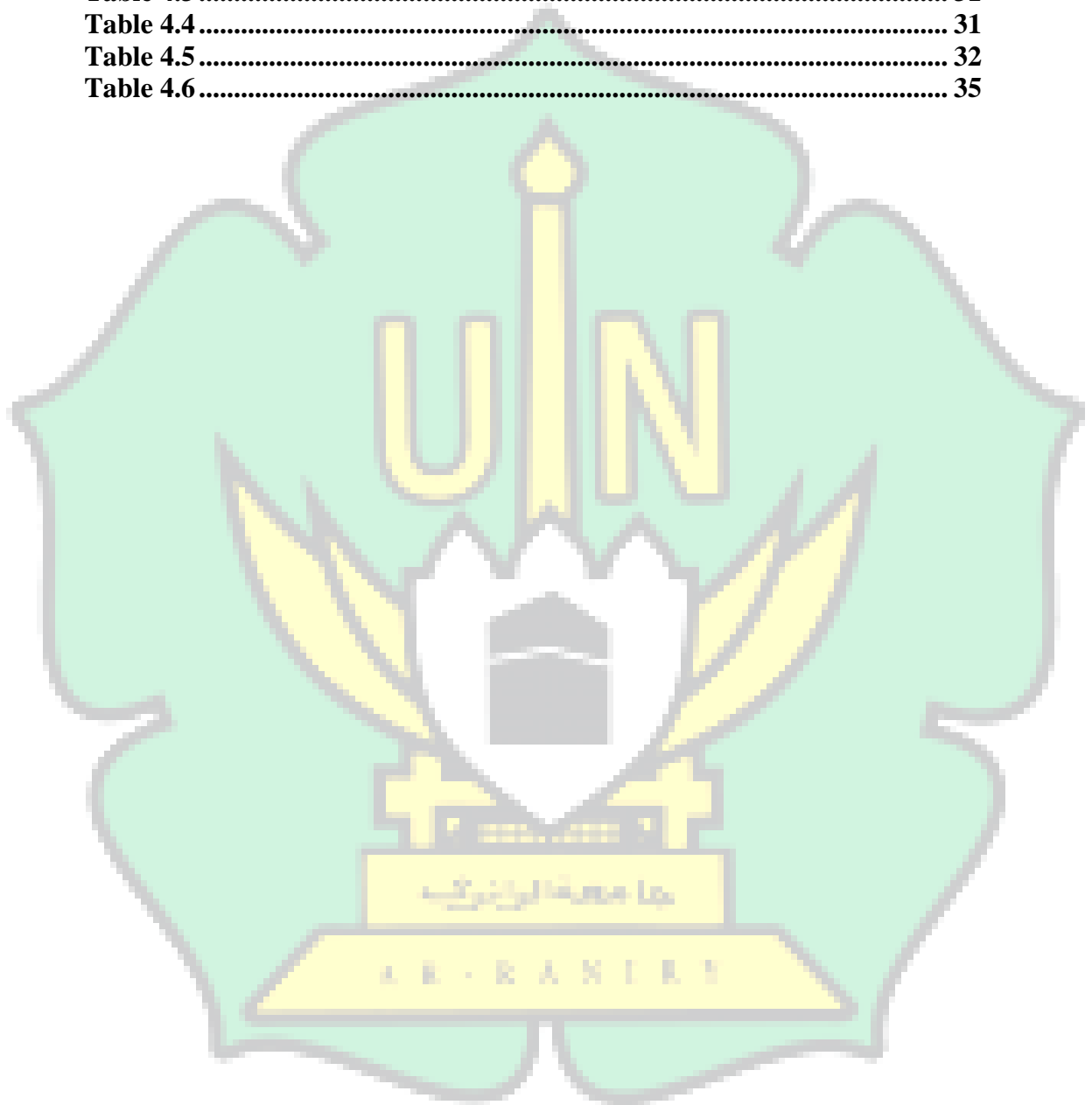


TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
CONTENTS	iii
LIST OF TABLES	v
ABSTRACT	
CHAPTER I : INTRODUCTION	
A. Background of Study	1
B. Research Question.....	4
C. Objectives of the Study	4
D. Significance of Study.....	5
E. terminology	5
CHAPTER II : LITERATURE REVIEW	
A. Related Study	7
B. Critical Thinking.....	8
C. Developing Critical Thinking.....	12
D. Definition of Gender and Gender issue	16
1. Definition of Gender.....	16
2. Gender in Islamic Perspective	17
E. Concept of Discussion	19
F. Discussion and Critical Thinking	21
CHAPTER III : RESEARCH METHODOLOGY	
A. Brief Description of Research Location	22
B. Research Design	23
C. Brief description of the sample.....	23
D. Technique of collecting data.....	24
E. Data analysis.....	26
CHAPTER IV : DATA ANALYSIS	
A. The Data Analysis.....	28
1. The Data Analysis of Test.....	29
2. Hypothesis Analysis.....	34
3. The Analysis Data of Questionnaire	35
4. Discussion	36
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusions	45
B. Suggestions	45
REFERENCE	47
APPENDICES	
AUTOBIOGRAPHY	

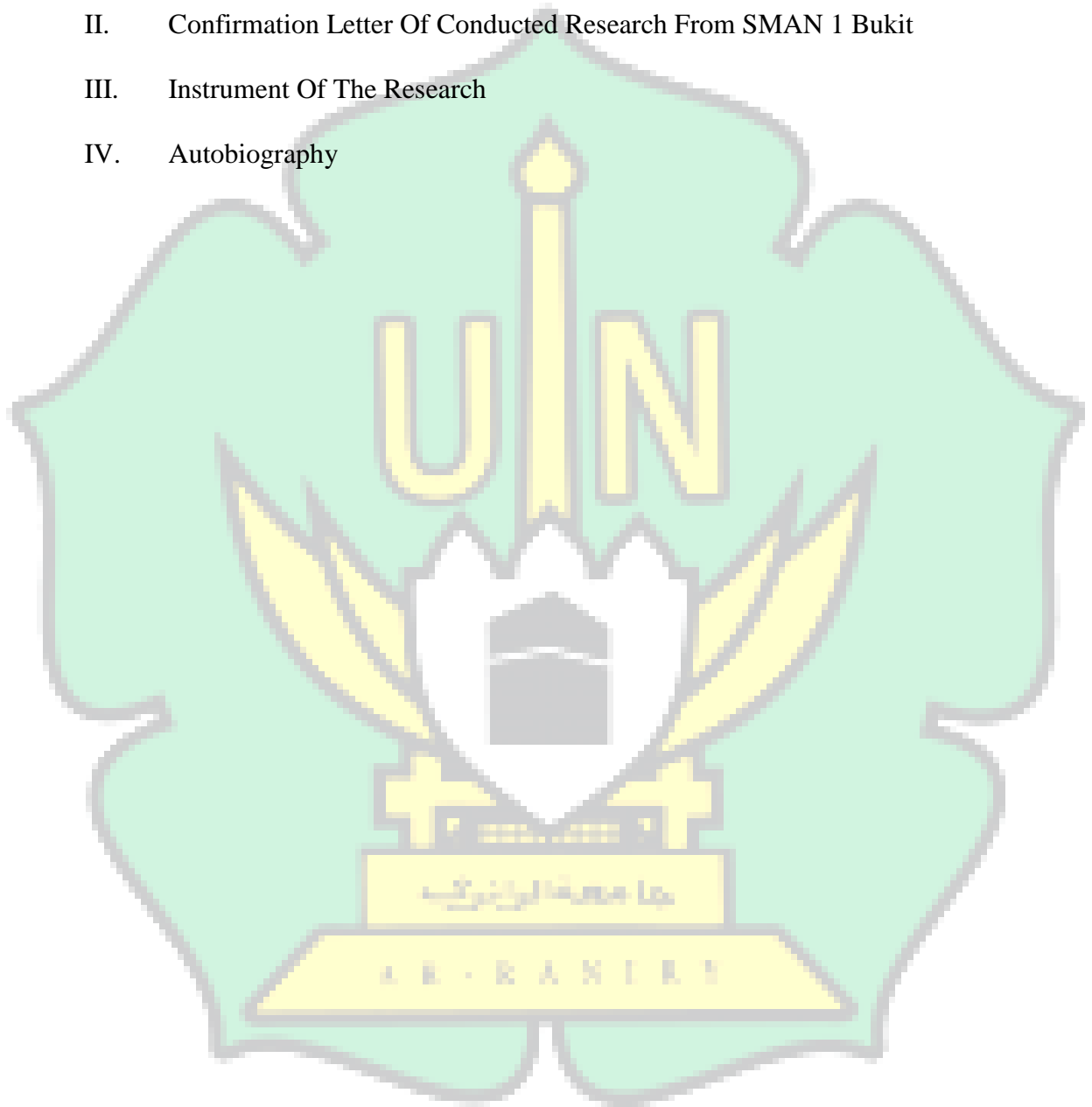
LIST of TABLE

Table 2.1	15
Table 4.1	28
Table 4.2	29
Table 4.3	31
Table 4.4	31
Table 4.5	32
Table 4.6	35



LIST OF APPENDICES

- I. Appointment Letters Of Supervisor
- II. Confirmation Letter Of Conducted Research From SMAN 1 Bukit
- III. Instrument Of The Research
- IV. Autobiography



CHAPTER I

INTRODUCTION

A. Background of Study

Thinking is an activity that is always done by human, without thinking a person will not feel alive. Quoting from the motto of René Descartes, a famous philosopher said that: "I think, therefore I am (Cogito ergo sum)". Therefore we must think that we feel real in the world. There are two forces that color the world, namely religion and philosophy. Based on Ahmad Tafsir (2005:7), religion is about belief and rules of life and philosophy challenged the attempt to answer ultimate question critically. So to obtain and understand the truth and from both of them then we have to think.

