



LITERATURE REVIEW FACTORS AFFECTING CRITICAL THINKING: CURRICULUM, STUDENTS, AND EDUCATIONAL FACILITIES

Muhammad Rifai¹, Kemas Imron Rosadi²

¹) Dr. Student Program at UIN STS Jambi, email: rifaibayung82@gmail.com

²) Dosen Universitas UIN STS Jambi, email: kemasimronrosadi@uinjambi.ac.id

Corresponding author: Muhammad Rifai¹

Abstract: Islam highly upholds education, even the first revelation that was revealed was the command to read, from reading humans can gain knowledge and know many things. The Prophet sallallahu 'alaihi wasallam in many of his hadiths, he obliges his people to always learn. Islamic education has a very noble goal, namely making humans able to carry out Islamic law properly and correctly. To achieve this goal, of course, it is not as easy as we imagine, but good management is needed in the administration of education, including by thinking critically on the curriculum, students, and educational facilities. Thus, it is hoped that Islamic education in Indonesia in the future can be of higher quality. This paper attempts to analyze critical thinking on the curriculum, students, and means of education.

Keyword: Curriculum, Students, Educational Facilities, and Critical Thinking

INTRODUCTION

Background of the problem

Organizing education aims to make life lead to a better civilization than the past. Therefore all educational activities aimed at achieving this. All efforts made in organizing Education will be useless if the educational process is not directed and does not have a clear goal clear about what you want to achieve. Quoting his opinion (Hapzi Ali, Mukhtar, 2016) argues that education is one of the fields that has an important role and strategic in the development of a nation. In fact, it becomes a dominant factor in the process of increasing the intelligence of the nation's life.

An important issue that needs to be highlighted is whether education policy is part of the public policy or education policy as public policy. The problem becomes important because it is related to positioning education in the context of sectors that must be managed seriously and the magnitude of the level of urgency for the government in in setting priorities for development programs according to (Bakry, 2010) policy does not only regulate the operational system internally, it also regulates things related to the conceptual functioning of the system. which determines progress or the retreat of a nation.

For this reason, it is The implementation of Islamic educational institutions as a mandatory organizational system apply quality-based management to be able to compete in

the increasingly the complexity of pressure from other educational institutions and the flow of the digital era 4.0. Resource quality university human beings have a strategic role in achieving graduate competence standard. This is the toughest challenge for university administrators high level in preparing human resources who are intelligent, virtuous, human religious, skilled and able to compete both domestically and internationally in the field of the knowledge he pursues. Therefore, in this paper the author tries to analyze the factors that influence critical thinking on the curriculum, students and educational facilities.

Formulation of the problem.

Based on the background, the problems to be discussed can be formulated in order to build hypotheses for further research, namely:

1. Does the curriculum affect critical thinking?
2. Does the student influence on critical thinking?.
3. Do educational facilities affect critical thinking?

LITERATURE REVIEW

Think critically

There are various definitions of critical thinking. Beyer offers the simplest definition: "Critical thinking means making reasonable judgments." Beyer views critical thinking as using criteria to judge the quality of something, from the simplest activities such as normal daily activities to drawing conclusions from a piece of writing that a person uses to evaluate the validity of something (statements, ideas, arguments, research). , and others). Facione states that critical thinking is self-regulation in deciding (judging) something that results in interpretation, analysis, evaluation, and inference, as well as exposure using evidence, concepts, methodologies, criteria, or contextual considerations that form the basis for making decisions. Critical thinking is important as a tool of inquiry. Critical thinking is a strength and a source of energy in a person's social and personal life (Siti Zubaidah, 2010).

Filsaime cites several definitions of critical thinking from the following experts. Scriven and Paul and Angelo view critical thinking as an intelligent disciplined process of active and skilled conceptualization, application, analysis, synthesis, and evaluation gathered from, or generated by, observation, experience, reflection, reasoning, or communication as a guide to belief and action. In addition, critical thinking has also been defined as "thinking that has a purpose, makes sense, and is goal-oriented" and "the ability to analyze information and ideas carefully and logically from various perspectives" (Siti Zubaidah, 2010) .

