

THE INFLUENCE OF TAFAKUR ALAM ACTIVITIES ON STUDENTS' CRITICAL THINKING SKILLS IN PAI SUBJECTS AT SMP BAITUL ARQAM QUR'ANIC SCIENCE SUMEDANG

Supala¹, Susan Sundari², Niken Ankapristya Dalianidurisa³

¹Universitas Muhammadiyah Bandung; ³UIN Sunan Gunung Djati Bandung;

²STAI Sebelas April Sumedang

supala@umbadung.ac.id; susansundari82@gmail.com

Abstract

The implementation of natural tafakur activities in schools still cannot be optimized when followed by students because students do not understand the concept of natural tafakur, and cannot develop their thinking skills more deeply (critically). The formulation of the problem from this study is; (1) How are the nature tafakur activities at SMP Baitul Arqam Qur'anic Science Sumedang? (2) How is the critical thinking ability of students in PAI subjects at SMP Baitul Arqam Qur'anic Science Sumedang? and (3) How does the influence of natural tafakur activities on students' critical thinking skills in PAI subjects at SMP Baitul Arqam Qur'anic Science Sumedang? The research method used is quantitative descriptive which is correlational. Data collection techniques are observation, questionnaires, and literature studies. Quantitative data analysis of this study using SPSS Version 25 application. Based on the results of data analysis, there are the following results; Tafakur Alam activities at SMP Baitul Arqam Qur'anic Science Sumedang obtained a percentage result of 88.6% in the very good category. Critical Thinking Skills Students at SMP Baitul Arqam Qur'anic Science Sumedang obtained a percentage result of 81% in the very good category. The influence of natural tafakur activities on students' critical thinking skills has a correlation value of 0.739 with a high category. Data analysis of the sign of regression coefficient (b) with a positive sign (B = 739), natural tafakur activities with students' critical thinking skills have a unidirectional relationship. The closeness of the relationship $r=0.671$ with the High category. Have a significant relationship ($sig = 0.000$). R Square = 0.450 with medium category, nature tafakur activities contribute to the critical thinking skills of students of SMP Baitul Arqam Qur'anic Science Sumedang by 45%. The benefits of research are; can make students more enthusiastic in living the nature tafakur, can be used as a source of reference / additional reference related to the concept of nature tafakur and critical thinking, and can be used as a positive contribution material to improve the quality of schools.

Keywords : Tafakur, Nature, Critical Thinking, Students, PAI

INTRODUCTION

Man has the duty of caliph *fi al-Ardh* as the function of executing, maintaining, and developing the life order of all God's creatures who live and multiply on earth. Quraish Shihab says that the relationship between man and nature or the relationship between man and his fellow man is not a relationship between conquerors and conquered or between master and servant, but a relationship of togetherness in submission to Allah Almighty, because if man is able to manage (master), it is not due to the power he has, but because God subdued him to man (Malik, 2020). Therefore, man in the vision of the caliph is not just replacing, in a broad sense he must always follow (obey) the commands of Allah Almighty. Therefore, to affirm the function of the human caliphate, one of them is contained in the following verse which means: "It is He who made you caliphs on earth. Whoever disbelieves, his disbelief befalls himself. and the disbelief of the unbelievers will only add wrath to the side of his Lord, and the disbelief of the unbelievers will only increase their losses." Furthermore, human beings have basic potential as living beings and each person has a unique personality. Potential means power, ability, ability, and power. Terminologically, potential is a basic ability that has the ability to be developed. One of the potentials that humans have is intellectual potential. Intellectual potential with its internal medium of reason to think and eyes to see as its external medium (Shah, 2016). With this intellectual potential, it can make a person have the title of "Ulu al-bab" which is a Muslim scholar or Muslim intellectual who can train his intellect, thinking, and reasoning power to think of Allah's verses both contained in revelation and in the universe (Rohmadi, 2018). The position of man as caliph *fi al-Ardh* and to develop his intellectual potential can be implied in education, where educators must be able to carry out learning so that students obey it, can carry out the duties of their caliphate, can organize, process, and utilize the earth and nature for the welfare and survival of creatures living on earth (Saleh et al., 2021). This is in line with Law Number 20 of 2003 concerning the education system which states: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the community (Sofanudin, 2019; Winda, 2023).