According to Socrates (2010:105) thought can evoke a sense of love in the goodness of human beings and help deal straight. By thinking, man is able to choose the good and the bad, distinguish between useful and not, determine the likes and dislikes. Many things happened to think like, the birth of science, new technologies, and the creation of new works. In summary, thinking is an activity that very needed by human.

One-thinking skill is critical thinking. Critical thinking is an ability to think critically that students are supposed to master as they complete their studies. Dechol & Green law (2003:16). Paul & Elder (2012:21) also has a same meaning about critical

thinking; they said “*Critical thinking is the art of thinking about thinking while thinking to make thinking better.*” In the summary, critical thinking is a thinking activity that good to learn by student.

The ability of critical thinking will provide more precise guidance in thinking, working, and helping more accurately determine linkages with other things. Therefore, critical thinking skills are indispensable in solving problems or finding solutions. The development of critical thinking skills is the integration of the various components together with development capabilities, such as observation, analysis, reasoning, judgment, decision making, and persuasion. The better the development of these abilities, the better it will be to overcome the problems.

According to Potter(2010:9) there are three necessary reasons about critical thinking skills. First, there is an information explosion. While this happen the explosion of information that comes from tens of thousands of web search engines in internet. Information from various sources, it could be a lot of outdated, incomplete, or not credible. To be able to use this information properly, it is necessary to evaluate the data and the source of the information. The ability to evaluate and then decide to use the correct information needs critical thinking skills. Therefore, it is very necessary critical thinking skills developed in students. Second, there is a global challenge. When this happen the serious global crisis, poverty and hunger occur everywhere. To overcome the crisis conditions, it is necessary to do research and to develop of critical thinking skills. Third, there is a differences existing knowledge of citizens. So far, the majority of people under 25 years old are able to search right

news for them. Some of the information is not reliable and may even be deliberately misleading, that is contained in the internet. So that students do not get lost in taking so much information available, it is necessary to anticipate. Students need to be trained and to evaluate the reliability of the source of the web so it will not become a victim to misinformation or bias.

Today most people know internet. By using internet, people only sit in front of computer with internet connection and type the keyword then all information will be found. However, how they know what can be trusted, how can they use the massive amounts of information to make decisions, how they filter out the wrong and the right and whether they are useful and which are not. Then, our schools are advising students to learn, remember, make decisions, analyze arguments, and solve problems without teaching them how to do so. Furthermore, learning about critical thinking and how to improve critical thinking become a good issue in this study. Then a problem that was found around the students is about decreasing critical thinking and a lecturer become a center of the class. We can see it when we were studying, the lecturer would speak more than student. For example, lecturer speaks about 30 minutes and student speaks less 5 minutes, it is because the students today do not think critically. Therefore, critical thinking is really needed for student.

There are three ways to improve critical thinking. First is asking question, second is writing peer assessment then the last is discussing. In this research, the writer chooses discussion for improving critical thinking. Discussion can exercise human thinking, because during discussion people will make an argument. Then

discussion can improve people to make decision and solve the problem. In discussion, the group presentation will be assessed by other groups. This way is known by peer assessment because it is the way to improve critical thinking. In addition, the discussion is a good way to improve students' critical thinking as well.

In this study, the researcher chooses gender issue in Islamic perspective as the discussion topic. Because gender is a good issue and became a controversial issue today. Then many groups discussion discuss about gender, and gender becomes familiar for student. Moreover, student in Aceh especially UIN Ar-Raniry students has background knowledge about Islamic teaching. The researcher believes it will be more interesting to be discussed.

Based on the problem discussed above, the researcher will choose "Improving Students Critical Thinking through Gender Issues in Islamic Perspective" as the title of my research.

1. Research Questions

Based on the problem above that have been explained by writer, the research questions of this study are:

1. How applicable is gender issues in Islamic perspective as a topic discussion to improve students' critical thinking?
2. How do the students respond to the process of teaching and learning by using gender issue in Islamic perspective to improve critical thinking?

B. Objectives of the Study

Base on the research question above, there are also two aims of the study should be explained here, they are:

1. To know how applicable using Islamic gender issue in discussion to improve students critical thinking
2. To know how students' respond to the process of teaching and learning by using gender issue in Islamic perspective to improve critical thinking

C. Significance of the Research

This research is formulated as an effort of finding some benefits. The benefits of this research are:

1. English language lecturer

This research can be used for a strategy to improve students' critical thinking and the topic can be used for lecture material.

2. Students

The research can be used for topic discussion to improve their critical thinking.

3. Other researchers

The result of this research can be used for other researchers' references and their previous studies.

D. Terminology

1. Critical Thinking

Critical thinking is a way of deciding whether aim are always true, something true, partly true, or false.

Critical thinking is a set of skill and attitude that result in the evaluation of the reasoning of the speaker or writer, using specific generally accepted criteria for strong reasoning. IzzatiBasith (2014:7)

2. Gender issue

Gender is the state of being or female (typically used with reference to social and cultural differences rather than biological ones) Echol and Shadily(1996:6).

Gender issue is interdisciplinary and cross-national in scope focusing on gender equity. Simons- Rudolph (2012:99)

CHAPTER II

LITERATURE REVIEW

A. Critical Thinking

There some approach that can be seen to know the definition of critical thinking. First we see from philosophical approach, based on Bailin in Emily book about critical thinking (2011:5) defined that critical thinking as thinking of a particular quality essentially good thinking that meets specified criteria or standards of adequacy and accuracy. Then Ennis (1985:45) said that critical thinking is reflective and reasonable thinking that is focused on deciding what to believe or do. Facione also has same argument.

Peter A. Facione (2011:26) state:

We understand critical thinking to be purposeful, self-regulatory judgment which result in interpretation, analysis evaluation, criteriological, or contextual considerations upon which that judgment is based. CT is essential as a tool of inquiry. as such, CT is a liberating force education and a powerful resource in one's personal and civic life. while not synonymous with good thingking, CT is a pervasive and self-rectifying human phenomenon. the ideal critical thiker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair -minded in evaluation, honest in facing pesonal biase, prudet in making jugment, willing to consider, clean about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in selecting of criteria,focused in iquiry, and persitent in seeking result which are as precise as the subject and the circumstances of inquiry permit. thus, education strong critical thinker means working toward this ideal. it combine developing CT skills with nurturing those dispositions which consistently yield useful insight and which are the basic of a rational and democratic society.

However, the cognitive psychological approach contrasts with the philosophical perspective in two ways. First, cognitive psychologists, particularly those immersed in the behaviorist tradition and the experimental research paradigm, tend to focus on how people actually think versus how they could or should think under ideal conditions Sternberg (1986:15). Second, rather than defining critical thinking by pointing to characteristics of the ideal critical thinker or enumerating criteria or standards of “good” thought, those working in cognitive psychology tend to define critical thinking by the types of actions or behaviors critical thinkers can do. Typically, this approach to defining critical thinking includes a list of skills or procedures performed by critical thinkers Lewis & Smith(1993:98). Based on cognitive psychological approach Critical thinking is purpose, reflective judgment, which manifest itself in reasoned consider of evidence, context, methods, standards, and conceptualizations in deciding what to believe or what to do ERIC (1990: 99).Sternberg(1986: 3) said that critical thinking is the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts and Willingham (2007: 8) also say “seeing both sides of an issue, being open to new evidence that disconfirms your ideas, reasoning dispassionately, demanding that claims be backed by evidence, deducing and inferring conclusions from available facts, solving problems, and so forth”.

Finally, in educational approach, those working in the field of education have also participated in discussions about critical thinking. Benjamin Bloom and his associates are included in this category. Their taxonomy for information processing skills (1956) is one of the most widely cited sources for educational practitioners

when it comes to teaching and assessing higher-order thinking skills. Bloom's taxonomy is hierarchical, with "comprehension" at the bottom and "evaluation" at the top. The three highest levels (analysis, synthesis, and evaluation) are frequently said to represent critical thinking (Kennedy et al., 1991).

In every approach there are different definitions about critical thinking. Although they are different, the goal meaning of critical thinking is the process of thinking which has specific purpose (proving a point, interpreting what something means, solving a problem).

Many researchers agree that the aspects of critical thinking are the ability to analyze, understand, evaluate and argue. As Thiery (2000) claimed that critical thinking is an active intellectual process where the individual will observe, analyze and respect new knowledge and integrate it into their current understanding. Besides, Scriven and Paul (2003) offered the definition of critical thinking as an intellectual process of conceptualizing, applying, analyzing, synthesizing, and evaluating, information gathered from observation, experiment, reflection, reasoning, and communication as a guide to belief and action.

Cottrell (2011:8) proposed critical thinking as a process that involves a wide range of skill and attitudes. It includes:

1. Identifying someone's positions, arguments, and conclusions.
2. Evaluating the evidence for alternative points of view
3. Weighing up opposing arguments and evidence fairly.