From the description above, in general it appears that critical thinking is an active intellectual process and is full of skills in making understanding or concepts, applying, analyzing, synthesizing, and evaluating. All these activities are based on the results of observations, experiences, thoughts, considerations, and communication, which will guide in determining attitudes and actions.

There are many more definitions of critical thinking as copied from Wahidin below. Costa describes critical thinking as: "using basic thinking processes to analyze arguments and generate insight into particular meanings and interpretations; also known as directed thinking". Matindas states that: "Critical thinking is a mental activity carried out to evaluate the truth of a statement. Generally, evaluation ends with a decision to accept, deny, or doubt the truth of the statement in question". Matindas also revealed that many people do not really distinguish between critical thinking and logical thinking even though there is a big difference between the two, namely that critical thinking is done to make decisions while logical thinking is only needed to make conclusions (Siti Zubaidah, 2010).

Basically critical thinking also involves logical thinking which is continued with decision making. Dewey defines critical thinking as "... essentially problem solving"; Ennis:

"the process of reasonably deciding what to believe"; or can also be defined as: "... a search for meaning, not the acquisition of knowledge". Ennis in the form of a working definition describes that: "critical thinking is reasonable, reflective thinking that is focused on deciding what to believe". Gega stated that people who think critically are "... who base suggestions and conclusions on evidence..." which are characterized by: using evidence to measure the truth of conclusions, showing sometimes contradictory opinions and willing to change opinions if there is strong evidence that contrary to his opinion. In line with what Gega said, The Statewide History-social science Assessment Advisory committee (USA) defines critical thinking as "... those behaviors associated with deciding what to believe and do". From these opinions it can be said that critical thinking includes two major steps, namely carrying out the process of reasoning (reasoning) followed by decision making or problem solving (deciding/problem solving) (Siti Zubaidah, 2010).

Thus it can also be interpreted that without adequate ability in terms of logical thinking (deductive, inductive and reflective), a person cannot carry out the critical thinking process correctly.

Critical Thinking Indicator

There are various references that put forward critical thinking indicators, which are stated below. Wade (1995) identified eight characteristics of critical thinking, including: (1) activities to formulate questions, (2) limiting problems, (3) testing data, (4) analyzing various opinions and biases, (5) avoiding highly emotional considerations. , (6) avoid oversimplification, (7) consider various interpretations, and (8) tolerate ambiguity (Arif Musthofa & Ali, 2021).

- a) **Character (dispositions)** Someone who has critical thinking skills has a skeptical attitude, is very open, appreciates honesty, respects various data and opinions, respect for clarity and thoroughness, seek different views, and will change attitudes when there is a opinion that is considered good.
- b) **Criteria (criteria)** Critical thinking must have a criterion or benchmark. To arrive in that direction must find something to decide or believe in. Although an argument can be compiled from several sources of learning, it will have different criteria. If we are going to apply standardization then it must be based on relevance, accuracy of facts, based on credible sources, thorough, unbiased, free from erroneous logic, logical consistency, and careful consideration.
- c) **arguments (arguments)** Arguments are statements or propositions based on data. Critical thinking skills will include introduction, assessment, and compose arguments.
- d) **Consideration or thought (reasoning)** This ability is to summarize the conclusions of one or more some premises. The process will include activities to examine the relationship between some statements or data.
- e) **point of view Point of view is a way of viewing** or interpreting this world, which will determine the construction of meaning. Someone who thinks critically will view a phenomenon from different points of view. f. Procedure for applying criteria (procedures for applying criteria) The procedure for applying critical thinking is very complex and procedural. Procedure This will include formulating problems, determining decisions that will be taken, and identify estimates.

CURRICULUM

Curriculum concept

Etymologically, the curriculum comes from the Greek, namely curir which means runner and curare which means a place to race. So, the term curriculum comes from the world of sports in Ancient Roman times in Greece, which means the distance that must be covered

by runners from the start line to the finish line. It can be understood that the distance that must be traveled here means the curriculum with content and subject matter which is used as a period of time that must be taken by students to obtain a diploma. In Arabic, the word curriculum that is commonly used is *manhaj*, which means the bright path through which humans walk in various areas of life. While the educational curriculum (*manhaj al-dirāsah*) in the Tarbiyah dictionary is a set of plans and media that are used as references by educational institutions in realizing educational goals (Bahri, 2017).