The fact that humans can think is a mercy and gift from Allah SWT. Therefore, according to Mustari that humans will have curiosity as an action to try to deepen the knowledge they have learned, seen, or heard, so that at a higher level someone will have the

ability to think critically. Critical thinking according to Ennis is thinking reasonably and reflectively by emphasizing decision-making about what to believe or do. In line with this opinion, according to Bagus Takwin from an early age humans already have a tendency to think critically, because humans are rational beings and givers of meaning, but in fact there is still a lack of direction when learning about why and what purpose in carrying out an activity (Mudlofir, 2013). Students are expected to be able to develop themselves both in cognitive, affective, and psychomotor aspects. In the application of critical thinking among students still find difficulties, and the cause is that students are accustomed to receiving knowledge without being honed to be able to question further, both individually and in discussion groups. So far in classroom learning, especially in schools in Indonesia, cognitive aspects are more emphasized in the process of transferring knowledge, when students learn they are limited to knowing the knowledge and memorizing it as preparation for exams. Though critical thinking is also important in the development of the cognitive realm (Mutmainah & Mufid, 2018).

Rustini said that critical thinking skills among students can be developed with study materials related to everyday life. This can be done by carrying out natural tafakur activities. The activity invites students to reflect and think that the universe and everything in it has been created by Allah Almighty, to be used as well as possible by humans as a whole, interpret His creation that is so perfect and for what our existence in the world is, so that humans need to believe this universe has been created by Him, and to practice critical thinking skills that aim to understand the meaning of life as a Muslim not only in the world, but for the provision of future life in the hereafter (Lutfiani, 2021).

Based on information obtained from PAI subject teachers in grades 7 and 8 at SMP Baitul Arqam Qur'anic Science Sumedang that the students are still not optimal in participating in nature tafakur activities as one of the supports in PAI learning. Students are considered less active when learning activities in nature take place and follow the flow of activities without any challenge to further deepen the knowledge they gain (Ichsan et al., 2015).

Based on the explanation above, a study is needed to determine the influence of natural tafakur activities on students' critical thinking skills in PAI subjects. This research is considered important to be researched immediately because the topic of natural tafakur and the development of critical thinking in students is still rarely raised. If this continues for a

long time, it is feared that students will not be honed in their thinking skills and cause students to have difficulty in facing learning challenges in the future (Purnomo, 2020). Therefore, this research should be a contribution of thought and an opening for students at Baitul Arqam Qur Junior High School¹anic Science Sumedang to improve critical thinking through natural tafakur (Hidayatussaadah, 2021).

METHODS

This research will be conducted from July 12, 2023 to October 20, 2023. The author uses a quantitative type of research. According to Sugiyono, quantitative research is a research using a method called the positivistic method because it is based on the philosophy of positivism. This method is referred to as the scientific method because it has fulfilled scientific rules, namely concrete / empirical, objective, measurable, rational, systematic, and replicable / repeatable. This method is also referred to as the confirmative method because it is suitable for proof / confirmation, and this method is called quantitative because the research data is in the form of numbers of analytical data using statistics. This thesis research is included in descriptive quantitative that is correlational, namely research that examines the presence or absence of relationships between the variables studied. The design of this study uses a causal correlation, namely between the first condition and the second condition there is a causal relationship or the first condition is estimated to be the second cause or the first condition affects the second condition. Based on this presentation, this study aims to determine the correlation or relationship between the two variables to be studied, namely variable X is natural measurement and variable Y is critical thinking (Sugiono, 2012).

