Analysis of Student Critical Thinking

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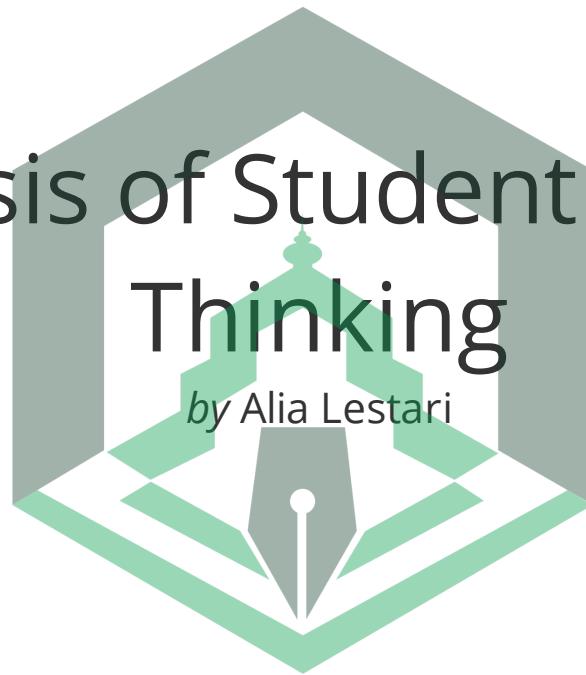
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Analysis of Students' Critical Thinking Ability in Identifying Radicalism in Higher Education

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Abstract — This study aims to describe critical thinking skills and students' ability to identify radicalism in higher education and the correlation between the two. The data was obtained from a questionnaire distributed to 1550 students from the four most prominent universities in Palopo City in the form of a critical thinking ability test and a radicalism attitude questionnaire. The critical thinking ability test is based on character indicators, criteria, arguments, points of view, considerations and criteria-setting procedures. The radicalism attitude questionnaire was based on intolerance, fanaticism, exclusivity and revolution indicators. Data analysis using *Pearson* correlation. The results showed that the average critical thinking ability and the ability to identify student radicalism in Palopo were in the medium category. In general, there is a positive but very weak correlation between critical thinking skills and the ability of students in Palopo City to identify radicalism.

Keywords — College Student, Crisis Thinking, Higher Education, Thinking Radicalism.

1 INTRODUCTION

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Entering the era of the industrial revolution 4.0, which is increasingly sophisticated, where human life is based on information technology, radicalism grows like a fertile plant in the rainy season. This group of followers of radicalism has disseminated radical information through cyberspace so that the scope of exposure to radicalism targets all fields and circles, especially in education. Ironically, this radicalism involves the name of a particular religion to launch its attacks, including Islam. The discourse on the relationship between religion (Islam) and radicalism has recently strengthened along with the emergence of various acts of violence and the birth of radical movements among students.

The Institute for the Study of Islam and Peace (LaKIP) survey conducted on 100 schools and universities in Jakarta concluded that nearly 50% of students support acts of violence in dealing with religious problems or conflicts. Another fact, according to the Head of the State Intelligence Agency (BIN), revealed that around 39% of students from several universities had been exposed to radical ideas. The data, as well as the facts, show that acts of radicalism are an urgent problem for the Indonesian people and are made worse by the approval of the younger generation to commit violent and radical acts (BBC News, 2011).

Education that has been started since I was a toddler to instil character values seems to have failed because of visible crimes in the form of acts of violence such as cases of brawls between faculties, abuse of seniors against juniors, the practice of *bullying*

and various other acts of violence. From this, it is clear how radicalism has taken away the rationality of its followers.

This phenomenon cannot be separated from the many campus lectures that carry the issue of radicalization by lecturers with radical views. (Gumilang, nd). It doesn't stop there. Many foundations affiliated with radical groups provide various kinds of student scholarships, complete with dormitory facilities. (Basri & Dwiningrum, 2019; Fanindy & Mupida, 2021) The government has also made various efforts to prevent and eradicate radical movements. Multiple steps have been taken, one of which is by making laws regarding eliminating criminal acts of radicalism and terrorism, which is the basis for establishing a unique agency Densus 88, which is tasked with pursuing and arresting radical and terrorist movements to their roots. The efforts made so far by the government are pretty significant in eradicating the radicalism movement. Still, to eliminate acts of radicalism in Indonesia, it is not enough to kill the actions taken by the government so far. More basic steps are needed in the form of preventive measures (prevention) from an early age, primarily through education. One of the preventive efforts that can be done is to implement anti-radical education (Arifuddin, 2016; Habeahan, 2021; Pirol & Sukirman, 2017; Pitriyantini, 2021). Other researchers recommend the participation of lecturers in the learning process to constantly remind students about the dangers of radicalism and foster students' critical thinking skills through learning (Basri & Dwiningrum, 2019; Lestari et al., 2021; Muhammad et al., 2021; Sadiah, 2018; Tamtanus, 2018).