4. Being able to read between the lines, seeing behind surface and identifying false or unfair assumptions.
5. Reflecting on issues in a structured way, bringing logic and insight to bear.
6. Drawing conclusions about whether arguments are valid and justifiable based on good evidence and sensible assumption.
7. Synthesizing information drawing together your judgment of the evidence, synthesizing these to form your own new position.
8. Presenting a point of view in a structured, clear well-reasoned way that convinces other.

Otherwise, critical thinking is also often linked to bloom's taxonomy of education objectives in cognitive domain of analysis, synthesis and evaluation Ennis (2001:87). In these three levels of thinking require reasonable and purposeful thinking in order to carefully sort the information. In this research, critical thinking refers to individual's ability to effectively engage in making decision process or solving problem by analyzing and evaluating evidence, arguments, claim, beliefs and alternative point of view, synthesizing and making connections between information and argument using appropriate reasoning. Rosen and Tager (2013:5-6)

In conclusion, the aspects that involved critical thinking are analyzing problem, giving argument and solving problem.

B. Developing Critical Thinking

The recent research has found that young children engage in many of the same cognitive processes that adults do, concluding that there is a place for critical thinking in the lower elementary curriculum Gelman&Markman (1986). Silva

(2008:9) argues that there is no single age when children are developmentally ready to learn more complex ways of thinking. Furthermore, Willingham (2007:9) indicates that very young children have been observed thinking critically, whereas trained scientists occasionally fall prey to errors in reasoning. Kennedy, et al. (1991) surveyed the research literature and concluded that, although critical thinking ability appears to improve with age, even young children can benefit from critical thinking instruction.


Bailin et al. (1999:15) argue that critical thinking instruction at the primary grade levels can include teaching students to:

1. value reason and truth;
2. respect others during discussion;
3. be open-minded;
4. be willing to see things from another's perspective;
5. perceive the difference between definitions and empirical statements;
6. use cognitive strategies, such as asking for examples when something is unclear; and
7. use principles of critical thinking, such as considering alternatives before making a decision.

Similarly, the APA Delphi report recommends that “from early childhood, people should be taught, for example, to reason, to seek relevant facts, to consider options, and to understand the views of others” Facione (1990:27). Moreover, the report maintains that explicit instruction dedicated to critical thinking skills, abilities, and dispositions should be built into all levels of the K–12 curriculum, rather than

being limited to junior high or high school students. Empirical evidence supports the notion that young children are capable of thinking critically. For example, Koenig and Harris (2005) have demonstrated that 3- and 4-year-old children will differentiate the credibility of various sources of information. In particular, 4-year-old children appeared to prefer the judgments of adult participants who had a history of being correct over those who were purposefully inaccurate. This finding was replicated in a number of other studies (e.g., Jaswal & Neely, 2006). Similarly, Lutz and Keil (2002) found that children as young as 4 years appeared to be aware that different people may possess differing domains of expertise and that these areas of expertise might be related to their credibility on certain topics. For example, a car mechanic's diagnosis of car trouble was found to be more credible than a doctor's. Finally, Heyman and Legare (2005) found that children between the ages of 7 and 10 became increasingly aware that people may have motives to distort the truth, whereas children younger than this were not consistently critical of the credibility of people with such motives.

Table 2.1 Steps for better thinking by BenhazNorouzi



H. Integrate skills into on-going process for generating and using information to monitor strategies and make reasonable modifications
G. Acknowledge and explain limitations of endorsed solution
Step 4: Integrate, Monitor, and Refine Strategies for Re-addressing the Problem. (Highest cognitive complexity)

	<p>F. Communicate appropriately for a given audience and setting</p> <p>E. After thorough analysis, develop and use reasonable guidelines for prioritizing factors to consider and choosing among solution options</p> <p>Step 3: Prioritize Alternatives and Communicate Conclusions (high cognitive complexity)</p>
	<p>D. Organize information in meaningful ways that encompass problem complexities</p> <p>C. Interpret information:</p> <ol style="list-style-type: none"> (1) Recognize and control for own biases (2) Articulate assumptions and reasoning associated with alternative points of view (3) Qualitatively interpret evidence from a variety of points of view <p>Step 2: Explore Interpretations and Connections (moderate cognitive complexity)</p>
	<p>B. Identify relevant information and uncertainties embedded in the information</p> <p>A. Identify problem and acknowledge reasons for enduring uncertainty and absence of single “correct” solution</p> <p>Step 1: Identify the Problem, Relevant Information, and Uncertainties (low cognitive complexity)</p>
	<ul style="list-style-type: none"> • Repeat or paraphrase information from textbooks, notes, etc. • Reason to single “correct” solution, perform computations, etc. <p>Foundation: Knowledge and Skills (lowest cognitive complexity)</p>

This table demonstrates steps for better thinking designed by Cindy L. Lynch and Susan K. Wolcott. As a result, when students acquire thinking skills, encountering open-ended problems, they will be able to manage them in their professional life

B. Definition of Gender and Gender issue

1. Definition of Gender

In etymology, gender is the state of being or female (typically used with reference to social and cultural differences rather than biological ones) Echoland Shadily (1996:265). Then in terminology, gender is a character inherent in both men and women in socially, culturally, or socially constructions that has constructed by between men and women which varying and relying to the culture, religion, history and economic factor Sugihastuti and Hariti (2007:72)

The word of gender is common used by western countrys since 1960 as a form of radical, convoluted, secular, or religious warfare, with the aim to tell the existence of women, then later has gender equality Mufidah (2010:3). So, women can be equal in the social, economic, political, and other public spheres.

In Indonesia, people still assume that gender is about women problem. Moreover, gender and sex is same meaning. The mistake of this understanding will get multi meaning, so the understanding about gender will be bias Mufida (2010:4)

So, basic knowledge about gender is very important to know and learnt by students. Then it is important not only for our knowledge but also for practicing in social life.

2. Gender in Islamic Perspective

The concept of gender equality in Islamic religion has become a substantive part of universal value in Alqur'an and Hadist. Male and female are placed in equal positions and right in all aspects of life. So, in Islamic perspective male and female are equal.

Islam maintains equality between man and woman where many rights and responsibilities are concerned, and in the case of certain differences, there is recognition of the origin of human nature and related differences in functions. The basis is the Almighty Allah saying: “And their Lord hath accepted of them, and answered them: “Never will I suffer to be lost the work of any of you, be he male or female: ye are members, one of another” (*Quran* 3:195), and His saying: “Whoever works righteousness, man or woman, and has faith, verily, to him will We give a new Life, a life that is good and pure, and We will bestow on such their reward according to the best of their actions.” (*Quran* 16:97) There are traditions instituted by people, which are not commanded by the Lord of the people, and which cultural, social positions of woman and kept ways of dealing with her in the darkness of earlier *jahiliyyah*.”

It is essential in discussing issues of gender and sexuality from the *Quran* and prophetic directives to distinguish texts with definite meanings (*qat'iyyah*) from those with hypothetical meanings (*zhanniyah*). The definite texts may not be great in number, but instructions therein are sound and clear, and the hypothetical texts on the contrary are subject to interpretations according to varying understandings of historical events that surround implementation, selection of jurist opinions and traditions of communities. Al-Quran provides directives on several issues related to gender and sexuality, ranging from equality, identity, functions, needs, rights, responsibility, sexual interaction and relation. It is, therefore, unfounded to assume that it pays greater attention to sexual aspects of marriage, most especially to the sexual satisfaction of husbands. Attested to this fact is that *Quranic* chapters

dedicated to discuss wide-ranging issues on women, such as *al-Nisa'*, *al-Nur*, *al-Talaq*, *al-Mujadilah*. Then, Other chapters such as *al-Baqarah* and *al-Ahzab* dedicate many verses to gender and sexuality. However, it is natural to take a great care when dealing with sexuality, due to the fact that human beings are capable of using their intellect to control their sexual drive and activities, and that they are the only creatures that engage in sexual relationship beyond the physical capacity for reproduction. Among various verses that generate discussion on this topic is verse (4:34) which addresses the function of *qawamah* (management and maintenance) by men on the affairs of women in family relationship, and which contains a directive on dealing with wife rebellion, which includes permission to employ beating as last resort when other measures have failed in bring her back to loyalty. Al -Quran (4:34) quotes:

Men are the *protectors and maintainers* of women (affairs), because Allah has given the one more (strength) than the other, and because they support them from their means. Therefore, the righteous women are devoutly obedient, and guard in (the husband's) absence what Allah would have them guard. As to those women on whose part ye fear disloyalty and ill-conduct, admonish them (first), (next), refuse to share their beds, (and last) *beat them* (lightly); but if they return to obedience, seek not against them means (of annoyance): for Allah is Most High, Great (above you all).

Al-Ghazali (35-36, 154-157) reacts to the popular understanding and implementation of *qawamah*, and views that the predicament of the religion is in people who alter the discourse from its right direction, and elevate a weak *hadith* to the position of clear verses and clear sounding *hadith*. He believes that whoever has true comprehension of the holy al-Quran will know that there is general equality

between men and women, and that if man is given certain rights, that will be in lieu of heavy responsibility, and not as a mere preference. The *qawamah* of man in a family does not mean a loss of original equality, just as the submission of a people to their government does not mean subduing and subjugation. The social order has its natural requirement, which does not leave a place for excess or for the extreme in its interpretation. The *qawamah* is a responsibility before it can become an honor, and a sacrifice before it can become a nobility, and it is not subduing.

