

The Role of Indonesian Language in Developing Critical Thinking Skills of Junior High School Students 16 Jambi City

David Darwin¹, Dedi Gunawan Saputra²

¹Universitas Darma Persada, Indonesia

²Universitas Negeri Makassar, Indonesia

Email: daviddarwin8299@gmail.com, dedigunawansaputra@unm.ac.id

Abstract

This study aims to examine the role of Indonesian language learning in developing students' critical thinking skills at SMP 16 Jambi City. Using a qualitative approach, this study explores how Indonesian language learning can contribute to developing critical thinking skills through direct interaction with students and teachers. Data were obtained through interviews, observations, and document analysis, which were then analyzed to identify relevant patterns and themes. The results of the study indicate that Indonesian language learning has great potential in developing students' critical thinking skills. Learning strategies such as the use of texts, discussions, debates, and argumentative writing have proven effective in improving critical thinking skills. Students are trained to identify main ideas, evaluate arguments, and design coherent and evidence-based argument structures. However, there are several obstacles faced, such as time constraints and differences in student motivation in participating in literacy activities. Therefore, further efforts are needed to overcome these obstacles, such as teacher training, providing relevant teaching materials, and utilizing digital technology. With a more holistic approach, Indonesian language learning can be a more effective tool in developing students' critical thinking skills, which contributes to improving the overall quality of education.

Keywords : Indonesian, Critical Thinking, Students, Education

Received : October 10, 2024
Accepted : November 20, 2024

Revised : October 26, 2024
Published : November 27, 2024

Citation :

Darwin, D., & Saputra, D.G. 2024. The Role of Indonesian Language in Developing Critical Thinking Skills of Junior High School Students 16 Jambi City. MSJ: Majority Science Journal, 2(4), 119-127.

Corresponding Author:

David Darwin

daviddarwin8299@gmail.com

1. Introduction

Critical thinking skills are 21st-century skills that are very important for students to have. In this fast-paced information era, students are required to be able to analyze information carefully, evaluate its sources, and make the right decisions based on valid facts and data. One effective way to develop this critical thinking skill is through learning Indonesian (Nuraini, I. 2022). This subject covers various aspects that can train students in understanding, analyzing, and producing information. By studying texts, students are trained to identify the message to be conveyed and evaluate the truth of the information available. In addition, learning Indonesian also teaches students to evaluate sources of information, assess the validity of arguments, and organize information logically and structured. Thus, critical thinking skills that develop through learning Indonesian will greatly assist students in facing challenges in a world full of information (Pohan, et al. 2020).

Indonesian language learning has great potential in developing critical thinking skills because of the various activities involved in the learning process. One of the main activities that supports critical thinking skills is reading. Through reading, students are trained to understand the text in depth, not only knowing the contents of the text, but also analyzing the arguments and structures contained therein. Thus, students can evaluate the strengths or weaknesses of the arguments presented in the text and assess the logic and validity of the information contained (Wulandary, KL 2020). In addition, writing activities also greatly support the development of critical thinking. In writing, students are invited to design coherent arguments, namely arguments that are interrelated and easy to understand. This process



requires students to organize information in a logical and evidence-based manner. They are not only asked to write creatively, but also to consider relevant facts and arrange them in a justifiable order. Thus, the ability to design coherent and evidence-based arguments is an important element in critical thinking, because students are trained not only to accept information for granted, but also to evaluate, analyze, and organize it rationally. (Zamakhshyari, 2023).

Overall, Indonesian language learning that involves reading and writing activities provides space for students to develop critical thinking skills effectively, preparing them to be able to face the challenges of analyzing and evaluating information in a world full of various sources of information. However, the development of critical thinking skills through Indonesian language learning is often not optimal. Many teachers still use conventional learning approaches that focus on memorization rather than deep understanding and critical analysis (Sutrisno, 2020). As a result, students tend to be passive in learning and lack the skills to think analytically and logically.