Education Observer Doni Kusuma revealed that students are easily exposed to radicalism due to the lack of critical thinking

skills because, with essential skills of thinking, a student can criticize the new ideas offered. This opinion is in line with the expression of (Miri et al., 2007) that critical thinking is part of thinking activities that involve various skills such as identifying sources of information, analyzing the truth of the information, and reviewing whether the information is consistent with previous knowledge and then drawing conclusions.

Based on the previous description, researchers are interested in examining the relationship between students' critical thinking skills and the ability to identify radicalism.

2 METHODOLOGY

This study will look at the relationship between critical thinking and identifying radicalism. This study uses a quantitative method with the type of *ex -post facto research*. This study compares two or three events through a causal relationship (Subana & Sudrajat, 2005). This research was conducted at the four most significant universities in Palopo City.

Furthermore, the population is a generalization area consisting of objects and subjects with specific qualities and characteristics determined by the researcher to be studied and then a conclusion is drawn (Sugiyono, 2009). The population in this study were all students at the four most significant universities in Palopo City. While the research sample is 25% of the total population taken from each college, namely: University A student sample of 400 students, University B student sample of 600 students, University C of 250 students, and university D sample of 300. So the total number is 1550 Students/college students. The sampling technique used was the *stratified random sampling technique.*

The instruments in this study were a test of critical thinking skills and a radicalism attitude questionnaire. The critical thinking ability test is based on character indicators, criteria, arguments, points of view, considerations and criteria-setting procedures. The radicalism attitude questionnaire was found on the hands' intolerance, fanaticism, exclusivity and revolution. For data analysis, 1) Inferential statistics in correlation analysis were used to see the relationship between students' critical thinking skills and the ability to identify radicalism. 2) Descriptive statistics in data collection, data compilation, data management, and data presentation in tables, graphs, and diagrams. This technique is used to describe the characteristics of the distribution of scores from the two variables to answer the first and second problem formulations. The results of the quantitative analysis will be followed by interviews with related informants such as students, religious leaders and community leaders to emphasize the relationship between the two variables further.

3 RESULTS

Description of Students' Critical Thinking Ability in College

Based on research conducted on students' critical thinking skills in Palopo City, researchers can collect data and present it in tabular form. The following table shows the results of a descriptive analysis of students' critical thinking skills in tertiary institutions with the help of the *Statistical Packages for Social Sciences* (SPSS) version 25.

Table 3.1
Data on Critical Thinking Ability of Palopo City Students

Statistics	Statistical Score
Sample	1550
Lowest Score	35
Highest Score	100
Average	70, 76
Standard Deviation	7, 617

In table 3.1, data on students' critical thinking skills are obtained with the highest score of 100 and the lowest score of 35. The average score obtained is 70.76, with a standard deviation of 7.617. The standard deviation shows the heterogeneity that occurs in the data being studied. The greater the normal deviation value, the greater the distance between each data unit and the arithmetic mean. The average length of all observational data to the average point is 7.617. Based on these data, the frequency distribution is arranged as follows.

Table 3.2
Category of Critical Thinking Ability of Palopo City Students

Category	interval	Frequency
Low	X < 63	118
Currently	63 x < 79	1,227
Tall	79 X	205

Based on table 3.2, it is stated that 118 students have low critical thinking skills, 1,227 students have moderate critical thinking skills, and 205 students have high critical thinking skills. Thus, it can be concluded that the critical thinking skills of Palopo City students are generally in the medium category.

The comparison of students' thinking abilities from the four most prominent universities in Palopo City can be described based on the average critical thinking ability score as presented in the following table:

Table 3.3
Average Data of Students' Critical Thinking Ability Score

University	Average Score
A	70.69
B	70.54
C	71.18

D	70, 88

Table 3.3 shows that students' average critical thinking ability at the four universities is almost the same. The difference in scores is not more than one unit, with the highest score being university students C, and the lowest scores being university students B

Description of Students' Ability to Identify Radicalism

Table 3.4

The Ability of Palopo City Students to Identifying Radicalism

Statistics	Score Statistics
Sample	1550
Lowest Score	30
Highest Score	125
Average	55.28
Standard Deviation	11,640

Table 3. 4 data on the ability of students to identify radicalism is obtained with the highest score of 125 and the lowest score of 30. The average score obtained is 55.28, with a standard deviation of 11.640. The standard deviation shows the heterogeneity that occurs in the data being studied. The greater the normal deviation value, the greater the average distance of each data unit to the arithmetic mean. The average length of all observational data to the mean point is 11.640. Based on these data, the frequency distribution is structured as follows.

Table 3.5

Palopo City Student Category in Identifying Radicalism

Category	interval	Frequency
Low	X < 44	192
Currently	44 x < 67	1.170
Tall	67 X	188

Based on table 3.4, it is stated that 192 Palopo city students have a low ability to identify radicalism, 1,170 students have a moderate capacity to identify radicalism, and 188 students have a high ability to identify radicalism. Thus, it can be concluded that the power of Palopo City students in determining radicalism is generally in the moderate category.