A contention here is that why a man should be given an open ticket to change a wife? This replacement is a solution to the problem of marrying more than four wives as practiced before Islam, and the inability to marry more than one wife where there is a problem with the existing wife. The verse should not be read in isolation from human behavior and nature, i.e. disloyalty, loss of beauty, inability to attain sexual satisfaction and financial capability, as well as rights to separation, and the control of Islam over gender relation and sexuality.

C. Concept of Discussion

1. Definitions

Discussion is the activity in which people talk about something and tell each other their ideas or opinions. The act of talking about something with another person or a group of people, a conversation about something, a speech or piece of writing that gives information, ideas, opinions, etc., about something (Merriam-Webster:1828). From two of the definitions we can conclude discussion in simple meaning is conversation for the purpose of understanding or debating a question or subject.

The discussion method concentrates on student activity, rather than lecturing by teachers. It is, therefore, an effective method that promotes student-centered learning than teaching. Students are able to actively participate in discussions, which enhance their understanding and capture their attention. The discussion method promotes democratic thinking among students. Students are able to freely share their ideas, speak their opinions and challenge each other to arrive at a common decision.

In the course of discussion, students develop reflective thinking skills, which help them to deeply analyze and understand the issue at hand. Reflective thinking is a careful, persistent and active way of thinking that makes learners more aware of the complex problems at hand and encourages active participation in learning situations. The discussion method also improves self-expression among learners by challenging them to express their opinions or ideas in clear and eloquent way. This method also inculcates the spirit of tolerance in learners. Students learn how tolerate contradictory views, no matter how unpleasant they may sound to them. They are, therefore, able to respect each other's views.

In conclusion, the discussion is a method that can use to improve students critical thinking. During discussion, students will give argument, solve problem and find solution.

D. Discussion and Critical Thinking

Critical thinking can be applied in variety of learning plant forms including through discussions, readings and writing. In discussion, people will make some

argument, analyze the problem, and solve problem, that are the point of critical thinking. So, critical thinking will improve by doing discussion.

Base on Grant Tilus (2017), there are six core critical thinking skills, there are interpretation, analysis, inference, evaluation, self-regulation. The development of critical thinking skills is the integration of the various components together with development capabilities, such as observation, analysis, reasoning, judgment, making decision, and persuasion Jakson and Nebery (2015:15). All the skills can improve when we do discussion. Hansen and Salemi (1990:29) said that students made a compelling case for using class discussion to develop higher-order cognitive skills. The dynamic and sustained nature of an effective discussion allows for cross-fertilization of ideas and development of all participants' thinking. There can be a synergy where the whole is greater than the sum of the parts. They noted that in the course of discussion students' aim at producing their own answers and interpretations and at understanding and evaluating the interpretation and opinions of their colleague. In the book "share group memory by Manny and Riordan (2000:45) said that combined the positive spillovers inherent in the discussions, it is acting to make this technique arelatively efficient way of teaching critical thinking. So, by doing discussion, the student critical thinking will improve.

E. Relevant Studies

Improving critical thinking through gender issue in Islamic perspective is an experimental reseach that will be applied to students in UIN Ar-raniry. In this reseach, the researcher wants to know how the English deparrtment student

understand about gender issue in Islamic perspective and how critical student face this issue. The purpose of this study is to know how critical student in thinking today.

1. This research has related to a research that has been done by Steven A.Greenlaw and Stephen B.Deloch. the title is “ Do Electronic Discussions Create Critical Thinking Spillovers?”. They focus on how to teach and improve critical thinking to economic student. Then they use electronic discussion as the method to asses critical thinking. Then, they choose economic students in fifth semester. The result of this study is online discusion is effective way to improve student critical thinking. We can see that 90 % participant can type and give good argument during discussion process and mean of post-test score was higher than pre-test score.

2. Another researchthat has been done by Rahmi Izati Bassith also related with this study. The title is “Developing Student Critical Thinking in EAP subject”. This study also focus on improving student critical thinking trough critical approach. The aim of this reseach is to find out the students’ dominance critical thinking skill in EAP subject. She uses pre-exprimental teaching as a reseach design and chooses test and questionnaire for collecting data. The result of this study show that therewas improvement of students’ post-test score because critical thinking helps them to answer the questions of the test. It was showed in mean score between pre-test and post-test is different. Post-test score is higher than pre-test score.

However, the research has different place and location research with this research Steven A. Green law and Stephen B. Deloch choose electronic or online class for place to discuss about economic issue. Then the researcher chooses a normal class for place of research and she chooses gender issue in Islamic perspective for topic discussion. Then this study with Steven A. Greenlaw and Stephen B. Deloch has same method to improve student critical thinking that use discussion method, but has different place and sample of research. Then the second research that was done by Rahmi Izzati Basit has same place and population of research with this study, but has different method. Rahmi Izzati Basit uses critical approach as the method and this study uses discussion as the method.



CHAPTER III

RESEARCH METHOD

A. Brief Description of Research Location

This study was conducted in English Language Education Department (PBI) of UIN Ar-Raniry. This Islamic State University was established in 1963 located in Darussalam, Banda Aceh. UIN Ar-Raniry has several faculties including the Faculty of Tarbiyah and Teacher Training. The faculty's aims are to educate undergraduate students to be educational experts and professional teachers who are able to develop and apply their knowledge and insight either in institution or in society. It concentrates on education and teacher training with several departments under its authority, one of them is English Education Department.

English language education department (PBI) aim is to produce qualified graduates who are not only able to compete in academic but also able to broaden their knowledge and their contribution in society.

In this study, the researcher selected PBI as research location to know the gender issue in Islamic perspective to improve students' critical thinking because university students are urged to be critical in order to prepare their career on the future. Then, student needs to work more on discussion or discussion groups; it will

make them easy in public speaking. So, the researcher chooses PBI as her research location.

B. Research Design

The purpose of this study is to know how to improve student's critical thinking through gender issue, is it applicable to use for material or not. This is a pre-experimental teaching research, the writer applies one group for pre-test and post-test design to find out whether there is applicability improvement of students' critical thinking through gender issue in Islamic perspective or not. The subjects (students) receive pre-test and post-test. The student will discuss about genders issue in Islamic perspective and the researcher will be a facilitator during discussing process. Then, the data is collected during discussing process. For adding data the researcher distributes questionnaire in order to know students response about this method and material used.

C. Brief description of the sample

The population of this research is all student of English Education Department, at Tarbiyah Faculty of UIN Ar-Raniry who attended English for Islamic studies , this subject taught in four unit ;1,2,3 and 4. The student seemed to face difficulties in developing their critical thinking. It can be seen when lecturer discussed about some topic or lecture material during learning process, the lecturer would talk more that students. Then when lecturer asked some questions about the materials, only 5% of students answer the questions. From the case study, the researcher assumed that the

students seem lack of critical thinking. However, as for the sample of the research, the researcher only took unit 2 to conduct the research and this class was taught by Mr. DR. Muhammad AR. M.Ed. The class was held every Monday at 11.15 to 12.55 a.m. The students in this class were twenty seven based on attendance list consisting twenty four of them is female and the rest were male students.

D. Technique of collecting data

In order to answer the research question of this study, the researcher uses pre-test and post-test, because pre-test and post-test are a kind of pre-experimental teaching. Then pre-test and post-test is a way to measure the effective of a theory of pre-experimental teaching test.

Pre- test and post-test were done in classroom. It was held for three meetings, first meeting was at classroom pre-test and the last meeting for post- test.

1. Pre-experimental teaching

a. Teaching

During the pre-experimental teaching, the researcher taught the student about gender and facilitated the students to discuss about gender issues. The pre-experimental teaching was conducted for three meeting. The researcher came to class and then divided students into five groups. The researcher gave discussion topic about gender issues in Islamic perspective. Then they discussed the topic with their group. Next the researcher asked them to explain and discuss the topic with other groups (the students gave arguments

about the topic and asked and answered the question). In this section the researcher found that students were interested about the topic but they do not have any idea to explained more logical argument. Then at last section the researcher evaluated what have been discussed.

At second meeting, the researcher asked them to seat in their group. Then the researcher gave them hand out about gender in Islamic perspective. Then they read it about 5 minutes. Then the researcher and the students discussed it together. Then, at last section, the researcher distributed them a journal about “Gender Issues In the world of work” and asked them to read it at the home. This topic would be discussed in next meeting.

At the last meeting, the researcher did the post-test. The researcher asked them to seat in the group. Then the students explained and discussed about the journal that have been given at last meeting. Then the student assessed the student who has presented. Then the researcher gave some issues about gender in the world. Then the students present it and the researcher assessed them. At the last section the researcher distributed the questionnaire.

b. Pre- test.

In first meeting, the researcher started by introducing gender and asked them what they know about gender. Then the researcher asked them to make group discussion, a group has five students. Then they will discuss about 3 points.

1. What is gender in Islamic perspective?

2. How are the positions of men and women in Islam?

3. How do you look about gender issues today?

After the group presenting about the question, the researcher gave them an article about gender issue. Then the researcher asked them to read the materials for discussion material for the next meeting.

c. Post-test

In the third meeting, the group and the researcher assess them how students respond about the topic and how students respond to the process of teaching and learning by using gender issues in Islamic perspective to improve student critical thinking. Then the researcher will assess how critical student to think about this issue.