According to S. Nasution, the curriculum is a plan drawn up to expedite the teaching and learning process under the guidance and responsibility of schools or educational institutions and their teaching staff. Furthermore, Nasution explained that a number of curriculum theorists argue that the curriculum does not only include all planned activities but events that occur under the supervision of the school (Bahri, 2017).

According to Crow and Crow, as quoted by Oemar Hamalik, curriculum is a teaching design or a number of subjects that are systematically arranged to complete a program to obtain a diploma. In another book, Hamalik explains more broadly that the curriculum here contains content and subject matter. So the curriculum is a number of subjects that must be taken and studied by students to gain some knowledge, subjects (subject matter) are seen as the experiences of parents or smart people of the past that have been arranged systematically and logically (Bahri, 2017).

It turns out that curricular activities are not only limited to the curriculum room in a broad sense not only limited to subject matter, but also include various activities carried out, both at school and outside school as expressed by Saylor and Alexander; "...school's curriculum is the total effort of the school to bring about the desired outcome's in school and in out of school situation. In short, the curriculum is the school's program for learners". Even Alice Miel understands that the curriculum includes the condition of the building, the atmosphere of the school, the desires, beliefs, knowledge, skills, and attitudes of the people who serve and are served in the school (including all school staff) in providing assistance to students, including curriculum (Bahri, 2017).

In another sense, it is emphasized that the curriculum is the entire program, facility, and activity of an educational or training institution to realize its vision, mission and institution. Therefore, the implementation of the curriculum to support the success of an educational institution must be supported by the following things. First, there is a competent workforce. Second, there are adequate facilities. Third, the existence of supporting facilities as a support. Fourth, the existence of educational support personnel such as administrative staff, supervisors, librarians, laboratories. Fifth, the existence of adequate funds, sixth, the existence of good management. Seventh, the maintenance of a supportive culture; religious, moral, national and others, eighth, transparent and accountable visionary leadership.

Basic curriculum development

The foundation is the foundation on which something is built. The basic function is to provide direction to the goals to be achieved and at the same time as the basis for the establishment of something. Each country has its own educational foundation. It is a reflection of the philosophy of life of a nation. It is on this basis that the education of a nation is structured. And because of that, the education system of each nation is different because they have a different philosophy of life (Chusnul Khotimah, 2017).

Curriculum development is not only an abstraction, but also provides examples and alternatives for action that are the inspiration for some ideas and other adjustments that are considered important. According to Audrey Nicholls and Howard Nicholls, as understood by Oemar Hamalik, that curriculum development is the planning of learning opportunities that

are intended to bring students towards the desired changes and assess the extent to which these changes have occurred in students (Chusnul Khotimah, 2017).

The basic function or foundation of curriculum development is like the foundation of a building. A towering building standing on a fragile foundation will certainly not last long. Therefore, before a building is built, a solid foundation must first be built. The stronger the foundation of a building, the stronger the building will be. The building foundation which is likened to the description above is the basis or foundation in designing a curriculum. So, whether or not the quality of the curriculum designed is largely determined by a strong foundation for curriculum development. Seller and Miller, as quoted by Sanjaya, argue that the curriculum development process is a series of activities that are carried out continuously (Chusnul Khotimah, 2017).

According to Harrick, as quoted by Hamalik, there are three sources of curriculum, namely; first, knowledge as a source that will be conveyed to children from various fields of study, second, society as a source of curriculum where schools are agents of society in transmitting cultural heritages and solving problems in society. And third, individuals who are educated as curriculum resources where the curriculum is prepared with the intention of helping children's development as optimally as possible (Chusnul Khotimah, 2017).

The curriculum source stated by Herrick above is not much different from Ronald Doll, who stated that the basic curriculum was similar and only added a philosophical and historical basis. According to Doll, there are four basic curriculums, namely the basis of philosophy and history, psychology, the basis of socio-culture and the basis of science.

