

Effectiveness of Critical Thinking about Radicalism Issue (CTRI) on Critical Reading Activities: A Quasi Experimental Study

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Effectiveness of Critical Thinking about Radicalism Issue (CTRI) on Critical Reading Activities: A Quasi Experimental Study

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Abstract

This research explains about increasing the ability to think critically to ward off radical issues in critical reading activities in college. This research approach uses a quasi-Times Design Series with Control Group experiment that uses two classes of the same level. The analysis of this study used One Way Anova with a significance level of 0.05. The results and discussion of this study indicate there is significance, namely 0.049 in the final test of the two groups, which means that there are significant differences in CTRI (Critical Thinking about Radicalism Issue) on critical reading learning. Thus, CTRI (Critical Thinking about Radicalism Issue) has a significant effect on critical reading learning.

Keywords: Critical Thinking; Radical Issues; Critical Reading

Introduction

Critical thinking is now an important demand in college. This ability is very important possessed by students, especially facing the study of radical issues that are hotly debated and debated by academics and non-academics. Critical thinking itself according to Paul, R., & Elder (2012), Ferguson & Lavalette (2013), Holm (2018) is the ability to think using the decision making process are strategic planning, scientific process, and problem solving. This article is a study of the concepts of critical reading and critical thinking. Critical reading according to Ferguson & Lavalette (2013), Baek Jiyeon & Choi Jin Oh, (2012) in terms of various definitions which include skills involving various types and levels of cognitive domains.

It also discussed what could influence the type of reading needed, namely the radical issue. To read critically, it is necessary to look closely at the concept of radical issues themselves. Woodward (2013) said radical issues as a mental process, radical issues are one of the important topics to be presented. Therefore, understanding the thinking elements of radical religious, social and cultural issues can be used further to analyze the process of critical thinking. Regarding the need to implement a process that is more easily identified, a study that combines critical thinking in reading learning with the current radical issue of religion in Indonesia to see the effectiveness of critical thinking. Because this study is intended to place critical thinking on radical issues in order to synergize with critical reading, it is important to build a deeper understanding of the quality of what a critical reader must have.

Research on critical reading in the last five years about critical reading has been done Hariyati, (2016) researching on the Implementation of the 3P Reading Strategy (Perluas Jangkauan Mata, Percepat Gerak Mata, Dan Perkecil Regresi) in State High School; Hariyati and Syakur (2018) examined the Implementation of Critical Reading Strategies at Akademi Farmasi Surabaya to Support Literacy Skills Toward the Industrial Revolution Era 4.0; Öz and Eder (2018) who examine radical social issues; Deszcz-Tryhubczak (2018) who examines reading of fiction based on radical issues. Hariyati & Ahmadi (2019) researching about Susiso's critical reading perspective. Thus research on the influence of CTRI (Critical Thinking about Radicalism Issue) on critical reading activities in higher education has never been done.

In connection with the phenomenon of critical reading until now no one has linked critical reading with radicalism. In fact, critical reading and radicalism is one thing that is very urgent. Someone who is less able to read critically will be easily provoked by writing with the theme of radicalism. For this reason, this article raises critical reading in relation to radicalism. In this context, critical reading is one strategy in understanding texts that have an element of radicalism.

Methods

This research method uses a quasi experimental method. Quasi-experiments according to White & Sabarwal (2014), Pattison, Gutwill, Auster, and Cannady (2019) are studies that focus on the process of group selection determined by a random process. This study uses a quasi experiment with the Times-Series Design with Control Group design, which is two groups that have been formed without any reengineering by researchers. Groups are determined based on existing classes. The group is divided into two groups, the experimental group and the control group.

Group	Pretest	Treatment	Posttest
Experiment Class A1-18	Test1	Learning Critical Reading with CTRI (Critical Thinking about Reading Issue) Strategy	Test2
Control Class A4-18		Learning Critical reading	

Table 1

The data of this study, namely the test scores of the two groups of Akademi Farmasi Surabaya students in the 2018/2019 school year. The research control group, namely A4-18 class and experimental group, namely class A1-18 with twenty students each. The two groups conducted, (1) the initial test, (2) the implementation of learning by the CTRI method for the experimental class, (3) the final test. The group was analyzed by One Way Anova Marsden & Torgerson (2012), which is to test the difference in the mean of the two groups and analysis of data variability. This analysis uses SPSS for Windows with a significance level of 0.05.

Discussion

Anova One way test Anova is used to analyze the results of the initial and final tests which are explained as follows.