RESULTS

1. Description of Variable X Data (Nature Tafakur Activities)

a. Instrument Validity Test

Validity according to Arikunto is a measure that shows the levels of validity or compatibility of an instrument. An instrument is said to be valid or valid if it has high validity, while an instrument that is less valid means it has low validity. The following are the results of calculating the validity of data for variable X

(Natural Tafakur Activity) and its analysis at a significance of 5% with a table of 0.388:

Table 1 Variable Instrument Validity Test Results X

| rcalculate | Information | Category |
|------------|-------------|----------|
| 0,209 | Invalid | Low |
| 0,583 | Valid | Keep |
| 0,342 | Invalid | Low |
| 0,642 | Valid | Strong |
| 0,753 | Valid | Strong |
| 0,630 | Valid | Strong |
| 0,442 | Valid | Keep |
| 0,489 | Valid | Keep |
| 0,736 | Valid | Strong |
| 0,663 | Valid | Strong |

Based on Table 1 the results of the data validity test show that for Variable X there are 2 invalid items, because according to the significance of 5% is the calculated value < table is 0.209 and 0.342. The highest calculated value is 0.753 with a strong interpretation, and the lowest calculated value is 0.209 with a low interpretation.

Based on these results, it can be said that the question item on variable X (Nature Tafakur Activity) can be said to be valid, meaning that the instrument meets the following criteria (Killerby et al., 2020):

- 1) Can be used to measure what is supposed to be measured;
- 2) Data obtained by questionnaire or observation techniques that are correct and free from bias;
- 3) Able to measure what that Desired and be able to reveal data from precisely studied variables;
- 4) Data can be trusted to be true according to reality.

b. Instrument Reliability Test

According to Arikunto, the reliability of an instrument is if an instrument is reliable enough to be used as a data collection tool because the instrument is good.¹⁵² The

author uses Cronbach's Alpha reliability coefficient. Here are the results of reliability tests using SPSS version 25:

Table 2. Variable X Instrument Reliability Test Results

| Cronbach's Alpha | N of Item | Category |
|-------------------------|------------------|-----------------|
| 0,803 | 15 | Very High |

Based on the data from the table above, it is known that the value of Cronbach's Alpha variable X is $r_{11} = 0.803$. Based on the table of instrument reliability criteria, the value is in the range of $0.80 < r_{11} \leq 1.00$ which states that variable X (Natural Tafakur Activities) in the reliability test results has a very high reliability interpretation. Therefore, all instruments compiled can be used as data collection tools or in other words these instruments can produce true and reliable data.

2. Description of Variable Y Data (Students' Critical Thinking Ability)

a. Instrument Validity Test

Validity according to Arikunto is a measure that shows the levels of validity or compatibility of an instrument. An instrument is said to be valid or valid if it has high validity, while an instrument that is less valid means it has low validity. The following is the output of calculating the validity of the data for Variable Y (Student Critical Thinking Ability) and its analysis at a significance of 5% with a r_{table} of 0.388:

Table 3. Variable Y Instrument Validity Test Results

| r_{calculated} | Information | Category |
|-------------------------------|--------------------|-----------------|
| 0,397 | Valid | Low |
| 0,591 | Valid | Keep |
| 0,406 | Valid | Low |
| 0,704 | Valid | Strong |
| 0,670 | Valid | Strong |
| 0,429 | Valid | Keep |
| 0,402 | Valid | Low |
| 0,678 | Valid | Strong |
| 0,488 | Valid | Keep |
| 0,628 | Valid | Strong |

Based on Table 3 of the data validity test results above, it shows that the instruments for Variable Y are all valid, because according to significance 5% is the calculated value > rtable. The highest calculated value is 0.704 with a strong interpretation, and the lowest calculated value is 0.397 with a low interpretation. Based on these results, it can be said that the question item on variable Y (Student Critical Thinking Ability) can be said to be valid, meaning that the instrument meets the following criteria:

- 1) Can be used to measure what is supposed to be measured;
- 2) Data obtained by questionnaire or observation techniques that are correct and free from bias;
- 3) Can measure what that Desired and be able to reveal data from precisely studied variables;
- 4) Data can be trusted to be true according to reality.