Curriculum Development

Goals Education is an activity carried out with certain goals to be achieved, so that education is carried out with a careful planning. Activities that deviate from the achievement of these goals are prevented as much as possible because they will be counter-productive to educational goals. The purpose of education itself has two functions, giving direction and is something that all educational activities want to achieve. In English, the term goal is found in several words, namely: aims, purposes, goals, and objectives. The Oxford English Dictionary defines aims as an action that determines the way with respect to the expected end. Goals are goals that are targeted with earnest effort. Objectives are introductory goals to general goals. Obviously, aims are general goals, while objectives are specific goals. Purposes are synonyms for the three terms above.

The Oxford English Dictionary defines purposes as "one of the provisions relating to things to be done or to be accomplished". Goals in an educational perspective are. all targets set to be achieved through educational activities (Bahri, 2017).

STUDENTS

The expression of student management consists of two words, namely management and student. Management comes from the word to manage which means to manage, manage, or take care of. Terry, provides the following definition of management. "Management is a distinctive process consisting of planning, organizing, actuating, and controlling, performed to determine and accomplice stated opjectives by the use of human being and other resources". (Management is a process consisting of planning, organizing, mobilizing and supervising. Meanwhile, according to H. Koontz & O'Donnel, in Suwarno, the definition of management is as follows: "Management involes getting things done through and with people". the achievement of a goal that is carried out through and with other people. Meanwhile, what is meant by studentship is everything related to students or what is more popular with the term students (Chusnul Khotimah, 2017).

Thus student management has an understanding of a process of managing all matters relating to students in a school starting from planning, student admissions, coaching carried out while students are in school, until students complete their education at school through the creation of a conducive and constructive learning atmosphere for the ongoing effective teaching and learning process or learning, in other words student management is the whole process of organizing cooperative efforts in the student field in order to achieve learning goals in schools. Student management itself has the aim of regulating activities in the student field so that the learning process carried out in A school can run smoothly, orderly and regularly in such a way that what is the main goal of a learning program at school can be achieved optimally. Student management is one of the operational areas in school management (Chusnul Khotimah, 2017).

Student Management Principles

Student management is tasked with regulating various activities in the student field so that the learning process in Islamic schools runs in an orderly, orderly and smooth manner. To achieve this goal, a number of principles must be considered. The principles according to the Ministry of Education and Culture in Sulistyorini, and Faturrohman (2014: 169) are as follows: (1) Students must be treated as subjects and not objects, so they must be encouraged to participate in every planning and decision-making related to their activities; (2) The condition of students is very diverse in terms of physical conditions, intellectual abilities, socio-economics, interests and so on. Therefore, a vehicle is needed to develop optimally; (3) Students will only be motivated to learn, if they enjoy what is taught; (4) according to Sulistyorini, the development of student potential does not only concern the cognitive domain but also the effective and psychomotor domains (Chusnul Khotimah, 2017).

Scope of Student Management

In general, the field of student affairs has at least three main tasks that must be considered, namely acceptance of new students, learning progress activities, and guidance and discipline development. Based on the three main tasks, the scope of student management is closely related to the following matters (Chusnul Khotimah, 2017): a. Student planning b. New student Admission c. Learning process

Education facility

Definition of Facilities and Infrastructure According to Sutisna, linguistically, infrastructure is defined as an indirect tool to achieve goals in education. For example the location or place, school buildings and sports fields. While the means means a direct tool to achieve educational goals. For example, rooms, books, libraries, laboratories and others (Novita, 2017).

Facilities and infrastructure are a required condition for teaching and learning activities to take place in schools. Based on this, schools must have standard learning facilities, so that the learning process runs smoothly. Mulyasa explained that educational facilities are equipment and supplies that are directly used and to support the educational process, especially in the teaching and learning process, such as buildings, classrooms, tables, chairs and teaching tools and media (Novita, 2017).

What is meant by educational or teaching infrastructure in the learning process, such as school yards, school gardens, and roads leading to schools. In addition, Bafadal stated that educational facilities are all equipment, materials and furniture that are directly used in the education process in schools. While educational infrastructure is all basic equipment that indirectly supports the implementation of the education process in schools (Parid & Alif, 2020).