The limitations in developing critical thinking skills among students are often exacerbated by the lack of utilization of learning media that support these skills. One concrete example of this problem is the low use of non-fiction texts that are relevant to the student's context. Non-fiction texts, such as news articles, essays, research reports, or other argumentative texts, have great potential to train critical thinking skills because of their nature that is directly related to facts, data, and various points of view that exist in society. However, many Indonesian language learning still focuses too much on fictional or narrative texts that are easier to understand and prioritize literary aspects (Vidiawati, V. 2019).

The use of non-fiction texts in learning Indonesian can help students develop critical thinking skills in a more practical and relevant way. These texts require students to analyze information, evaluate arguments, and develop their own views based on existing facts and data (Suwandi, S. (2019). In addition, non-fiction texts can also introduce students to various social, political, and economic issues that are relevant to everyday life, so that they can understand the broader context and develop deeper critical thinking skills. However, the main challenge in using non-fiction texts is how to integrate them into existing curricula and teaching methods. Teachers need to be trained to teach non-fiction texts in an interesting and interactive way, so that students can be actively involved in the learning process. In addition, there needs to be an effort to provide quality learning resources and materials, so that students can access relevant and useful non-fiction texts. (Sueca, IN 2021).

By overcoming these challenges, it is hoped that Indonesian language learning can be more effective in developing students' critical thinking skills, so that they can become more intelligent, critical individuals, and ready to face various challenges in the future. In fact, non-fiction texts can provide opportunities for students to analyze information in depth, compare various points of view, and construct strong arguments. Through these texts, students can be trained to evaluate the accuracy of information, assess evidence that supports a claim, and understand how the author constructs arguments based on valid data and facts. If non-fiction texts are used more often in learning, students will become accustomed to the process of analyzing real and actual information (Pare, A., & Sihotang, H. 2023). They can learn to compare different views, identify bias or errors in the delivery of information, and develop the ability to construct coherent and evidence-based arguments. Thus, the use of relevant non-fiction texts can be a very effective way to train students' critical thinking skills, while providing them with broader insights into issues that occur in the real world.

From previous research it is explained that "Critical and Creative Thinking in Indonesian Language Learning" shows that the importance of promoting critical and creative thinking skills in education has been widely recognized. This study found that the integration of critical and creative thinking skills in Indonesian language teaching can improve students' ability to collect, evaluate, and utilize information effectively (Fajarini, I. 2018).

Indonesian language teaching often does not provide enough space for students to actively participate. In fact, group discussions, debates, and presentations can be effective means to train students in critical thinking collaboratively. This more interactive teaching

method allows students to develop critical thinking skills in a more practical and relevant way. Through group discussions, students can share views, listen to other perspectives, and learn to critically evaluate arguments. Debates provide opportunities for students to hone their argumentation and analytical thinking skills, while presentations help them organize their thoughts and convey ideas clearly and convincingly. By providing space for active participation, Indonesian language teaching can be more dynamic and effective in developing students' critical thinking skills. (Kusumaningrum, 2019).

This study aims to explore how Indonesian language learning can be designed to support the development of students' critical thinking skills. By understanding effective strategies and approaches, it is hoped that Indonesian language learning can become a more effective means of building a critical and innovative generation. This study will identify teaching methods that can encourage students to think reflectively, evaluate information critically, and develop strong arguments. In addition, this study will also explore the use of non-fiction texts that are relevant to the student's context, as well as the application of interactive teaching methods such as group discussions, debates, and presentations. Thus, the results of this study are expected to provide practical guidance for educators in designing Indonesian language learning that is more effective in developing students' critical thinking skills.