b. Instrument Reliability Test

According to Arikunto, the reliability of an instrument is if an instrument is reliable enough to be used as a data collection tool because the instrument is good.¹⁵⁵ The author uses Cronbach's Alpha reliability coefficient. The following outputs the results of reliability tests using SPSS version 25:

Table 4. Variable Instrument Reliability Test Results Y

| Cronbach's Alpha | N of Item | Category |
|-------------------------|------------------|-----------------|
| 0,720 | 15 | Tall |

Based on the data from the table above, it is known that the value of Cronbach's Alpha variable Y is $r_{11} = 0.720$. Based on the instrument's reliability criteria table, the value is in the range of $0.60 < r_{11} \leq 0.80$ which states that the variable Y (Student Critical Thinking Ability) in the reliability test results has a high reliability interpretation. Therefore, all instruments compiled can be used as data collection tools or in other words these instruments can produce true and reliable data.

3. Data Analysis

a. Normality Test

The normal distribution test is a test to measure whether our data has a normal distribution so that it can be used in parametric statistics. The purpose of the normality test is to find out whether a variable is normal or not. Normal here in the sense of having a normal distribution of data. Data that has a normal distribution is one of the requirements for a parametric-test. The author uses the normality test using the Kolmogorov-Smirnov approach. The Kolmogorov-Smirnov test compares the distribution of data (to be tested for normality) with the standard normal distribution (data that has been transformed into Z-Score form and assumed to be normal). The decision making is used guidelines if the significance value is <0.05 then the data is not normally distributed, otherwise if the significance value is >0.05 then the data is normally distributed.

The following is the output of data normality testing results with the Kolmogorov-Smirnov approach using the SPSS program:

Table 5. Output One-Sample Kolmogorov-Smirnov One-Sample Kolmogorov-Smirnov

| One-Sample Kolmogorov-Smirnov Test | | | |
|---|-----------------------|---------------------|--------------------------|
| | | Tafakur Alam | Critical Thinking |
| N | | 24 | 24 |
| Normal Parameters^{a,b} | Mean | 67.08 | 60.83 |
| | Std. Deviation | 4.925 | 5.427 |
| Most Extreme Differences | Absolute | .121 | .113 |
| | Positive | .087 | .113 |
| | Negative | -.121 | -.080 |
| Test Statistics | | .121 | .113 |
| Asymp. Sig. (2-tailed) | | .200c,d | .200c,d |
| a. Test distribution is Normal. | | | |
| b. Calculated from data. | | | |

Based on Table 5 above, it is known that the probability number or Asymp.Sig (2-tailed) where the value is compared with a significance level of 5% or 0.05 and refers to the following conditions:

- b. If the significance value is <0.05 then the data is abnormally distributed.
- c. If the significance value is >0.05 then the data is normally distributed. So that the conclusions obtained from the output of the One-Sample Kolomogorov-Smirnov Test are:
- d. The probability value or Asymp.Sig (2-tailed) variable X (Natural Tafakur Activity) is $0.200 > 0.05$. So, the data distribution of variable X (Understanding Natural Measuring Material) is normal.
- e. The probability value or Asymp.Sig (2-tailed) variable Y (Student Critical Thinking Ability) is $0.200 > 0.05$. So, the data distribution of variable Y (Student Critical Thinking Ability) is normal.