2. Questionnaires

To answer how student respond about the teaching and learning process, the researcher distributed questionnaires for student. These questions are about students' respond for regarding to this method. The questionnaires were given to student in the last meeting and they had 5 minutes to answer all questions. The result of this test will be analyzed and discussed in the next chapter.

4. Hypothesis

In this the study, the researcher uses the following hypothesis:

- a. Discuss about gender issues in Islamic perspective is effective ways to improve student critical thinking.
- b. Gender issues in Islamic perspective are a good topic for discussing in English for Islamic study class.
- c. Discuss about Gender issues in Islamic perspective is applicable to improve student critical thinking.

D. Data analysis

1. Pre-test and post-test

In analyzing score of pre-test and post-test, the researcher used formula:

$$P = F/N \times 100\%$$

Note:

P = percentage

F = frequency

N = number of sample

100% = constantvalue

The researcher calculated the mean of student score by SPSS application.

2. Questionnaire

The questionnaire consisted of one question and was given at the last meeting, after the writer gave the treatment. The questionnaire was designed to obtain students' opinion about discussing the gender issues in Islamic perspective. It can improve students' critical thinking.

To analyze the questionnaire, the researcher used the following formula:

$$P = F/N \times 100\%$$

Note:

P = percentage

F = frequency

N = number of sample

100% = constant value

The questionnaire would analyze descriptively based on students answer.

CHAPTER IV

DATA ANALYSIS

A. The Data Analysis

1. The Data Analysis of Test

The test was given to students in order to measure the students' critical thinking ability before and after treatment. There are two tests in which the student participated; the pre-test and the post-test. The researcher took unit 2 as a sample of this research and the pre-test was held on November 28, 2017 while the post-test was conducted on December 4, 2017. As mentioned in the previous chapter, the analysis was used in order to find out the difference between the pre-test and the post-test that was conducted after some treatments were given.

The following table showed the range of score of critical thinking for the pre-test and the post-test.

Table 4.1 the range score of critical thinking pre-test and post-test

Standard	Range of Score
Excellent Critical Thinking	86-100
Very Good Critical Thinking	72-85
Good Critical thinking	60-71
Enough Critical Thinking	50-59


Failure critical Thinking	0-49
---------------------------	------


The calculating data is ranging score from the pre-test and the post-test. The score of both tests as well as different could be seen in the following table:

Table 4.2 the student's score critical thinking pre-test and post-test

No	SID	Pre-test	Standard	Post-test	Standard
1.	160203081	68	Good	0	Fail
2.	160203085	72	Very good	80	Very good
3	1602030	20	Fail	60	Good
4.	160203074	20	Fail	74	Very good
5.	140203146	87	Excellent	89	Excellent
6.	160203086	66	Good	80	Very Good
7.	160203083	20	Fail	78	Very Good
8.	160203074	71	Good	77	Very Good
9.	160203093	72	Very good	80	Very Good
10	160203090	20	Fail	77	Very Good
11.	160203101	76	Very Good	83	Very Good
12.	140203165	20	Fail	79	Very Good
13.	160203082	78	Very Good	82	Very Good
14.	160203075	20	Fail	74	Very Good

15.	160203100	70	Good	74	Very Good
16.	140203101	0	Fail	75	Very Good
17.	140203098	70	Good	0	Fail
18.	160203098	75	Very Good	74	Very Good
19.	160203103	20	Fail	0	Fail
20.	160203105	86	Excellent	75	Very Good
21.	160203084	20	Fail	80	Very good
22.	140203166	0	Fail	73	Very Good
23.	160203091	0	Fail	73	Very Good
24.	160203089	20	Fail	80	Very Good
25.	160203081	70	Good	75	Very Good
26.	160203077	70	Good	86	Excellent
27.	160203080	20	Fail	0	Fail

 = the lowest score

 = the highest score

Based on the table above, the highest score for the pre-test was 87 and the lowest score was 0. Then the highest score for post-test was 89 and the lowest score was 0. The increasing in students' score and standards occurred in the post-test results after the researchers gave them some understanding about gender and how to

deal with gender issues with Islamic perceptions. Furthermore, based on the table, the constant score and standard also happened in post-test. The total member of student who had improved their critical thinking from 27 students were about 17 students, and the students who had constant score and standard were about 9 students. The following table showed the percentage of students' score and its standards.

Table 4.3 the percentage of students' pre-test and post-test

Standard	Range of score	Number Of students			
		Pre-test	percentage	Post-test	percentage
Excellent	86-100	2	0,54%	2	0,54%
Very good	72-85	5	18,5%	20	74,07%
Good	60-71	7	25,9%	1	3,7%
Enough	50-59	0	0%	0	0%
Fail	0-49	10	37,03%	4	14,8%

The data above, the researcher analyzes it by using SPSS and the result are:

Table 4.4The result paired sample statistics of pre-test and post-test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pai Pretest	45,67	27	30,687	5,906
r 1 Posttest	65,74	27	28,377	5,461

The result of pre-test and post-test shows that there is a significant different mean score of the test. The mean of pre-test is 46, 74 and the mean of post -test score is 65, 74, it shows that the post test score is higher than pre-test score.

Table 4.5 the result of paired sample test of pre-test and post-test

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest - posttest	-20,074	39,841	7,667	-35,835	-4,314	-2,618	26	,015

The above table represents that mean of pre-test and post-test of experimental class from the table 4.5 above, it can be seen that the different from average from pre-test and post-test are -20,074 and standard deviation from dispute between pre-test and post-test are 39,841. It can be seen that t-score -2,618. So that H_0 is refused and H_a is accepted, it means that there is a significant different in the test result before and after applying this method.

2. Hypothesis Analysis

The hypothesis must be examined in order to have reliable and uncountable finding in this research. Based on the observation that was conducted at pre-experimental teaching, the researcher viewed that the students were interested in discussing about gender. The students were more confident to speak and give arguments. Then, students interested to analyze many issues about gender that has been done in the world. The students have good opinion to solve the case about gender in the world.

The first hypothesis of this research was discussed about gender issues in Islamic perspective and it was effective ways to improve student critical thinking. According to the result of observation, the researcher concluded that discussion about gender issues can support student to think critically, because gender issues is controversial issues today and many studies about gender have been done by many experts on this case. During discussion process, students give many logical arguments from the expert and combine with their argument logically.

The second hypothesis of this research was about Gender issues in Islamic perspective was a good topic for discussing in English for Islamic study class. From

the researcher's observation, the researcher found the students' interest about the topic. They provide many arguments, ask question with other groups and find solution about the case that they find in the issues. So, the researcher can conclude that the gender issue was good topic for discussion.

The third hypothesis of this research was discussed about Gender issues in Islamic perspective is applicable to improve student critical thinking. Based on the result of the study, the researcher concludes that gender issues in Islamic perspective are applicable to improve student critical thinking. It can be seen from the result of pre-test and post-test. The post-test score is higher than pre-test score (mean of post-test was 65, 74 and pre-test score was 46, 74). So, the researcher can conclude that discuss about gender issue in Islamic perspective is applicable to improve student critical thinking

3. The Analysis Data of Questionnaire

For completing the data needed, the researcher did not only conduct pre-test and post-test, but also distributed questionnaire for students. It was aimed to find out the respond from students about the gender issue in Islamic perspective that could improve their critical thinking. The questionnaire was distributed after students had finished their post-test. The questionnaire consisted of nine questions. The questionnaire was designed to obtain students' opinion about discussion in gender issues that could improve their critical thinking.

To analyze the questionnaire, the researcher used the following formula:

$$P = F/N \times 100\%$$

Note:

P = percentage

F = frequency

N = number of sample

100% = constant value

The analysis of questionnaire is shown in the following table.

Table 4.5 Student's response to their critical thinking after treatment

Table 4.5.1 Students were often embarrassed during the discussion process in the classroom before treatment.

No	Option	F	%
1.	Strongly disagree	2	18,5%
	Disagree	5	55%
	Agree	15	18,5%
	Strongly agree	5	7,4%

Based on table above, there are 15 from 27 students agree if they were often embarrassed to give argument during learning process and 5 students disagree if they still shy to give argument before treatment. In this statement, student choose disagree more that student agree. It is commonly problem that student face in the class. If the

student still embarrassed to shows their argument, they will not creative and do not thinking critically.

Table 4.5.2 students never give any arguments during lecturing process before treatment.

No	Option	F	%
2.	Strongly disagree	5	18,5%
	Disagree	12	44,4%
	Agree	9	33,3%
	Strongly agree	1	3,7%

The table above illustrates that 12 out of 27 students disagree if they never give any argument during the lecture before they know critical thinking. They assume that they once gave arguments even once in a semester. Then, 9 students agree that if they never give an argument during the learning process, the cause may be a lack of critical thinking. So, from this statement the researcher can conclude that the student is still not active in the class and not critical thinking.

Table 4.5.3Discuss about some controversial issues can improve students critical thinking.