Based on the understanding of facilities and infrastructure above, it can be concluded that facilities and infrastructure are components in the learning process that support the potential of each student in each educational unit, both formal and non-formal. The definition of educational facilities itself is all equipment or goods, whether movable or not, that are used directly for the educational process, while infrastructure facilities are all devices that are not directly used for the educational process. Facilities and infrastructure are a necessity that must be available to support learning activities and improve the quality of education and in the context of realizing national education goals (Novita, 2017).

Various educational facilities

The various kinds of facilities and infrastructure needed for the smooth and successful activities of the educational process are: (1) Classrooms where students and teachers carry out the process of teaching and learning activities; (2) The library room is a collection of various types of reading for students and from here students can increase their knowledge; (3) a laboratory room where students develop knowledge, attitudes and skills as well as a place to research using existing media to solve a problem or concept of knowledge; (4) Art room is a place where art activities take place; 5) Sports facilities where sports exercises take place (Parid & Alif, 2020).

Regarding facilities and infrastructure, the availability of land and space is the main element in the implementation of teaching and learning activities. Administratively, the land required to establish a school or college must be accompanied by a valid and complete proof (certificate). The type of land must meet several criteria, including: (a) Built-up land is land that contains buildings; (b) Open land is land where there is no building on it; (c) land for practical activities is land used for the implementation of practical activities; (d) development land is land needed for building development and practical activities (Parid & Alif, 2020).

Table 1: Relevant previous research

No	Author (year)	Previous Research Results	Similarities to this article	Difference with this article
1	(Sari & Ali, 2019)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	students and educational facilities affect critical thinking	curriculum influences critical thinking
2	(Sulaeman et al., 2019)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	student influence on critical thinking	curriculum influences critical thinking
3	(Azizah et al., 2018)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	curriculum and educational facilities affect critical thinking	student influence on critical thinking
4	(Nafi'ah et al., 2015)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	students and educational facilities affect critical thinking	curriculum influences critical thinking
5	(Huda, 2018)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	student influence on critical thinking	student influence on critical thinking
6	(Rahmawati, 2021)	curriculum, students and educational facilities have a positive and significant impact on critical thinking	curriculum and educational facilities affect critical thinking	student influence on critical thinking

RESEARCH METHOD

The method of writing scientific articles is by using qualitative methods and literature review (Library Research). Assessing theory and the relationship or influence between variables from books and journals both offline in the library and online sourced from Mendeley, Scholar Google and other online media.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that the research is exploratory, (Ali & Limakrisna, 2013).

FINDINGS AND DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article in the concentration of Human Resource Management is:

The influence of the curriculum on critical thinking.

In the 2013 curriculum, primary and secondary education is aimed at developing intellectual intelligence through disciplined education. Intellectual intelligence development can be achieved by growing the ability to think, work, be scientific and communicate as one of the important aspects of life skills. The thinking skills developed should have reached higher order thinking skills (HOTS). Because when we teach students to think in higher order, we mean that we teach them the skills needed to live in the information age (21st century) which demands competent individuals in their fields. One of the higher-order thinking skills that are needed to shape the personality of competent students is critical thinking skills. Critical thinking ability is the ability to think effectively which can help a person to make, evaluate and make decisions about things that are believed or done (Asmar, 2011:30).

By getting used to critical thinking, students will be trained to make decisions and make statements based on logical and valid considerations so that all decisions and statements can be justified.

The influence of students on critical thinking.

Student management is one of the operational areas of MBS. Management Studentship is the arrangement or arrangement of activities related to students, starting from the entry to the exit of the student from a school. Student management is not only in the form of recording student data, but includes a broader aspect that can operationally assist the growth and development of students through the education process in schools. Student management (students) is the entire process of activities that are planned and endeavored intentionally and continuously for all students (in the educational institution concerned) so that they can participate in the teaching and learning process effectively and efficiently starting from the admission of students to the discharge of students from school. a school.