2. Method

This study uses a qualitative approach to understand how Indonesian language learning contributes to developing students' critical thinking skills. A qualitative approach was chosen because it allows researchers to explore social realities in depth through direct interaction with research subjects (Hasan, et al. 2024). This study was conducted at SMP 16 Jambi City. A qualitative approach was chosen to understand how Indonesian language learning contributes to developing students' critical thinking skills. With this approach, researchers can explore the experiences, views, and perceptions of students and teachers regarding the Indonesian language learning process and how it affects students' critical thinking skills. Through interviews, observations, and document analysis, researchers can obtain rich and in-depth data, which are then analyzed to identify relevant patterns, themes, and relationships. This qualitative approach provides a more comprehensive understanding of the dynamics of Indonesian language learning and its contribution to developing students' critical thinking skills at SMP 16 Jambi City.

Data collection was conducted through in-depth interviews with Indonesian language teachers and students at the secondary school level. The interviews aimed to understand their experiences, views, and challenges faced in the learning process. In addition, classroom observations were conducted to see firsthand how learning strategies were implemented and how students responded to activities designed to train critical thinking. These observations helped researchers gain a more concrete picture of the dynamics of learning in the classroom. Researchers also conducted document analysis, such as lesson implementation plans (RPP) and student work, to evaluate the extent to which critical thinking aspects were integrated into Indonesian language learning. These documents provided rich data on the pedagogical approaches used by teachers.

Data triangulation was conducted to ensure the validity of the findings. Data from interviews, observations, and document analysis were compared to find consistent patterns and identify differences in perspectives. The data obtained were analyzed using a thematic approach, which involves grouping data based on themes relevant to the development of critical thinking skills through learning Indonesian.

3. Results and Discussion

Text Based Learning Strategy

Teachers use literary and nonfiction texts to train students in understanding and analyzing arguments. Students are invited to identify the main idea, evaluate the validity of the argument, and provide critical views on the content of the text. The use of literary and nonfiction texts in learning Indonesian is an effective strategy to train students in critical thinking. Both

types of texts offer a variety of perspectives and rich contexts to analyze. Literary texts, such as short stories or novels, often describe conflicts, values, and worldviews that can help students understand the complex relationship between ideas and reality. Meanwhile, nonfiction texts, such as opinion articles, reports, or essays, provide data-based arguments that require logical evaluation (Andini, 2024). In learning activities, teachers direct students to identify the main idea of the text being read. This process helps students understand the essence of the information conveyed, both in the form of literary stories and arguments in nonfiction texts. After that, students are invited to evaluate the validity of the argument, including logic, supporting evidence, and the relevance of the argument to the issue being discussed. This ability is very important in training students to distinguish valid and reliable information from biased or unfounded information (Tinambunan, RD 2021).

In addition, students are also given space to provide critical views on the contents of the text. They can express their opinions based on the analysis that has been done, as well as ask questions or counter-arguments to the contents of the text. This process not only develops students' critical thinking skills, but also trains them to convey ideas clearly and logically. Through this approach, learning Indonesian does not only focus on understanding the text, but also on developing critical analysis, evaluation, and expression skills. Thus, students do not only become passive readers, but also active and reflective readers, who are able to use information intelligently in everyday life.

a. Discussion and Debate

Group discussion and debate activities are effective strategies in encouraging students to think critically. In group discussions, students are encouraged to express their opinions, provide reasons to support their views, and respond logically to peer arguments. This process helps students develop critical thinking skills in a practical and relevant way. They learn to evaluate information, consider multiple perspectives, and develop strong arguments based on available evidence (Rosiana, E., & Rahman, MA 2023).

Debates, on the other hand, provide students with an opportunity to hone their argumentation skills. Students must defend their opinions with strong evidence, listen to and evaluate opposing arguments, and respond in a logical and structured manner. This activity not only improves critical thinking skills but also helps students develop effective communication skills and confidence in public speaking. By using these strategies, students can develop better critical thinking skills, which are essential in facing academic and everyday life challenges. They learn to think analytically, critically evaluate information, and develop creative and logical solutions to problems (Walenta, AS, 2024).

b. Argumentative Writing

Argumentative essay writing assignments provide students with the opportunity to construct strong arguments based on data and facts. This process trains students in designing structured logical thinking. In argumentative essays, students must gather relevant information, evaluate evidence, and develop a logical and coherent argument. They must also consider multiple viewpoints and respond to opposing arguments in a logical and structured manner. Thus, writing argumentative essays helps students develop critical thinking, analytical, and effective communication skills, which are essential in facing academic and everyday life challenges (Ardana, HP 2023).