No.	Option	F	%
-----	--------	---	---

3.	Strongly disagree	8	29,6%
	Disagree	0	0%
	Agree	7	25,9%
	Strongly agree	12	44,4%

Based on the table 4.5.3 above that 12 of 27 students strongly agree if controversial issues can improve student critical thinking and 8 of 27 students strongly disagree if controversial issues can improve their critical thinking. From the statement, the researcher can conclude that students agree were higher than students disagree, the controversial issues is a good topic that can choose for discussing. Students can create many arguments from controversial issue. The controversial issues could make student thinking how to choose real information.

Table 4.5.4 students like to discuss about gender issues in Islamic perspective.

No.	Option	F	%
4.	Strongly disagree	0	0%
	Disagree	0	0%
	Agree	18	66,6%
	Strongly agree	9	33,3%

Based on the table 4.5.4, students love to discuss about gender issue. It can be seen from 18 of 27 students agree if they like to discuss about gender issues in Islamic perspective. From the result the researcher concludes that gender issues in

Islamic perspective can choose for material discussion in English for Islamic study class.

Table 4.5.5 Discuss about gender issues in Islamic perspective help students be active in the class.

No.	Option	F	%
5.	Strongly disagree	17	62,9%
	Disagree	10	37,0%
	Agree	0	0%
	Strongly agree	0	0%

The table above indicates that discussing about gender issue in Islamic perspective can help student to be more active in the class, as we look at the table 10 (37,0%) of them agree and 17(62,9%) is strongly agree about the statement. Therefore, the researcher concluded after the pre-test and post-test were done in English for Islamic studies class, students' critical thinking was improving through gender issues in Islamic perspective.

Table 4.5.6 Discuss about gender issues in Islamic perspective can improve my critical thinking.

No.	Option	F	%

6.	Strongly disagree	0	0%
	Disagree	4	15,3%
	Agree	12	46,1%
	Strongly agree	10	38,4%

The table above indicates that discuss about gender issue in Islamic perspective can improve students' critical thinking, as we look at the table 10 (38, 4%) of students agree and 12 (46,1%) is strongly agree about the statement. Although 4 (15, 3%) students disagree if discuss about gender issues can improve their critical thinking. Therefore, the researcher concluded after the pre-test and post-test were done in discussion in English for Islamic studies class have improved students critical thinking.

Table 4.5.7 critical thinking help me to solve my problem in learning process.

No.	Option	F	%
-----	--------	---	---

7.	Strongly disagree	0	0%
	Disagree	0	0%
	Agree	7	25,9%
	Strongly agree	20	74%

Based on the table 4.5.7, 20 of 27 students strongly agree that critical thinking help them to solve their problem in learning process and 7 students agree. One aspect of critical thinking is solving problem. If student can think critically, they will solve their problem not only in learning process but also in daily life. In this survey 74% student strongly agree and 25, 9% students agree if critical thinking can solve their problem in learning process. So, the researcher can conclude that critical thinking can help student to solve their problem.

Table 4.5.8 critical thinking help me to be active in the class.

No.	Option	F	%
8.	Strongly disagree	0	0%

	Disagree	0	0%
	Agree	17	62,9%
	Strongly agree	5	18,5%

The table above shows that 17 out of 27 students agree and 5 out of 27 students strongly agree if critical thinking helps them to be more active in the class. They assume that when they think critically, they will feel attracted to some material. It helps them to understand the subject matter. So, if students understand the subject material, they will be active in the class. From the table above, the researcher can conclude that critical thinking helps students to be more active in the classroom.

Table 4.5.9 Gender issues in Islamic perspective is appropriate material for discussing

No.	Option	F	%
9.	Strongly disagree	0	0%
	Disagree	0	0%
	Agree	17	62,9%
	Strongly agree	10	37,0%

Based on Table 4.5.9, it is clear that 17 of the 27 students agree and 10 students strongly agree that gender issues in Islamic perspective are the right ingredients to be discussed. The issue of gender is a controversial issue today; many studies have conducted research on gender and many arguments from experts on gender. Thus, students can give more arguments based on what they have read. From the table

above, the researcher assumes that gender issues in Islamic perspective is appropriate material for discussing in English for Islamic subject.

After analyzing questionnaire and the test result, the researcher can conclude that discuss about gender issue is effective way to improve student critical thinking and gender issues in Islamic perspective is applicable material for discussing in classroom as topic discussion. The fact is most students gave a quite good response to the topic during discussion process in classroom. Moreover, in their pre-test and post-test analysis, it showed that there was a change in each student to get a better or worse score after treatment. There is an improvement in critical thinking through gender issues in the Islamic perspective. In this study, researchers selected gender issues in the Islamic perspective for topic discussion, and chose the discussion as a method for improving students critically.

B. Discussion

The research examined the improvement of using gender in Islamic perspective for topic discussion to improve students' critical thinking. The research was successfully collecting the data by using pre-test and post-test and questionnaire as instrument to answer the research question.

The research questions ask about applicable the gender issue in Islamic perspective as a topic discussion to improve students' critical thinking. Through questionnaire, the researcher found that 12 of 27 students strongly agree and 10 of 27 students agree if this method can improve student critical thinking. According to result of pre-test and post-test, where students' score were improved (mean of pre-

test:47,67 and mean of post-test: 65,74). From these calculations, it can be inferred that there was different score of students in pre-test and post-test. Furthermore, based on the table, the constant score and standard also happened in post-test result. The total students who had improved their critical thinking were about 22 students, while the number of students who had standard score was about 7 people.

In order to get the mean of both data, the researcher calculated the mean of pre-test and post-test score by using SPSS application. According to the calculation, it shows that mean of pre-test score was 45,67 and the mean of post-test was 65,74. It was found that the mean scores of the test were different. According to the calculation, it was shown that the mean of pre-test score was 45, 67 and the mean of post-test was 65,74. It was found that the mean score of the test was different.

The result indicated that the students' critical thinking in unit 2 has improved after discussing about gender issue in Islamic perspective which was proved by the mean score pre-test score < mean post-test score.

Base on the data the discussion was an effective way to improve student critical thinking.. According to Hansen and Salemi (2015:15) students made a compelling case for using class discussion to develop higher-order cognitive skills, the dynamic and sustained nature of an effective discussion allows for cross-fertilization of ideas and development of all participants' thinking. Then Greenlaw and Deloch (2005) have discussed about teaching critical thinking through online discussion. They found that the discussion was effective way to improve students'

critical thinking. In their research they found 90% participants can type and give good argument.

So, from the data above the researcher concluded that the discuss about gender issues in Islamic perspective is applicable to improve students' critical thinking, because it gave improvement on students' critical thinking skills



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the result of research, the researcher can conclude that gender issues in Islamic perspective are applicable to use for material discussion to improve students' critical thinking. It can be clearly seen from applying gender issue in Islamic perspective for discussion topic to improve students' critical thinking that giving improvement on students' critical thinking skills. From the result of pre-test and post-test, it can be seen that post-test score was higher than pre-test score (mean of pre-test was 45,67 while mean of post-test was 65,74). So, gender issue in Islamic perspective for discussion topic is applicable to improve students' critical thinking. Besides, students have positive response by choosing gender issue in Islamic perspective to improve student critical thinking. It shows from 27 students, there are 10 students agree and 13 students strongly agree if discuss about gender issue in Islamic perspective can improve their critical thinking.

B. Suggestions

After conducting this research, the researcher proposes some suggestions that would be beneficial for students, lecturers, or other researchers who are interested to choose critical thinking in their research or teaching:

1. English language lecturer can use gender issues for discussion topic as a strategy to improve students' critical thinking because it can help them to increase students' critical thinking.

2. In order to be a strong critical thinker, student should read some common issues in journal or other media at least once a day and try to analyze the problem, and discuss it with their friends and their teachers. Critical thinking ability will improve when they are discussing and practicing day by day.

3. For other researchers, the researcher believe that this research is still incomplete and imperfect, so it needs next discussion by the next researchers who choose gender issues in Islamic perspective for discussion topic to improve students' critical thinking in many scopes of study. Then, the time of teaching and giving treatment for the students in the class should be longer than before. However, this research can be used for reference of next study. In this study 60% students still no argument for asking to another group. The researcher hopes that the other researchers can help student to be more active in the class.

REFERENCES

- Bean, J. C. 1996. Engaging ideas: *The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.
- Browne, M. N., Kubasek, N.K, & Harris, J., 1989. *The Challenge to Critical Thinking Posed by Gender-Related and Learning Styles Research*. <file:///E:/The%20Challenge%20to%20CriticalThinking%20Posed%20byGender-Related%20and.pdf>. (September 20,2017)
- Bailin, S. (2002).“*Critical Thinking and science education*”. *Science & Education*, 11(4), 361–375.
- Bailin, S., Case, R., Coombs, J. R., & Daniels, L. B. (1999).“*Conceptualizing Critical Thinking*”. *Journal of Curriculum Studies*, 31 (3), 285–302.
- Basith, R.I. (2014) “*Developing Student Critical Thinking in EAP Subject*”, Banda Aceh: UIN Ar-Raniry
- Canagarajah,A.S, (1996)“*From Critical Research Practice to Critical Research Reporting*” *TESOL Quarterly*, Volume 30.
- Cottrell, B. (2011) “*How to Improve Critical Thinking*” *International Journal*, 2508-2514.
- DeLoach, S.B., &Greenlaw.A.S (2005). “*Do Electronic Discussions Create Critical Thinking Spillovers?*” *Contemporary Economic Policy*,23 (1): 149-163.New York: McKay
- Dinarvand,H., Nezami, R.N.,andAsgari, M.(2013)*The Effect of Cooperative Learning On the Critical Thinking of High School Students*,*Technical Journal of Engineering and Applied Sciences*, 2508-2514
- Echol.J.M&HasanShadily.*Kamus Inggris Indonesia*, Jakarta : PT Gramedia, 1996
- Ennis, R. 1985. A taxonomy of critical thinking dispositions and abilities. In *Teaching thinking skills: Theory & practice*, eds. J. B. Baron and R. J. Sternberg, 7–26. New York: W. H. Freeman.
- Eric. (1990). “ *Critical Thinking Skill*”. Oxford, England: Elsevier.