Next, test normality using the P-P-Plot normality test which produces the following diagram:

Normal P-P Plot of Regression Standardized Residual

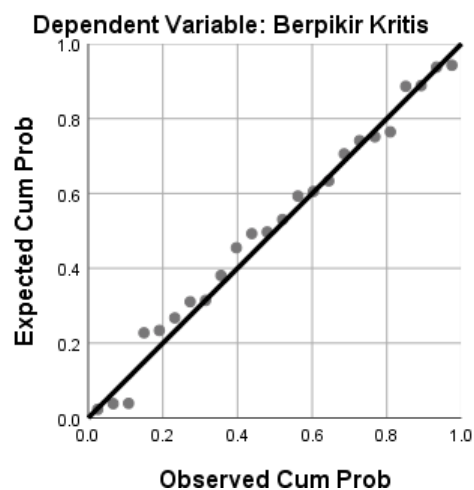


Figure 1. Normal P-P-Plot Chart

Based on figure 4.33 above, it is known that the P-P-Plot diagram shows points spread around diagonal lines indicating that between variables have a linear correlation, and the points are close to each other even almost entirely sticking to a diagonal line indicates that there is a close relationship. Thus, the data to be tested in this study have a normal distribution and are eligible for parametric analysis.

- b. Simple linear regression analysis (determining the direction of the relationship)

Simple linear regression analysis aims to determine the direction of the relationship whether it is in the same direction or not in the same direction between variable X (Nature

Measurement Activities) and variable Y (Student Critical Thinking Ability). The following outputs of simple linear regression test results are presented in the table below:

Table 6. Simple Linear Regression Analysis

| Coefficients ^a | | | | | | |
|--|--------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 11.247 | 11.718 | | .960 | .348 |
| | Tafakur Alam | .739 | .174 | .671 | 4.242 | .000 |
| a. Dependent Variable: Critical Thinking | | | | | | |

The simple linear regression formula is: $Y = a + bx$

Based on table 6 it is known that the value of Constant (a) is 11.247 while the value of Regression Coefficient (b) is 0.739 so that the regression equation is: $Y = 11.247 + 0.739x$ Coefficient b is called the coefficient of regression direction and states the direction of change in the contribution of variable x to y. The results of the regression analysis above show that the coefficient b (0.739) is positive. It can be interpreted that variable X (Nature Measurement Activities) has a direction of relationship that contributes in the same direction as variable Y (Student Critical Thinking Ability) (Aang et al., 2023). If the contribution of variable X (Nature Measurement Activities) is positive/up/good, then the changes that occur in variable Y (Student Critical Thinking Ability) will also be positive/up/good.

c. Pearson correlation coefficient analysis (r) (to measure the strength/closeness of the relationship of two relationship significance)

Pearson Correlation Coefficient Analysis (r) is used to determine the closeness of the relationship between two variables, but also to determine the direction of the relationship that occurs. In this study the author uses the Pearson Correlation Coefficient analysis (r)

The following is the output of the results of the Pearson correlation coefficient analysis (r) in the SPSS program:

Table 7. Pearson Correlation Analysis

| Correlations | | | |
|--|---------------------|------------------------------|--|
| | | TAFAK UR ALAM | CRITIC AL THIN KING |
| TAFAK UR ALAM | Pearson Correlation | 1 | .671** |
| | Sig. (2-tailed) | | .000 |
| | N | 24 | 24 |
| CRITIC AL THINK ING | Pearson Correlation | .671** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 24 | 24 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | |

Based on the output in Table 7, it is known that the value of the Pearson Correlation Coefficient (r) between Nature Tafakur Activities (X) and Student Critical Thinking Ability (Y) is 0.671. Thus, the value of the pearson correlation coefficient which shows the close relationship between Natural Tafakur Activities (X) and Students' Critical Thinking Ability (Y) is 0.671, and when referring to Sugiyono's opinion is in the "high" category.

d. Analysis of the Coefficient of Determination (R- Square) (To determine the magnitude of the contribution of variable X to variable Y)

Analysis of the Coefficient of Determination or Coefficient of Determination (r square) is used to measure the proportion or percentage of the contribution of the independent variable studied to the variation in the rise and fall of the dependent variable

The following is the output of the coefficient of determination in the SPSS program:

Table 8. Coefficient of Determination (R-Square)

| Model Summary ^b | | | | |
|------------------------------------|-------------------|----------|-------------------|----------------------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .671 ^a | .450 | .425 | 4.115 |
| a. Predictors: (Constant), Tafakur | | | | |
| b. Dependent Variable: Thinking | | | | |

