DAMPAK PENUGASAN ARTIKEL TERHADAP KETERAMPILAN BERPIKIR KRITIS SISWA PENDIDIKAN ISLAM

THE IMPACT OF ASSIGNING ARTICLES ON THE CRITICAL THINKING SKILLS OF ISLAMIC EDUCATION STUDENT

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari kegiatanpenugasan artikel terhadap berpikir kritis mahasiswa yang belajar Pendidikan Agama Islam di tingkat semester 7. Sebanyak 142 mahasiswa yang terdaftar di program studi Pendidikan Agama Islam di salah satu Perguruan Tinggi di Yogyakarta yang diteliti dengan menggunakan metodologi kuantitatif. Temuan menunjukkan hubungan yang kuat dan afirmatif antara alokasi artikel dan pengembangan kemampuan berpikir kritis. Studi ini menemukan bahwa tugas artikel menyumbang 45% dari variasi kemampuan berpikir kritis di kalangan mahasiswa Pendidikan Agama Islam. Selain itu, penelitian ini juga mengungkapkan bahwa 37,6% dari keragaman dalam prestasi belajar kognitif dapat disebabkan oleh berbagai faktor. Mengembangkan kemampuan berpikir kritis sangat penting untuk menulis artikel ilmiah, karena memungkinkan siswa untuk terlibat dalam diskusi dan menganalisis isu-isu sosial yang berkembang. Penugasan artikel juga memfasilitasi analisis, interpretasi, dan sintesis pengetahuan, sehingga menjadi keuntungan bagi siswa di era informasi digital.

Kata Kunci: Penugasan Artikel; Kemampuan Berpikir Kritis; Mahasiswa Pendidikan Agama Islam

Abstract

This research aims to determine the effect of article assignment activities on the critical thinking of students studying Islamic Religious Education at the 7th semester level. A total of 142 students registered in the Islamic Religious Education study program at one of the universities in Yogyakarta were studied using quantitative methodology. The findings show a strong and affirmative relationship between article allocation and the development of critical thinking skills. This study found that article assignments accounted for 45% of the variation in critical thinking abilities among Islamic Religious Education students. In addition, this study also revealed that 37.6% of the variation in cognitive learning achievement could be caused by various factors. Developing critical thinking skills is very important for writing scientific articles, because it

allows students to engage in discussions and analyze developing social issues. Article assignments also facilitate analysis, interpretation, and synthesis of knowledge, thereby becoming an advantage for students in the digital information age.

***Keywords:** Article Assignment; Critical Thinking Ability; Islamic Religious Education Students*

Introduction

In order to transition from the industrial era 4.0 to the industrial era 5.0 in the education sector, individuals must possess the capacity to comprehend, communicate, evaluate, and effectively employ knowledge inside the digital realm. This aptitude is considered one of the six fundamental literacy abilities (Kahar, M.S., Susilo, Abdullah, D., & Oktaviany, 2021) Presently, the capacity to carry out research and distribute study findings in scientific journals has emerged as a crucial prerequisite for educators and students. Both undergraduate and postgraduate students are required to publish their research in scientific journals, as it is deemed significant for undergraduate students as well (Irwansyah, 2021). Tridharma encompasses three essential areas: education, research, and community service, all of which are obligatory (Eniyati, S., & Noor, 2010). Consequently, educators must possess the capacity to enhance their research abilities and disseminate their research findings in SINTA-accredited journals or foreign publications in order to advance in their professional roles (Rahman, 2019).

It is crucial for them to possess advanced cognitive abilities. Characterized by autonomy and critical thinking, possessing the ability to discern crucial variables for enhancing living conditions and aiding others, demonstrating resistance to external pressures, and refusing to accept information without substantial evidence and logical reasoning (Husein, Muhammad Fakhri & Khaerani, Nuristighfari Masri, Anamila, 2022). In order to remain competitive in the era of globalization, education in Indonesia must align with the requirements of 21st century capabilities. Education encompasses more than just fundamental information and cognitive abilities; it necessitates the cultivation of higher-order thinking skills (HOTS) to provide students with the necessary competencies to confront the complexities of the modern world. Cognition, emotional, and psychomotor abilities, together with proficiency in information and communication technology (ICT), are fundamental aspects of contemporary talents.