Table 3.6

Data on the Average Score of Students' Ability to Identify Radicalism

University	Average Score
A	55,20
B	55.13
C	56.18
D	54.69

Table 3.6 shows that the average ability of students to identify radicalism at the four universities is almost the same. The difference in scores is not more than one unit, with the highest score being university students C, and the lowest scores being university students B

The Relationship between Students' Critical Thinking Ability and Students' Ability to Identify Radicalism

The results of a simple correlation analysis using *Pearson correlation* which shows the relationship between students' critical thinking skills and the ability of Palopo city students to identify student radicalism, can be seen in the following table.

Table 3.7

Results of Correlation Analysis of Critical Thinking Ability and Ability to Identify Student Radicalism Palopo City

r^{xy}	Significance	Probability
0.35	0.000	<0.05

Based on the results of data analysis, the correlation coefficient between critical thinking skills and the ability of Palopo city students to identify radicalism was obtained by r XY of 0.35 with a significance of 0.000. This correlation value shows a positive and significant relationship, but the closeness of the relationship is in the weak category. The significance or p obtained is 0.000 or $p < 0.05$, indicating a correlation between the critical thinking skills of Palopo city students and the ability of Palopo city students to identify radicalism. A positive correlation value means that the higher the critical thinking ability of a student, the higher his ability to identify radicalism. Following are the results of the correlation analysis of students' critical thinking skills and ability to identify radicalism at each university studied.

Table 3.8

Results of Correlation Analysis of Critical Thinking Ability and Ability to Identify Student Radicalism A University

r^{xy}	Significance	Probability
0.097	0.052	>0.05

Based on the results of data analysis, the correlation coefficient between critical thinking skills and the ability of University A students to identify radicalism was obtained by r XY of 0.097 with a significance of 0.052. The correlation value obtained shows a positive but fragile relationship. The *p-value* obtained is 0.052 or $p > 0.05$, indicating that the hypothesis in this study was rejected. It means that significantly, there is no correlation between the critical thinking skills of University A students and their students' ability to identify radicalism.

Table 3.9

Results of Correlation Analysis of Critical Thinking Ability and Ability to Identify Radicalism of B. University Students

r^{xy}	Significance	Probability
0.41	0.001	<0.05

Based on the results of data analysis, the correlation coefficient between critical thinking skills and the ability of University B students to identify radicalism was obtained by r XY of 0.41 with a significance of 0.001. This value shows a relatively close and positive correlation. The significance value or p obtained is 0.001 or $p < 0.05$, indicating that the hypothesis in this study is accepted. It means that there is a significant correlation between critical thinking skills and the ability of Palopo University B students to identify radicalism.

Table 3.10

Results of Correlation Analysis of Critical Thinking Ability and Ability to Identify Radicalism of C University Students

r^{xy}	Significance	Probability
0.62	0.000	<0.05

Based on the results of data analysis, the correlation coefficient between critical thinking skills and the ability of University C students to identify radicalism was obtained by r XY of 0.62 with a significance of 0.000. The correlation value obtained shows a close and positive relationship. The significance or p obtained is 0.000 or $p < 0.05$, indicating that the hypothesis in this study is accepted. This means a significant correlation exists between students' critical thinking skills and University C students' ability to identify radicalism.

Table 3.11

Results of Correlation Analysis of Critical Thinking Ability and Ability to Identify Radicalism of D University Students

r^{xy}	Significance	Probability
0.099	0.118	>0.05

Based on the results of data analysis, the correlation coefficient between critical thinking skills and the ability of University D students to identify radicalism was obtained by r XY of 0.099 with a significance of 0.118. The correlation value obtained shows a positive but fragile relationship. The significance or p got was 0.001 or $p > 0.05$, indicating that the hypothesis in this study was rejected. This means that, significantly, there is no correlation between critical thinking skills and the ability of University D students to identify radicalism.

3.1 DISCUSSION

In general, the results of the correlation analysis show a significant relationship between critical thinking skills and the ability to identify radicalism. It is also seen in the average score of thinking ability The highest student criticality score was obtained by university C students, followed by students from university D, University A and the lowest score was obtained by students from university B. The highest score on the ability to identify radicalism was also obtained by university students C, and the lowest score was obtained by university students B. If analyzed separately, there are differences in the analysis of the four universities. At two universities, namely university A and University D, the correlation analysis results show no significant relationship between critical thinking skills and students' ability to identify radicalism. If examined more deeply, both universities are religious universities, where most of the knowledge taught in the curriculum is based on spiritual wisdom. Meanwhile the other two universities that show a correlation between critical thinking skills and the ability to identify radicalism are public universities, where religious knowledge is taught only at the initial level. This phenomenon is fascinating, considering that several previous studies recommended the application of moderate religious education to overcome the dangers of radicalism among students (Habeahan, 2021; Muhammad et al., 2021; Pitriyantini, 2021). So that in future research, we will explore this information through in-depth interviews with several relevant informants.

4 CONCLUSION

The following conclusions can be drawn based on the research and discussion results.

1. The average critical thinking ability of students in the city of Palopo is 70.76, which means that, generally, the student's critical thinking ability scores are in the medium category.

2. The average ability of students in the city of Palopo to identify radicalism is 55.28, which means that, generally, the ability to identify radicalism scores is in the medium category.

3. There is a correlation between students' critical thinking skills in Palopo and students' ability to identify radicalism.

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