Later it will be known whether the output from the institution is good or not from the student management. Student Management or Pupil Personnel Administration as a service that focuses on regulating, supervising, and providing student services in the classroom and outside the classroom such as: introduction, enrollment, individual services such as the development of overall abilities, interests, needs until they mature in school. So that students will have the ability to go into the community by being equipped from the school through student management. Indeed, the great ability of humans consists of two abilities, namely actual abilities and potential abilities. Actual abilities are abilities that are currently available / abilities that have been actualized. Potential ability is defined as an unexplored/unactualized ability. Furthermore, according to Hasan (1994) potential has the same meaning as the nature

of basic abilities possessed and has a tendency to be able to develop. The potential of students is the capacity or ability and characteristics / traits individuals associated with human resources who have the possibility developed and or support the development of other potentials contained in students. In connection with the Student Management spoke above. Therefore, in increasing the learning potential of students, it is hoped that the learning activities carried out can increase the intellectual potential and special abilities that are gifted and talented from students or students.

The influence of educational facilities on critical thinking.

An interesting learning process makes it easier for students to understand concepts, so that both CBC and other skills can be improved. Thinking is the ability to analyze, criticize, and reach conclusions based on inference or careful consideration (Trianto, 2010). According to Isjoni and Arif (2008), there are four kinds of thinking skills, namely solving problems (problem solving), making decisions (decision making), critical thinking, and creative thinking. Everything boils down to higher-order thinking skills which include activities such as analysis, synthesis, and evaluation, while according to Duron et al. (2006) critical thinking is a basic ability to analyze and evaluate information. Critical thinking can also be interpreted as a person's mental process that is more than just remembering and understanding, therefore thinking skills require the ability to remember and understand (Sanjaya, 2006).

Murti (2009) states that critical thinking is different from ordinary thinking. Critical thinking is an intellectual thinking process, and the thinking produced is a quality thought with clear, reflective, independent, and rational thinking. KBK is learning that can influence teacher and student involvement in learning, thereby creating active and innovative learning that makes it easier for students understand the concepts they are learning (Rafiuddin, 2016). Forrester (2008) also states the same thing, namely KBK can affect the involvement of teachers and students in learning. In line with this, Saadé et al. (2012) suggested that learning by using (IT) can improve students' thinking skills towards academic abilities and environmental abilities, further Salleh et al. (2012) explained that web-based simulation learning can improve critical thinking of students majoring in education in the development of communication and network learning development materials.

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows.

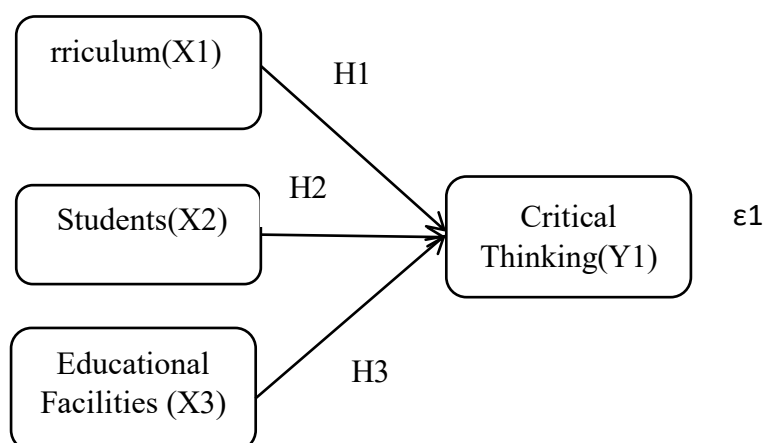


Figure 1: Conceptual Framework

Based on the conceptual framework picture above, then: curriculum, students, and educational facilities affect critical thinking. There are still many variables that affect Critical Thinking from the 3 factors above, including:

- 1) Culture: (Harini et al., 2020), (Limakrisna et al., 2016), (Elmi et al., 2016), (Riyanto et al., 2017), (Purba et al., 2017), (Widodo et al., 2020), (Widodo et al., 2020), (Maisah & Ali, 2020)
- 2) Creativity: (Desfiandi et al., 2017), (Yacob et al., 2020), (Richardo et al., 2020), (Christina Catur Widayati et al., 2020), (Prayetno & Ali, 2020), (C.C. Widayati et al., 2020)
- 3) Systematic Thinking: (Darwisyah et al., 2021), (Iryani et al., 2021),
- 4) Attitudes: (Kholisoh & Ali, 2020)

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on theory, relevant articles and discussions, hypotheses can be formulated for further research: 1. The curriculum influences critical thinking. 2. Student influence on critical thinking. 3. Educational facilities affect critical thinking.