Facione, Peter A., & Noreen C. Facione. 2009. *The Holistic Critical Thinking Scoring Rubric*. http://www.insightassessment.com/pdf_files/Rubric%20HCTSR.pdf (August 3, 2017).

Facione, Peter A. (2011)*CriticalThinking : What it is and why it counts*, Millbrae, CA : Measure Reason and The California Academic Press.

Gelman, S. A., & Markman, E. M. (1986). "Categories and induction in young children. *Cognition*", 23, 183–209.

Hussein Bahreisj, (1981) "Ajaran-ajaran Akhlak Imam Ghozali" Surabaya: Al-ikhlas.

Hansen, W. L., & M. K. Salemi. (1990). *Improving classroom discussion in economics courses*. In *The principles of economics course: A handbook for instructors*, eds. P. Saunders and W. B. Walstad, 96–110. New York: McGraw-Hill

Heyman, G. D., & Legare, C. H. (2005). "Children's evaluation of sources of information about traits". *Developmental Psychology*, 41(4), 636–647.

Jakson & Nebery (2015) " *Exploring the Way to Improve Critical Thinking*" San Francisco: Jossey-Bass.

Jaswal, V. K., & Neely, L. A. (2006). "Adults don't always know best: Preschoolers use past reliability over age when learning new words". *Psychological Science*, 17(9), 757–758.

Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). Critical thinking: *Literature review and needed research*. In L. Idol & B.F. Jones (Eds.), *Educational values and cognitive instruction: Implications for reform* (pp. 11-40). Hillsdale, New Jersey: Lawrence Erlbaum & Associates.

Lewis, A., & Smith, D. (1993). Defining higher order thinking. *Theory into Practice*, 32(3), 131–137.

Lloyd, Margaret. (2010) *Thinking Critically About Critical Thinking In Higher Education*, *Internasional Journal For The Scholarship Of Teaching and Learning*. 4(2).

Lutz, D. J., & Keil, F. C. (2002). *Early understanding of the division of cognitive labor*. *Child Development*, 73(4), 1073–1084.

Manny & Riordan (2000) “ *Improving Speaking Skill trough Critical Thinking*” A Handbook For Teaching.

Meriam-webster .(1828) “*Dictionary of English Usage*” USA: Ecyclopaedia Britannica.

Mufida. 2010.” *Isu-isu Gender Kontemporer Dalam Hukum Keluarga*” , Yogyakarta: Uin-Maliki Press.

Norouzi, B. *Skills for Improving Critical Thinking and Argumentation Course*.[file:///E:/critical%20thinking%20and%20argumentation%20materials-behnaz_norouzi%20\(1\).pdf](file:///E:/critical%20thinking%20and%20argumentation%20materials-behnaz_norouzi%20(1).pdf). (September 20,2017)

Nunar, D.(1992)”*Collaburative Language Learning and Teaching*”, New York :Cambride university press.

Paton, Micheal, “*Reflective Journal and Critical Thingking*”.Sympsium Presentation.

Paul, R., & Elder, L. (2009). “*Guide to Critical Thinking Concepts and Tools*”, Foundation for Critical Thinking Press

Potter, R (2010) “*Critical Thingking Skill*” New York: Cabride university press.

Ridho, A. 2009.”*Bias Gender Dalam Tes*”, Malang: UIN Malang Press.

Sanavi, R.V & Tarighat, S. (2014). *Critical Thinking and Speaking Proficiency: A Mixed-method Study*. Theory and Practice in Language Studies, Vol. 4, 79-87. Finland: Academy Publisher

Simons & Rudolph (2012) “*What is Critical Thinking*” international Journal, Vol. 5, 105-118. New York: McGraw-Hill

Sparapani, E. (1998). “*Encouraging Thinking in High School and Middle School: Constraints and. Possibilities,*” The Clearing House, Vol. 71(5), 274-276.

Sternberg, R. J. (1986). Critical thinking: Its nature, measurement, and improvement National Institute of Education. Retrieved from

<http://eric.ed.gov/PDFS/ED272882.pdf> .(November 27,)

Sudijono, A. (2006). *Pengantar Statistik Pendidikan*, Jakarta : PT Raja Grafindo Persada.

Sugihastuti & Sastriyani, H. (2007) *Glosarium Sex & Gender*, Yogyakarta : Caravatibuk.

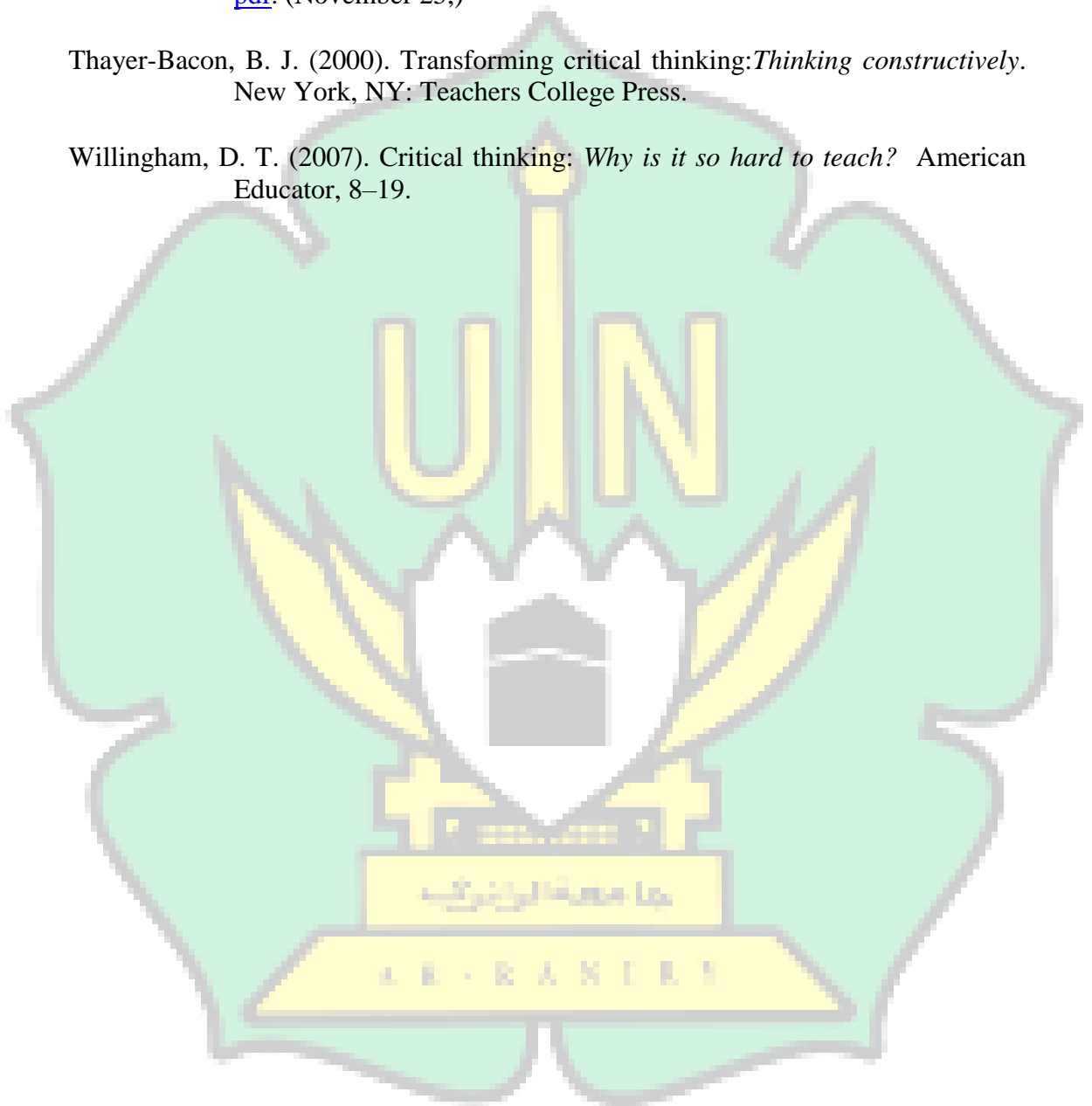
Tafsi, A.(2000) “*filsafat Ilmu*” Semarang: PT. Pustaka Rizki Putra.

Tilus (2017) *The Core of Critical Thinking Skill*

<file:///E:/critical%20thinking%20in%20reading%20and%20speaking.pdf>. (November 25,)

Thayer-Bacon, B. J. (2000). Transforming critical thinking: *Thinking constructively*. New York, NY: Teachers College Press.

Willingham, D. T. (2007). Critical thinking: *Why is it so hard to teach?* American Educator, 8–19.