The study found that students who engaged in group discussions, debates, and presentations showed significant improvements in their critical thinking skills. These methods allow students to share views, listen to other perspectives, and critically evaluate arguments. Group discussions provide opportunities for students to interact directly with their peers, share ideas, and receive constructive feedback. Debates encourage students to develop argumentation skills, think analytically, and defend their opinions with strong evidence. Presentations help students organize their thoughts, convey ideas clearly, and increase their confidence in public speaking. By using these methods, students can develop better critical

thinking skills, which are essential in facing academic and everyday life challenges. As the results of an interview with one of the teachers explained that:

"I often use group discussion, debate, and presentation methods in learning Indonesian. For example, I divide students into small groups to discuss a certain topic, then they present the results of their discussions in front of the class. I also hold debate sessions where students must defend their opinions with strong evidence. In addition, I give individual or group presentation assignments to help students organize their thoughts and convey ideas clearly."

In other words, the teacher uses a variety of interactive teaching methods to actively engage students in the learning process. Methods such as group discussions, debates, and presentations provide opportunities for students to actively participate, share views, listen to other perspectives, and critically evaluate arguments. Group discussions allow students to interact directly with their peers, share ideas, and get constructive feedback. Debates encourage students to develop argumentation skills, think analytically, and defend their opinions with strong evidence. Presentations help students organize their thoughts, convey ideas clearly, and increase their confidence in public speaking. By using these methods, students can develop critical thinking, argumentation, and effective communication skills, which are essential in facing academic and everyday life challenges.

In addition, this study also shows that the use of more interactive and contextual teaching methods can increase students' learning motivation. Students who feel involved and active in the learning process tend to be more motivated to learn and develop their critical thinking skills. Interactive teaching methods, such as group discussions, debates, and presentations, allow students to actively participate, share views, listen to other perspectives, and critically evaluate arguments. With interactive teaching methods, students are not only passive recipients of information, but also become active participants in the learning process. They can ask questions, give opinions, and contribute to discussions. This makes learning more dynamic and interesting, so that students are more motivated to learn. As from the results of an interview conducted by Desan, one of the students said that:

Student 1:*"I feel more motivated to learn when teachers use interactive teaching methods. Group discussions and debates make me more active in the learning process. I can share my views with my friends and listen to other perspectives. This helps me to think more critically and understand the subject matter better."*

Student 2:*"The interactive and contextual teaching method really helped me understand the subject matter. I could see how the knowledge I learned in class could be applied in real situations. This made me more motivated to learn and develop my critical thinking skills."*

In addition, contextual teaching methods help students to better understand the subject matter by relating it to real situations that are relevant to their lives. For example, the use of non-fiction texts that are relevant to students' contexts can help them develop critical thinking skills by analyzing information, evaluating data, and developing views based on facts. Thus, students can see how the knowledge they learn in class can be applied in everyday life. Overall, the use of more interactive and contextual teaching methods not only increases students' motivation to learn but also helps them develop critical thinking skills that are very important in facing academic and daily life challenges. Thus, this study confirms the importance of using interactive and contextual teaching methods in learning Indonesian to develop students' critical thinking skills. This approach not only improves students' critical thinking skills but also increases their motivation to learn and their understanding of the subject matter.