Suggestion

Based on the conclusions above, the suggestion in this article is that there are many other factors that influence critical thinking, apart from the curriculum, students, and educational facilities, therefore further studies are needed to find out what other factors are involved. can affect critical thinking other than the variables studied in this article.

BIBLIOGRAPHY

- Arif Musthofa, M., & Ali, H. (2021). Faktor Yang Mempengaruhi Berpikir Kritis Dalam Pendidikan Islam Di Indonesia: Kesisteman, Tradisi, Budaya. *Jurnal Ilmu Manajemen Terapan*, 3(1), 1–19. <https://doi.org/10.31933/jimt.v3i1.666>
- Azizah, M., Sulianto, J., & Cintang, N. (2018). Analysis of Critical Thinking Skills of Elementary School Students in Learning Mathematics Curriculum 2013. *Jurnal Penelitian Pendidikan*, 35(1), 61–70.
- Bahri, S. (2017). Pengembangan Kurikulum Dasar Dan Tujuannya. *Jurnal Ilmiah Islam Futura*, 11(1), 15. <https://doi.org/10.22373/jiif.v11i1.61>
- Chusnul Khotimah, P. (2017). Pengembangan Lembar Kerja Siswa (Lks) Untuk Melatihkan Keterampilan Berpikir Kritis Peserta Didik Sman 4 Sidoarjo Pada Materi Kalor. *Inovasi Pendidikan Fisika*, 6(3), 295–300.
- Darwisyah, D., Rosadi, K. I., & Ali, H. (2021). Berfikir Kesisteman Dalam Perencanaan Dan Pengembangan Pendidikan Islam. ... *Pendidikan Dan Ilmu Sosial*, 2(1), 225–237.
- Desfiandi, A., Fionita, I., & Ali, H. (2017). Implementation of the information systems and the creative economy for the competitive advantages on tourism in the province of Lampung. *International Journal of Economic Research*.
- Elmi, F., Setyadi, A., Regiana, L., & Ali, H. (2016). Effect of leadership style, organizational culture and emotional intelligence to learning organization: On the Human Resources Development Agency of Law and Human Rights, Ministry of Law and Human Rights. *International Journal of Economic Research*.
- Harini, S., Hamidah, Luddin, M. R., & Ali, H. (2020). Analysis supply chain management factors of lecturer's turnover phenomenon. *International Journal of Supply Chain Management*.
- Huda, M. (2018). Strategi Berpikir Integratif Dalam Pembelajaran Membaca Lintas Kurikulum Di Sekolah Dasar. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 1(2). <https://doi.org/10.24176/kredo.v1i2.1995>