The essential abilities that learners need in the 21st century are advanced skills incorporated into the 2013 curriculum, one of which is the ability to think critically.

One's capacity for critical thinking directly impacts their aptitude for solving challenges encountered in daily life (Adnyana, 2012). Hence, possessing critical thinking skills is of utmost significance, particularly for students. The article's assignment highlights the necessity of acquiring a profound comprehension of the significance of information literacy and the cultivation of critical thinking abilities within the realm of religious education. Islamic Religious Education is an academic subject that necessitates the use of critical thinking abilities to comprehend and evaluate diverse concepts and material pertaining to Islamic religious knowledge. In order to aid this, the university employs instructional methodologies and assigns article writing tasks to foster the development of students' critical thinking abilities.

Amidst the contemporary age of digital information, students in their seventh semester of the Islamic education program are confronted with the imperative to proficiently assess material derived from diverse sources, encompassing scholarly papers. However, individuals frequently lack the expertise and fail to use critical thinking ideas while comprehending and interpreting articles, which might impede their capacity to critically examine, assess, and integrate information. Therefore, it is crucial to examine how assigning articles impacts the critical thinking abilities of 7th semester Islamic education students. This investigation will offer valuable insights for enhancing the curriculum and implementing more effective learning strategies to foster the growth of students' critical thinking skills. No research has been conducted to precisely investigate the influence of article assignments on the critical thinking abilities of islamic education students at the 7th semester level. Hence, this study aims to address the current gap by particularly investigating the impact of article assignments on the enhancement of critical thinking abilities among islamic education students at the university.

The publication of scientific articles is a significant event that is intricately tied to a country's sense of pride and serves as a bridge between scholars and the user community (Sunarno, 2009). (The quantity of scientific articles possessed by a nation significantly influences the level of esteem it receives in the fields of science and literacy (Asep Bayu Dani Nandiyanto, Tuswadi, 2016). Enhancing the quality of people's lives in development programs across several domains necessitates universities to consistently enhance the quality of implementing the tridharma of higher education, particularly in the aspect of community service(Wekke, 2022). Circular No.

152/E/T/2012, issued by the Director General of Higher Education, outlines the obligations for undergraduate, postgraduate, and doctoral students to provide scientific publications (Direktorat Jenderal Pendidikan Tinggi (Publikasi Ilmiah), 2012). Specifically, this circular highlights the requirement for undergraduate graduates to generate papers that are published in scientific journals. C onsequently, it is vital for pupils to possess expertise in composing scientific essays.

Research is a systematic endeavor aimed at enhancing and broadening knowledge. It involves generating new knowledge that was previously unknown, as well as gathering more material that supports or challenges existing hypotheses. (Siregar, Ameilia Zuliyanti dan Harahap, 2019). Scientific writing, according to Munawar Syamsudin, involves discussing a certain subject using scientific principles and presenting it in a methodical, coherent, and consistent manner (Syamsudin, 1994). Writing a scientific article involves the exploration and examination of a subject matter through the use of scientific concepts (Ghufron, 2016). When composing a scientific paper, it is essential to possess the skill to clearly express one's thoughts and ideas in a systematic way, adhering to accepted norms of scientific writing (Santoso, 2015). Scientific writing activities encompass a systematic process that employs scientific methodologies. This approach is distinguished by the inclusion of precise, valid, and pertinent theoretical arguments, which are substantiated by empirical evidence. Moreover, research analysis elucidates the correlation between theoretical concepts and empirical evidence pertaining to the subject being examined. Scientific activities encompass the processes of doing research, engaging in development, and evaluating outcomes.

Critical thinking involves the process of carefully evaluating, analyzing, and substantiating ideas, presenting logical reasoning, deriving conclusions, scrutinizing a particular train of thought, exploring interconnected elements, determining causality, and engaging in discussions about objective truths(Poespoprodjo, 2011). Lau defines critical thinking as the act of actively participating in logical and rational reasoning. It necessitates meticulous and systematic thought, along with strict adherence to the rules of logic and scientific reasoning, among other criteria. A critical thinker possesses the capacity to proficiently communicate concepts, make well-informed decisions, do thorough research, and resolve intricate situations. Engaging in the exercise of critical thinking is crucial for evaluating and enhancing ideas (Joe.Y.F, 2011).