Based on the results in the table above, the R-Square obtained is 0.450. Referring to Ridwan's opinion that to find out the contribution percentage value is the value of R Square multiplied by 100%.¹⁶¹ Then the calculation in detail is:

R-Square = 0.450 Percentage Contribution X to Y

= R-Square x 100

= 0.450 x 100

= 45%

Thus, the process of variable contribution of Natural Tafakur Activities (X) with Students' Critical Thinking Ability (Y) is 45%. Referring to Sugiyono's opinion that the value of the contribution is criterion "medium."¹⁶² While 55% is influenced by other factors that are not used as research indicators, but have an influence on variable Y.

4. Hypothesis Testing

Ha : There is a significant influence of natural tafakur activities, it will increase students' critical thinking skills in PAI subjects at SMP Baitul Arqam Qur^{''}anic Science Sumedang.

H0: There is no significant influence on natural tafakur activities, so it will not improve students' critical thinking skills in PAI subjects at SMP Baitul Arqam Qur^{''}anic Science Sumedang.

According to Hasan stated that hypothesis testing is accepted if the significance value is <0.05 or provided that if

$t_{calc} > t_{table}$ then the hypothesis is accepted. If the value of $t_{count} < t_{table}$ then

hypothesis rejected.163 The following is presented the output of the SPSS program from the t-Test results below:

Table 9. t-Test Results

| Coefficients ^a | | | | | | |
|--|--------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 11.247 | 11.718 | | .960 | .348 |
| | Tafakur Alam | .739 | .174 | .671 | 4.242 | .000 |
| a. Dependent Variable: Critical Thinking | | | | | | |

Based on the table above, the data listed will be used in the interpretation description as follows:

- 1) Value $t_{count} = 4.242$ If compared to the value $t_{tabel} = 2.074$, then the meaning is $t_{hitung} > t_{tabel}$ which can be interpreted that Natural Tafakur Activities (X) affect students' critical thinking skills (Y).
- 2) The value of the regression coefficient = 0.739 is a positive sign, then it can be interpreted that the variable Natural Measurement Activities (X) has a positive effect on Students' Critical Thinking Ability (Y). In the sense that the more the variable of Natural Tafakur Activities (X), the variable of Students' Critical Thinking Ability (Y) will increase, and vice versa.
- 3) The significance value (sig = 0.000), it can be interpreted that the variable Natural Tafakur Activities (X) has a significant effect on the variable of Students' Critical Thinking Ability (Y).

DISCUSSION

1. Test of Validity and Reliability of Variable X (Nature Tafakur Activity)

Based on the results of the validity test on Variable X with 15 statement items, the results are obtained The highest count is 0.753 with interpretation strong and

recalculate The lowest is 0.209 with low interpretation. Therefore, the instrument in variable X can be said to be valid because it meets the criteria as a valid instrument. As for the results of the reliability test, a value of $r_{11} = 0.803$ in the range of $0.80 < r_{11} \leq 1.00$ which states that variable X (Natural Tafakur Activity) in the reliability test results has a very high reliability interpretation. Thus, the instrument on variable Y can be a correct and trusted data collection tool (Utami, 2015).

2. Test Validity and Reliability of Variable Y (Students' Critical Thinking Ability)

Based on the results of the validity test on Variable X with 15 statement items, the highest calculation result is 0.704 with strong interpretation, and the lowest calculation is 0.397 with low interpretation. Thus, the instrument in variable Y can be said to be valid because it meets the criteria as a valid instrument. As for the results of the reliability test, a value of $r_{11} = 0.720$ was obtained in the range of $0.60 < r_{11} \leq 0.80$ which states that variable X (Natural Tafakur Activities) in the reliability test results has a high reliability interpretation. Thus, the instrument on variable Y can be a correct and trusted data collection tool.