- Iryani, E., Ali, H., & Rosyadi, K. I. (2021). BERFIKIR KESISTEMAN DALAM SOCIAL SUPPORT: TA'AWUN UPAYA PENINGKATAN MUTU PENDIDIKAN AGAMA ISLAM DI MAS AL-IHSANIYAH SARANG BURUNG MUARO JAMBI. *JURNAL MANAJEMEN PENDIDIKAN DAN ILMU SOSIAL*, 2(1), 413–425.
- Kholisoh, N., & Ali, H. (2020). Shaping radical attitudes: Mass media and government policies analysis (case study in high school students of West Jakarta). *Talent Development and Excellence*.
- Limakrisna, N., Noor, Z. Z., & Ali, H. (2016). Model of employee performance: The empirical study at civil servants in government of west java province. *International Journal of Economic Research*.
- Maisah, & Ali, H. (2020). Entrepreneurship culture development process: Implementation of Islamic education values in the Batik Jambi (case study in Seberang Jambi community). *Talent Development and Excellence*.
- Nafi'ah, I., Priyono, A., Prasetyo, B., & Artikel, S. (2015). ANALISIS KEBIASAAN BERPIKIR KRITIS SISWA SAAT PEMBELAJARAN IPA KURIKULUM 2013 BERPENDEKATAN SCIENTIFIC Info Artikel. *Unnes Journal of Biology Education*, 4(1), 50229. <http://journal.unnes.ac.id/sju/index.php/ujbe>
- Novita, M. (2017). Sarana Prasarana yang Baik menjadi bagian Ujung Tombak Keberhasilan Lembaga Pendidikan, Sekolah Tinggi Agama Islam. *Nur El-Islam*, 4(2), 97–129.
- Parid, M., & Alif, A. L. S. (2020). Pengelolaan Sarana dan Prasarana Pendidikan. *Tafhim Al-Ilmi*, 11(2), 266–275. <https://doi.org/10.37459/tafhim.v11i2.3755>
- Prayetno, S., & Ali, H. (2020). The influence of work motivation, entrepreneurship knowledge and advocate independence on advocate performance. *International Journal of Innovation, Creativity and Change*.
- Purba, C. B., Arzio, & Ali, H. (2017). The influence of compensation, working environment and organization culture on working productivity of BPJS (workers social security agency) employment staff in Rawamangun Branch. *Man in India*.
- Rahmawati, E. T. (2021). PERBAIKAN SUBSTANSI KURIKULUM MELALUI INOVASI DALAM MENGHADAPI PROBLEMATIKA ERA REVOLUSI 4.0. *Al-Yasini*, 06(36), 91–114.
- Richardo, Hussin, M., Bin Norman, M. H., & Ali, H. (2020). A student loyalty model: Promotion, products, and registration decision analysis-Case study of griya english fun learning at the tutoring institute in wonosobo central Java. *International Journal of Innovation, Creativity and Change*.
- Riyanto, S., B, S., & Ali, H. (2017). The Influence of Workplace Spirituality and Organizational Culture on Employee Engagement of Y Generation in PT. Krama Yudha Tiga Berlian Motors (KTB). *The International Journal of Social Sciences and Humanities Invention*. <https://doi.org/10.18535/ijsshi/v4i7.05>
- Sari, V. N., & Ali, H. (2019). PERUMUSAN STRATEGI BAGI UNIVERSITAS PUTRA INDONESIA YPTK PADANG UNTUK MERAH KEUNGULAN BERSAING. *Jurnal Ekonomi Manajemen Sistem Informasi*. <https://doi.org/10.31933/jemsi.v1i1.42>
- Siti Zubaidah. (2010). Berfikir Kritis : Kemampuan Berpikir Tingkat Tinggi Yang dapat Dikembangkan Melalui Pembelajaran Sains. *Seminar Nasional Sains 2010 Dengan Tema "Optimalisasi Sains Untuk Memberdayakan Manusia,"* 16(January 2010), 1–14. https://www.researchgate.net/profile/Siti-Zubaidah-7/publication/318040409_Berpikir_Kritis_Kemampuan_Berpikir_Tingkat_Tinggi_yang_Dapat_Dikembangkan_melalui_Pembelajaran_Sains/links/59564c650f7e9b591cda994b/Berpikir-Kritis-Kemampuan-Berpikir-Tingkat-Tingg
- Sulaeman, A. S., Waluyo, B., & Ali, H. (2019). Making dual procurement and supply chain operations: Cases in the Indonesian higher education. *International Journal of Supply*

Chain Management.

- Widayati, C.C., Ali, H., Permana, D., & Nugroho, A. (2020). The role of destination image on visiting decisions through word of mouth in urban tourism in Yogyakarta. *International Journal of Innovation, Creativity and Change*, 12(3).
- Widayati, Christina Catur, Ali, H., Permana, D., & Nugroho, A. (2020). The role of destination image on visiting decisions through word of mouth in urban tourism in Yogyakarta. *International Journal of Innovation, Creativity and Change*.
- Widodo, D. S., Silitonga, P. E. S., & Ali, H. (2020). The influence of good governance, culture, and performance in increasing public satisfaction and implication to public trust: Study in Indonesian government. *Talent Development and Excellence*.
- Yacob, S., Sucherly, Sari, D., Mulyana, A., & Ali, H. (2020). An Optimising strategy for minimarket modern retail business performance in Indonesia. *International Journal of Innovation, Creativity and Change*.