Cottrel argues that critical thinking is a cognitive process that requires the utilization of mental faculties. As per Bloom's cognitive dimensions, critical thinking skills are encompassed within the aspects of analysis (C4), synthesis (C5), and judgment (C6). (Cottrell, 2005). The indicated dimensions appear to be drawn from Bloom's taxonomy system, which was amended by Anderson & Krathwohl. The new version classifies critical thinking skills into the categories of analysis (C4) and assessment (C5). The new version has included the synthesis dimension into the analysis dimension (Anderson, L, W dan Krathwohl, D, 2017). Pierce, Dacey, and Desmita outlined several essential attributes for critical thinking, including: 1) capacity to derive conclusions from observations; 2) aptitude to recognize assumptions; 3) proficiency in deductive reasoning; 4) skill in making logical interpretations; 5) ability to assess the strength of arguments (Desmita, 2013). Wijaya asserts that critical thinking abilities encompass the act of scrutinizing and differentiating ideas in a suitable manner, choosing and examining them, and refining them to attain a superior level of excellence (Wijaya, 2010).

Ennis categorizes critical thinking skills into five indications, which include the capacity to develop criteria for evaluating potential answers, discerning parallels and differences, providing justifications, formulating hypotheses, and defining criteria for evaluating solutions (Risma Farisa, 2015). The operational verbs suggested by Benjamin S. Bloom, as described in Mudasir's book, for forming understanding at this level are: describing, formulating, explaining, modifying, giving examples, adapting, predicting, concluding, estimating, and explaining (Desmita, 2013).