3. Variable X (Nature Measurement Activities)

Based on the results of the description of variable data X Natural Tafakur Activities with an average percentage of 88.6% at intervals of 81-100% and included in the Very Good category. Thus, the implementation of natural tafakur activities has a very good influence on students' critical thinking skills.

4. Variable Y (Students' Critical Thinking Ability)

Based on the results of the data description of variable Y Critical Thinking Ability of Students with an average percentage of 81% at intervals of 81-100% and included in the Very Good category. Thus, students' critical thinking skills improved very well (positively) when carrying out natural tafakur activities.

5. The Influence of Nature Tafakur Activities on Students' Critical Thinking Skills in PAI Subjects at SMP Baitul Arqam Qur'anic Science Sumedang

- a. The influence of natural tafakur activities on students' critical thinking skills has a correlation value of 0.739 when viewed in the categorization according to Sugiyono, the results are in the interval 0.600-0.799 with the High category. (Table 3.8)
- b. Based on data analysis of the regression coefficient sign (b) which has a positive sign ($B = 739$), it can be interpreted that the relationship between natural tafakur activities and students' critical thinking skills has a unidirectional relationship, meaning that there is an inverse pattern of increase or decrease between two variables, namely the higher the value of natural tafakur activities, the higher the value of students' critical thinking skills.
- c. Based on the results of the Pearson Correlation Coefficient (r), it can be seen that the value (r) is 0.671 with the High category. This means that the closeness of the relationship between variable X (Nature Tafakur Activities) and variable Y (Student Critical Thinking Ability) is high.
- d. Based on the output results, SPSS R-Square obtained is 0.450 with the Medium category (Table 3.8). This means that natural tafakur activities contribute to the critical thinking skills of students of SMP Baitul Arqam Qur'anic Science Sumedang by 45%, while 8 is determined by other factors that are not used as indicators in this study.
- e. Based on the results of the t-test on Variable X of Nature Tafakur Activities influential with Variable Y of Students' Critical Thinking Ability showed that H_a was accepted and H_0 was rejected. Based on the significance value showing the results ($\text{sig.}=0.000$), it can be interpreted that Variable X Natural Tafakur Activities have a significant effect on Variable Y of Students' Critical Thinking Ability.

CONCLUSION

Based on the results of data processing and analysis in this study, namely "The Influence of Nature Tafakur Activities on Students' Critical Thinking Skills in PAI Subjects at SMP Baitul Arqam Qur'anic Science Sumedang" the following conclusions:

1. Tafakur Alam activities at SMP Baitul Arqam Qur'anic Science Sumedang obtained an average percentage result of 88.6% with a very good category, which was at intervals of 81-100%. This means that the implementation of natural tafakur activities has a very good influence on students' critical thinking skills.

2. Critical Thinking Skills Students at SMP Baitul Arqam Qur'anic Science Sumedang obtained an average percentage result of 81% with a very good category, which is at intervals of 81-100%. This means that students' critical thinking skills have improved very well (positively) when carrying out natural tafakur activities.
3. The Effect of Natural Tafakur Activities on Students' Critical Thinking Skills in PAI Subjects at SMP Baitul Arqam Qur'anic Science Sumedang obtained results of 45% in the medium category, the remaining 55% was determined by other factors that were not used as indicators in this study.