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : UN.08/FTK/PP.00.9/12259/2016

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 2 Desember 2016
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed
2. Suherman S.Ag., S.I.P., M.Ec
Untuk membimbing Skripsi :
Nama : **Dhinar Sari**
NIM : **231324383**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Improving Critical Thinking through Gender Issue in Islamic Perspective**
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 5 Desember 2016



Dr. Muhiburrahman, M. Ag.
NIP. 197109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-453/Un.08/TU-FTK/ TL.00/01/2018

09 Januari 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Dhinar sari
N I M	: 231 324 383
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl.Mireuk Taman Permahan Indiser No.2 D Tanjung Selamat Darussala

Untuk mengumpulkan data pada:

UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Improving Student' Critical Thinking Through Gender Issue in Islamic Perspective

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
 Kepala Bagian Tata Usaha,

M. Said Farzah Ali

Critical Thinking Worksheet

Overall Score _____

If applicable, score the element (1-4)	Element of Reasoning	Comments
	Purpose: Does the student demonstrate a clear understanding of the assignment's purpose?	
	Key Question, Problem, or Issue: Does the student clearly define the issue or problem, accurately identify the core issues, appreciate their depth and breadth?	
	Point of View: Does the student identify and evaluate relevant significant points of view? Does the student demonstrate fairmindedness toward the problem?	
	Information: Does the student gather sufficient, credible, relevant information (statements, logic, data, facts, questions, graphs, assertions, observations, etc.)? Does the student include information that opposes as well as supports the argued position? Does the student distinguish between information and inferences drawn from that information?	
	Concepts: Does the student identify and accurately explain/use the relevant key concepts?	

	Assumptions: Does the student accurately identify assumptions (things taken for granted)? Does the student make assumptions that are consistent, reasonable, valid?	
	Interpretations, Inferences: Does the student follow where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions? Does the student make deep (rather than superficial) inferences? Are the inferences consistent?	
	Implications, Consequences: Does the student identify the most significant implications and consequences? Does the student distinguish probable from improbable implications?	

4 = Thinking is exemplary, skilled, marked by excellence in clarity, accuracy, precision, relevance, depth, breadth, logicity, and fairness

3 = Thinking is competent, effective, accurate and clear, but lacks the exemplary depth, precision, and insight of a 4

2 = Thinking is inconsistent, ineffective; shows a lack of consistent competence: is often unclear, imprecise, inaccurate, and superficial

1 = Thinking is unskilled and insufficient, marked by imprecision, lack of clarity, superficiality, illogicality, and inaccuracy, and unfairness

LESSON PLAN

University: UIN Ar-Raniry Banda Aceh

Class: English for Islamic Studies Unit 2 PBI

Title: Discussing Gender Issues in Islamic Perspective

Overview/Annotation: This method requires students to discuss about the problem.

Primary Learning Objective (s): Students will select, transfer, and use data and principle to complete a problem or task with a minimum of direction.

Additional Learning Objective(s): Students' Critical thinking has improved.

Approximate Duration of the Lesson: it consists of 3 meeting.

Materials and Equipment: Journals, papers, handout, PowerPoint presentation about gender issues, white board, board marker, questionnaire.

Background/Preparation: Students need to have an understanding of how an experiment must be carried in order to maintain validity.

Procedures/Activities:

1. First Meeting (90 minutes)

- Researcher asks students about gender
- The researcher reviews what students answer and introducing gender issues.
- The researcher distributes the hand out about gender in Islamic perspective.
- The researcher asks student to make 5 groups discussion

- The researcher asks student to discuss about gender issues in Islamic perspective
- The researcher gives 3 Points that should be discussed by students.
- The students present their argument what have they discussed before.
- The researcher gives chance to student to discuss with other groups.
- The researcher evaluates what have been discussed.

2. Second meeting

- The researcher asks students seat in their groups before.
- The reseacher gives them hand out about gender in islamic perspective.
- The students discuss about gender in islamic perspepective.
- The researcher gives them a papers about gender's case and asks them to discuss about it.
- The reseacher review about what have been discused before.

3. third meeting

- The reseacher gives them journal about "*Gender issues in the world of work*". *Labour market gender issues by country*
- The students discuss the journal in their group
- The students presents and discuss the jurnal with other groups.
- The reserchers reviews about the journal.
- The researchers gives each groups 3 different gender issues.
- The students present their own case and discus about it.
- The other group can read the case in power point.
- The researcher evaluates what have been discussed.
- The researcher distributes questionnaire to students.

OBSERVATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Pre-experimental teaching

d. Teaching

During the pre-experimental teaching, the researcher taught the student about gender and facilitated the students to disscus about gender issues. The pre-experimental teaching was conducted for three meeting. The

researcher came to class and then divided students into five groups. The researcher give discussion topic about gender issues in Islamic perspective. Then they discussed the topic with their group. Next the researcher asked them to explain and discuss the topic with other groups (the students gave arguments about the topic and asked and answered the question). In this section the researcher found that students were interested about the topic but they do not have any idea to explained more logical argument. Then at last section the researcher evaluated what have been discussed.

At second meeting, the researcher asked them to seat in their group. Then the researcher gave them hand out about gender in Islamic perspective. Then they read it about 5 minutes. Then the researcher and the students discussed it together. Then, at last section, the researcher distributed them a journal about “Gender Issues In the world of work” and asked them to read it at the home. This topic would be discussed in next meeting.

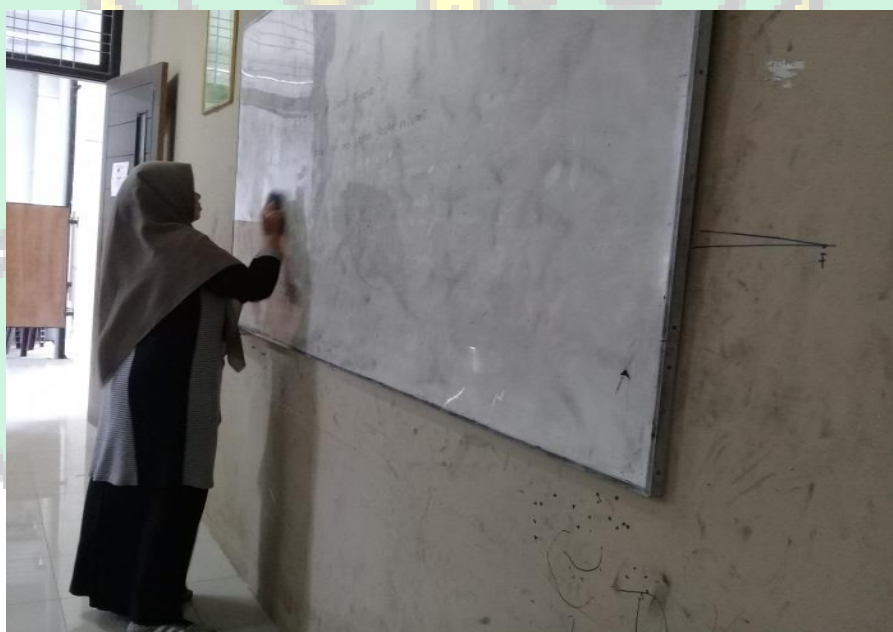
At the last meeting, the researcher did the post-test. The researcher asked them to seat in the group. Then the students explained and discussed about the journal that have been given at last meeting. Then the student assessed the student who has presented. Then the researcher gave some issues about gender in the world. Then the students present it and the researcher assessed them. At the last section the researcher distributed the questionnaire

RECORDED OF ACTIVITIES

First meeting (pre-test)



Second meeting



Third meeting post-test





Questionnaire

Instruction : please answer the following questions by circling the appropriate number.

Strongly disagree : 1

Disagree : 2

Strongly agree : 3

Agree : 4

No	Aspect	Scale number			
		1	2	3	4
1.	I often shy during discussion process in the class before.				
2.	I never give any argument during lecturing process before.				
3.	Discuss about some controversial issues can improve my critical thinking.				
4.	I favor to discuss about gender issues in islamic perspective.				
5.	discussing about gender issues in islamic perspective help me be more active in the class.				
6.	discuss about gender issues in Islamic perspective can improve my critical thinking.				
7.	critical thinking help me to solve my problem in learning process.				
8.	critical thinking help me to be active in the class.				
9.	Critical thinking help me to choose information smartly				

AUTOBIOGRAPHY

1. Name : Dhinar Sari
2. Place/ date of birth : Bireuen/ 15 Juli1995
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnicity : Indonesia/Acehnese
6. Marital status : Single
7. Occupation : Student
8. Address : Jln. Lambaro angan, Desa lie-ue, Darussalam
9. Phone Number : 085215508916
10. Educational background
 - a. Primary School : MIN BIREUEN
 - b. Junior High School : SMP ISLAM DARUL ULUM
 - c. Senior High School : MAS DARUL ULUM
 - d. College/University : English Departmen of Tarbiyah Faculty of UIN Ar-Raniry.
11. NIM : 231324383
12. Father Name : Zulkifli Husen
Occupation : Entrepreneur
13. Mother Name : Busra Abdullah
Occupation : Entrepreneur
14. Address : Jln. Lambaro angan, Desa lie-ue, Darussalam,

Darussalam, 8th January 2018
The Writer,

Dhinar Sari