Pretest Discussion

The results of the initial test analysis showed that the experimental group and the control group had balanced abilities. The purpose of the statement is the ability of the two groups is almost the same. With these same capabilities, quasi experimental research can be done without engineering. The initial test will take place at the second meeting in the Indonesian language course. The initial test is carried out by the experimental class and the control class without the critical reading learning activities from 8:00 to 09:40. Respondents were given a reading that is closely related to the current radical issues then respondents were asked to answer the questions provided. Anova test results early tests using SPSS for Windows can be known as follows.

Descriptives

test	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
kelas kontrol	20	72.60	2.280	.510	71.53	73.67	70	78
kelas eksperimen	20	72.55	3.379	.756	70.97	74.13	67	82
Total	40	72.58	2.845	.450	71.66	73.49	67	82

Table 2

Test of Homogeneity of Variances

test	Levene Statistic	df1	df2	Sig.
	1.468	1	38	.233

Table 3

ANOVA

test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.025	1	.025	.003	.957
Within Groups	315.750	38	8.309		
Total	315.775	39			

Table 4

The Descriptives table it is known that the control class respondent averaged 72.60 and the experimental class averaged 72.58. From the test table of homogeneity of variances shows that the

variants of the two groups are the same, namely (P -value = 0.233) so that the Anova test can be used to test this relationship. Furthermore, from the ANOVA table obtained a significance level of 0.957 which means > 0.05 . Thus it can be said that the initial test results did not show a significant difference in the two classes with respect to critical reading activities.

Posttest Discussion

The results of the final test analysis showed that the experimental class had increased. Treatments given to the experimental class included four stages, namely (1) Clarity; (2) Accuracy; (3) Precision; (4) Relevance; and (5) Depth. Giving these treatments for one semester (eleven meetings) in the experimental class while the control class gets critical reading material according to CP (learning outcomes) without being specific to a particular method. The final test is carried out at the eleventh meeting in the Indonesian language course. The final test is carried out by the experimental class and the control class from 08.00 to 09.40. Respondents were given a reading that is closely related to the current radical issues then respondents were asked to answer the questions provided. Anova test results using SPSS for Windows can be known as follows.

Descriptives

test	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
kelas kontrol	20	72.75	1.916	.428	71.85	73.65	70	78
kelas eksperimen	20	74.20	2.546	.569	73.01	75.39	71	82
Total	40	73.48	2.342	.370	72.73	74.22	70	82

Table 5

Test of Homogeneity of Variances

test	Levene Statistic	df1	df2	Sig.
	1.283	1	38	.268

Table 6

ANOVA

test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.025	1	21.025	4.141	.049
Within Groups	192.950	38	5.078		
Total	213.975	39			

Table 7

The descriptives table it is known that the control class respondent averaged 72.75 and the experimental class averaged 74.20. From the test table of homogeneity of variances shows that the variants of the two groups are the same, namely (P-value = 0.268) so that the Anova test can be used to test this relationship. Furthermore, from the ANOVA table obtained significance level of 0.049 which means <0.05 . Thus it can be said that the final test results show a significant difference between the two groups on critical reading activities. Another meaning of the statement is that there is a significant effect of the CTRI method on critical reading activities in the experimental group.

The final test results of the experimental class and the control class show that the experimental class experienced the highest score increase of 82 compared to the control class which experienced an increase in the highest score of 78 which can be seen in the following diagram.

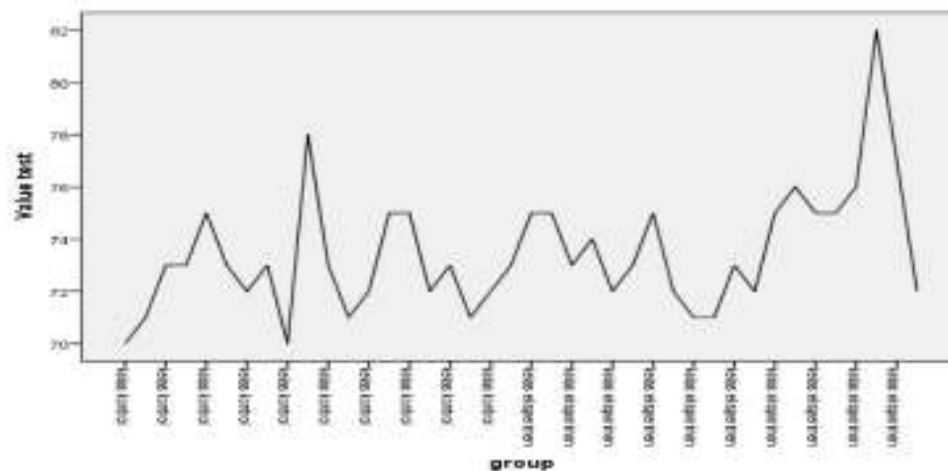


Diagram 1

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