Utilization of Digital Learning Media

The use of digital media, such as online articles and educational videos, helps students access relevant information and trains them to analyze content from multiple perspectives. Online articles provide quick access to multiple sources of information that are up-to-date and relevant to the topic being studied. Students can read articles from multiple sources, compare information, and evaluate its accuracy and credibility. Educational videos, on the other hand, offer an engaging and interactive way to learn the material. Videos can present information in a more visual and understandable way, thus helping students who have a visual learning style. (Kusmardiningsih, WT 2024). In addition, educational videos often include expert interviews, practical demonstrations, and in-depth illustrations, which can enrich students' understanding of a particular topic. By accessing and analyzing content from multiple perspectives, students can develop their critical thinking skills. They learn to evaluate information, consider multiple points of view, and develop arguments based on strong evidence. The use of digital media also allows students to learn independently and develop digital literacy skills that are important in this modern era (Akbar, JS, 2023).

Obstacles Faced

Teachers face challenges in managing time to integrate critical thinking activities amidst the demands of the curriculum. A dense curriculum often makes it difficult for teachers to set aside sufficient time for activities that encourage critical thinking, such as group discussions, debates, and presentations. In addition, the preparation and implementation of these activities require additional time that is not always available in a tight learning schedule. As the results of an interview with one of the teachers explained that:

“The main challenge we face is time constraints. The tight curriculum often makes it difficult to set aside enough time for activities that encourage critical thinking, such as group discussions, debates, and presentations. Preparing and implementing these activities requires additional time that is not always available in a tight learning schedule.”

In addition to time constraints, teachers also face challenges in motivating all students to actively participate in learning. Not all students have the same motivation or feel comfortable participating in discussions or debates. Some students may feel shy or lack confidence in expressing their opinions in front of their classmates. Therefore, teachers need to find ways to create an inclusive and supportive learning environment, where all students feel safe and encouraged to participate. To overcome these challenges, teachers can use various strategies, such as giving rewards or praise to students who actively participate, providing additional time for critical thinking activities outside of class hours, and using a variety of teaching methods to appeal to all students. In this way, teachers can help students develop their critical thinking skills despite time constraints and varying motivations.

Increasing Student Interest

Students show higher interest in literacy activities when the learning materials are relevant to their daily lives. When students can see a direct connection between what they learn in class and the real experiences and situations they face in their daily lives, they become more motivated to learn. Relevant learning materials help students feel that the knowledge they gain has practical value and can be applied in their lives (Darmawan, RA, & Rizaldi, MA 2024). This not only increases interest and motivation to learn but also helps students develop better critical and analytical thinking skills. Thus, the relevance of learning materials to students' daily lives plays an important role in increasing the effectiveness of literacy activities and learning as a whole.

Impact on Critical Thinking Skills

Students who engage in interactive and analysis-based learning strategies show improvements in critical thinking skills. These strategies allow students to actively participate in the learning process, critically evaluate information, and construct logical and structured

arguments. By using methods such as group discussions, debates, and presentations, students can develop analytical and critical thinking skills. They learn to gather and evaluate information from a variety of sources, consider multiple perspectives, and develop arguments supported by strong evidence. This process helps students to think more reflectively, analytically, and critically, which is essential in facing academic and everyday life challenges (Istofany, et al. 2024). As stated by one student that:

"I feel that interactive and analysis-based learning strategies are very helpful in developing my critical thinking skills. Group discussions and debates make me more active in the learning process. I can share my views with my friends and listen to other perspectives. This helps me to think more critically and understand the subject matter better."

In other words, the students felt that interactive and analysis-based learning methods were very effective in improving their critical thinking skills. Group discussions and debates allowed them to actively participate, share their views, and listen to other perspectives, all of which contributed to better understanding and stronger critical thinking skills.