REFERENCES

- Aang, A., Alam, U., Aziz, J. A., & Han, M. I. (2023). *Multiple Intelligences dalam Al-Qur'an serta Implikasinya dalam Pendidikan Islam*. 6(1).
- Hidayatussaadah, I. (2021). Konsep Higher Order Thinking Skills (HOTS) dalam Pemikiran Pendidikan Islam. *Tsamratul Fikri | Jurnal Studi Islam*, 15(1), 103. <https://doi.org/10.36667/tf.v15i1.704>
- Ichsan, M., Perkembangan, T. :, Agama, J., Remaja, M., Thaib, M. I., & Com, M. A. (2015). Perkembangan Jiwa Agama pada Masa Al-Murahiqa (Remaja). *Substantia: Jurnal Ilmu-Ilmu Ushuluddin*, 17(2), 245–258. <https://jurnal.ar-raniry.ac.id/index.php/substantia/article/view/4100>
- Killerby, M. E., Biggs, H. M., Midgley, C. M., Gerber, S. I., & Watson, J. T. (2020). Middle east respiratory syndrome coronavirus transmission. *Emerging Infectious Diseases*, 26(2), 191–198. <https://doi.org/10.3201/eid2602.190697>
- Lutfiani. (2021). METODE TRANSFORMATIVE LEARNING PADA KAJIAN ENLIGHTENMENT PASAR PON INSTITUTE (EPIS) DI PONDOK PESANTREN MAMBAUL HIKMAH PASAR PON KAUMAN KOTA LAMA PONOROGO. *Industry and Higher Education*, 3(1), 1689–1699. <http://journal.unilak.ac.id/index.php/JIEB/article/view/3845%0Ahttp://dSPACE.uc.ac.id/handle/123456789/1288>
- Malik, H. (2020). Pengembangan Karakter Melalui Pendekatan Terpadu untuk Meningkatkan Kreativitas Siswa Sekolah Dasar. *Jurnal Didaktika Pendidikan Dasar*, 4(2), 435–472. <https://doi.org/10.26811/didaktika.v4i2.136>
- Mudlofir, A. (2013). Pendidikan Karakter: Konsep dan Aktualisasinya dalam Sistem Pendidikan Islam A . Pendahuluan Diakui dalam berbagai aspek , pendidikan di negeri ini mengalami kemajuan . Sarana dan prasarana sekolah terus mengalami perbaikan . Peningkatan anggaran pendidi. *Nadwa*, 7.
- Mutmainah, H., & Mufid, M. (2018). Upaya Guru Pai Dalam Peningkatan Kecerdasan Emosional Dan Spiritual Peserta Didik Di Sman 1 Bojonegoro. *At-Tubfah*, 7(1), 80–95. <https://doi.org/10.36840/jurnalstudikeislaman.v7i1.118>
- Purnomo, J. (2020). Peran Kegiatan Ekstrakurikuler Pendidikan Agama Islam (Pai) Dalam Menanamkan Nilai-Nilai Aqidah Siswa Smk Pgri 6 Ngawi. *AL-MIKRAJ : Jurnal Studi*

Islam Dan Humaniora (E-ISSN: 2745-4584), 1(1), 51–61.
<https://doi.org/10.37680/almikraj.v1i1.540>

Rohmadi, S. H. (2018). Pengembangan Berpikir Kritis (Critical Thinking) dalam Al-Qur'an: Perspektif Psikologi Pendidikan. *Jurnal Psikologi Islam*, 5(9), 27–36.

Salah, I. T., Husni, A., Ruswandi, U., & Erihadiana, M. (2021). Pendidikan Global Dengan Berbagai Isu Dalam Perspektif Pendidikan Islam. *Jurnal Dirosab Islamiyah*, 4(1), 89–104.
<https://doi.org/10.47467/jdi.v4i1.655>

Sofanudin, A. (2019). TIPOLOGI KURIKULUM PENDDDIKAN AGAMA ISLAM PADA SEKOLAH ISLAM TERPADU (SIT). *Duke Law Journal*, 1(1), 1–24.

Sugiono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan Re&D*. Alfabeta CV.

Syah, N. K. dan L. (2016). Potensi Dasar Manusia Menurut Ibnu Taimiyah dan Implikasinya dalam Pendidikan Islam. *Jurnal Qathruna*, 3(1), 63–97.

Utami, L. H. (2015). Pengembangan Kecerdasan Spiritual Siswa Di. *Psymphatic*, 2(1), 63–78.

Winda, W. (2023). Aktualisasi Rukun Iman dalam Pembentukan Kecerdasan Emosional. *Nathiqiyah*, 6(1), 34–45. <https://doi.org/10.46781/nathiqiyah.v6i1.605>