4. Conclusions

Indonesian language learning has great potential to develop students' critical thinking skills. Strategies such as the use of texts, discussions, debates, and argumentative writing have proven effective in improving these skills. However, further efforts are needed to overcome the obstacles faced by teachers and increase student participation. For example, through reading texts, students are trained to identify main ideas, understand points of view, and evaluate arguments. In discussions and debates, they are encouraged to express opinions logically, provide supporting evidence, and respond to opposing arguments rationally. Argumentative writing, such as essays or opinion pieces, trains students in designing coherent and data-based argument structures, thereby improving their critical thinking skills. Although these strategies have proven effective, there are several obstacles that need to be overcome. Teachers often face challenges such as limited time to integrate critical thinking-based activities into a dense curriculum. In addition, not all students have the same motivation and interest in literacy activities, so that their participation in learning is uneven. To optimize this potential, further efforts are needed, such as teacher training in developing innovative learning strategies, providing teaching materials that are relevant to the student's context, and utilizing digital technology to support learning activities. With a more holistic approach, learning Indonesian can become a more effective instrument in building students' critical thinking skills, which will ultimately improve the overall quality of education.

Bibliography

- Akbar, J. S., Dharmayanti, P. A., Nurhidayah, V. A., Lubis, S. I. S., Saputra, R., Sandy, W., ... & Yuliasuti, C. (2023). *Model & Metode Pembelajaran Inovatif: Teori Dan Panduan Praktis*. PT. Sonpedia Publishing Indonesia.
- Andini, S. H., Yustie, H. A., Larasati, I., Amalia, R. M., Putri, Y. A., Muliani, D., ... & Habibah, A. H. (2024). *Inovasi Media Pembelajaran Bahasa Indonesia*. Cahya Ghani Recovery.
- Ardana, H. P. (2023). *Penerapan Model Pembelajaran Kooperatif Tipe Talking Chips untuk Meningkatkan Kemampuan Argumentasi Ilmiah Siswa MTsN 1 Pekanbaru Kelas VII pada Materi Perubahan Iklim* (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU). <https://repository.uin-suska.ac.id/72390/>
- Bagaskoro, B., Yuherlina, R., & Pratiwi, D. I. (2024). The Role Of Lecturers' Self-Efficacy And Digital Literacy In The Use Of Information And Communication Technology (Ict) In The Learning Process (An Exploratory study at the Maritime College and Polytechnic within the Ministry of Transportation). *MSJ: Majority Science Journal*, 2(3), 7-20. <https://jurnalhafasy.com/index.php/msj/article/view/216>
- Darmawan, R. A., & Rizaldi, M. A. (2024). Analisis Pengaplikasian Literasi dan Numerasi di Sekolah. *Karimah Tauhid*, 3(8), 9278-9293.

- Fajarini, I. (2018). Berpikir kritis dan kreatif pada pembelajaran bahasa Indonesia. In *Prosiding Seminar Nasional Pendidikan Bahasa Dan Sastra Indonesia I Unimed-2018* (Vol. 1, pp. 129-135). FBS Unimed Press. <https://digilib.unimed.ac.id/id/eprint/38797/>
- Hasan, M. S. R., Rozaq, A., & Saifullah, R. (2024). Peningkatan Pemahaman Siswa Pada Pembelajaran Akidah Akhlak Melalui Model Pembelajaran Kooperatif Mind Mapping. *Irsyaduna: Jurnal Studi Kemahasiswaan*, 4(2), 237-251. <https://doi.org/10.54437/irsyaduna.v4i2.1669>
- Istofany, M. A. B., Negara, H. R. P., & Santosa, F. H. (2024). Analisis Penggunaan Teknologi dalam Pembelajaran Matematika untuk Meningkatkan Keterampilan Berpikir Kritis pada Mahasiswa. *Ulul Albab: Majalah Universitas Muhammadiyah Mataram*, 28(1), 1-14. <https://journal.ummat.ac.id/index.php/JUA/article/view/23325>
- Kusmardiningih, W. T. (2024). Transformasi Digital dan Dampaknya terhadap Kemampuan Berpikir Analisis Peserta Didik. *MANAGIERE: Journal of Islamic Educational Management*, 3(1), 1-24. <https://jurnalpasca.uinkhas.ac.id/index.php/MANAGIERE/article/view/1950>
- Kusumaningrum, D. (2019). Peran Guru dalam Meningkatkan Berpikir Kritis Siswa. *Jurnal Bahasa dan Sastra Indonesia*, 8(2), 120-130.
- Nuraini, I. (2022). *Upaya guru dalam mengembangkan kemampuan critical thinking peserta didik pada mata pelajaran fiqh di mts annajah petukangan jakarta selatan* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). <https://repository.uinjkt.ac.id/dspace/handle/123456789/66475>
- Pare, A., & Sihotang, H. (2023). Pendidikan Holistik untuk Mengembangkan Keterampilan Abad 21 dalam Menghadapi Tantangan Era Digital. *Jurnal Pendidikan Tambusai*, 7(3), 27778-27787.
- Pohan, A. A., Abidin, Y., & Sastromiharjo, A. (2020). Model Pembelajaran RADEC dalam Pembelajaran Membaca Pemahaman Siswa. In *Seminar Internasional Riksa Bahasa* (pp. 250-258). <http://proceedings2.upi.edu/index.php/riksabahasa/article/view/1354>
- Rosiana, E., & Rahman, M. A. (2023). Meningkatkan Kemampuan Berpikir Kritis Dan Komunikasi Taruna Akademi Maritim Nusantara Banjarmasin Melalui Pengajaran Debat Bahasa Inggris. *Balanting*, 2(1), 1-11.
- Sueca, I. N. (2021). *Literasi Dasar: Bahan Literasi Berbasis Permainan Bahasa*. Nilacakra.
- Sutrisno, H. (2020). Pendekatan Pembelajaran Kritis dalam Bahasa Indonesia. *Jurnal Pendidikan*, 9(1), 33-45.
- Suwandi, S. (2019). Mengadvokasi Siswa Menghasilkan "Karya Buku" Dalam Pembelajaran Bahasa Indonesia Berbasis Literasi. *Konferensi Nasional Bahasa dan Sastra V*, 5(1), 1-10. <https://core.ac.uk/download/pdf/289793647.pdf>
- Tinambunan, R. D. (2021). Pengaruh Model Pembelajaran SAVI (Somatis, Auditori, Visual dan Intelektual) Terhadap Kemampuan Siswa Bermain Drama.
- Vidiawati, V. (2019). *Implementasi Program Literasi Dalam Meningkatkan Minat Baca Peserta Didik Madrasah Ibtidaiyah Negeri 4 Pondok Pinang Jakarta Selatan* (Doctoral dissertation, Institut PTIQ Jakarta). <https://repository.ptiq.ac.id/id/eprint/213/1/2019-VIVIN-VIDIAWATI-2017.pdf>
- Walenta, A. S., Nofirman, N., Rukhmana, T., Sitepu, E., Ramadhani, R., & Sitopu, J. W. (2024). Pengaruh Metode Debat dalam Meningkatkan Kemampuan Berpikir Kritis dan Argumentatif pada Mahasiswa. *Indonesian Research Journal on Education*, 4(4), 1149-1154. <https://irje.org/index.php/irje/article/view/1150>
- Wulandary, K. L. (2020). *Meningkatkan Kemampuan Berpikir Kritis Siswa Sekolah Dasar Melalui Pembelajaran Multiliterasi* (Doctoral dissertation, FKIP UNPAS). <http://repository.unpas.ac.id/49862/>
- Zamakhshari, A., Imaniyah, I., & Munirudin, M. (2023). Implementasi Strategi Pembelajaran Multiple Intelligences dalam Moderasi Pendidikan Agama Islam di SMK Al-Biruni Babakan Ciwaringin Cirebon: The Implementation of Multiple Intelligences Learning Strategy in the Moderation of Islamic Education at SMK Al-Biruni Babakan Ciwaringin

Cirebon. *EduMasa: Journal of Islamic Education*, 1(2), 1-14.
<https://edumasa.ipeba.ac.id/index.php/EduMasa/article/view/12>