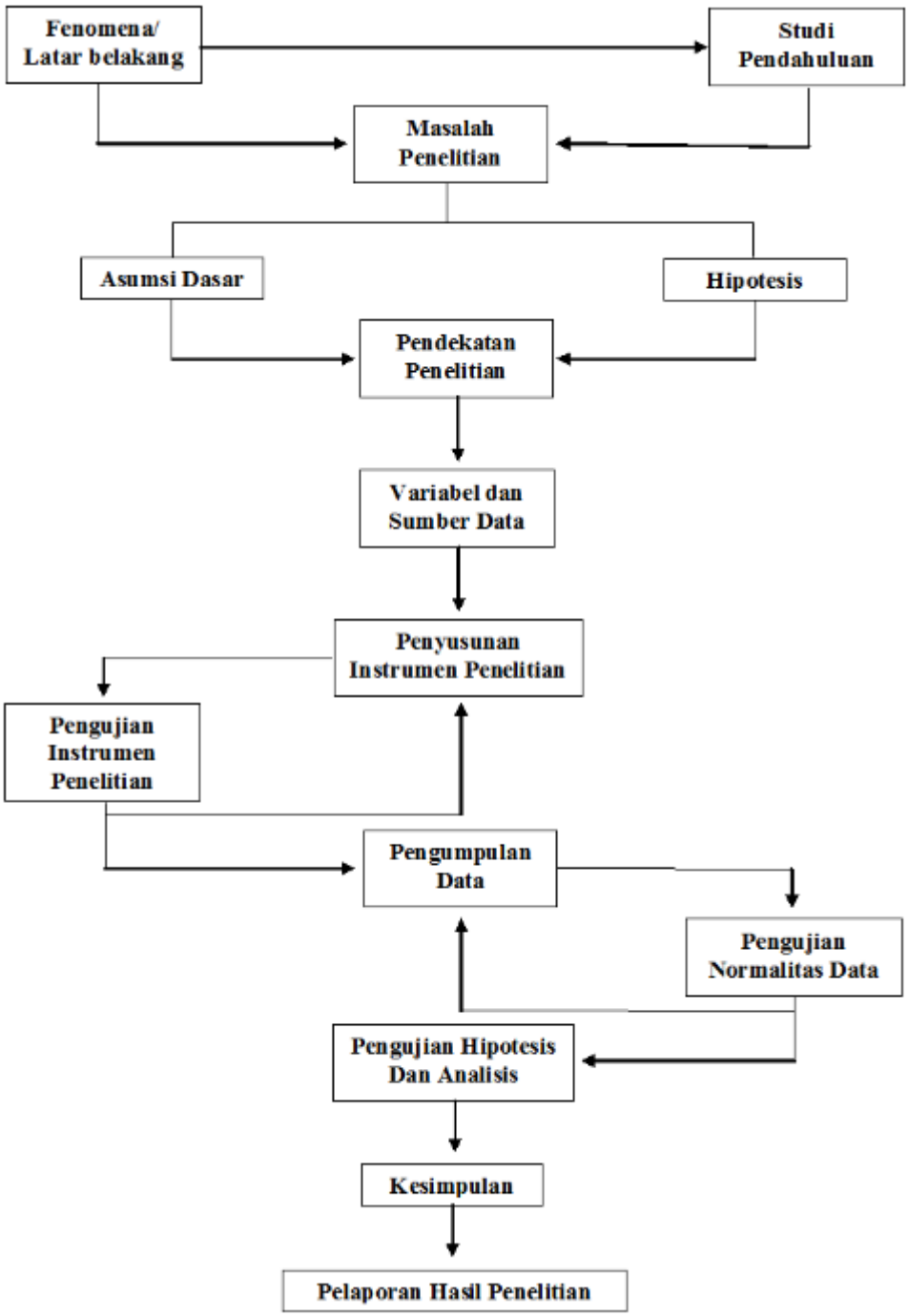
Method

This quantitative research was conducted at One of the universities in Yogyakarta Yogyakarta, Indonesia for 3 months. This university has a program that involves students to think critically. The program provides services related to writing articles for students and improves students' critical thinking skills towards students' IQ needs. The research that will be studied with this test is the effect of article assignments on the critical thinking skills of Islamic religious education students. Research variables are anything in any form that is determined by the researcher to be studied so that information about it is obtained, then conclusions are drawn. This study uses two types of variables, namely independent variables and dependent variables. The data in this

study are divided into two types, namely Primary data in this study is data obtained from questionnaires and interviews. Secondary data in this study is data obtained from documentation data in the form of books, journals that are closely related to this study.

The study consist of students in their 7th semester who were currently enrolled in the Islamic Religious Education program at One of the universities in Yogyakarta. used a field research approach with a correlation research design to evaluate the impact of article assignments on enhancing the critical thinking abilities of 7th semester students studying Islamic Religious Education. This study employs a quantitative methodology rooted in the positivist philosophy. This study uses a quantitative approach because in solving the problems proposed to obtain justification (verification) in the form of empirical data support in the field in the form of numbers. It focuses on investigating specific populations or samples, utilizing research tools to collect data. The analysis of the data is conducted using quantitative or statistical methods, with the purpose of testing pre-established hypotheses (Sugiyono, 2010). Hypothesis comes from the words "hypo" and "thesa" which have the meaning of below and truth. A hypothesis can be interpreted as a provisional answer that must be tested for truth.

The study sample comprised of students in their 7th semester who were currently enrolled in the Islamic Religious Education program at One of the universities in Yogyakarta. The research sample is a portion of the population taken as a data source and can represent the entire population. If the population is large and the researcher cannot study everything in the population, due to limited funds, manpower, and time, then the researcher can use a sample taken from the population. The sampling approach employed in this study is a probability sample, specifically a strategy that ensures every element of the population has an equal chance of being selected as a sample member. The sample is a subset of the population that is observed and analyzed (Sugiyono, 2019). The population consists of 240 students, and the intended error rate is 5% or 0.05. Therefore, the number of samples required is 142 students. The following is a chart of the procedure in this research:



The researcher used a closed direct questionnaire instrument because the respondents answered questions experienced by the respondents themselves and in answering the respondents only needed to choose the available answers and conduct interviews with lecturers. The research instrument occupies an important position in terms of how to do it to obtain data in the field. The instrument used by the researcher is a questionnaire. The questionnaire in this study will be distributed to students of Islamic Education at One of the universities in Yogyakarta, Yogyakarta. Interviews are the process of collecting information for research purposes through question and answer

interactions between researchers and informants. In this study, the researcher conducted interviews with predetermined subjects to collect the necessary data, namely one of the islamic education lecturers. This interview was used by the researcher to dig deeper into data about the influence of article assignments on the critical thinking skills of Islamic education students.

In this study, researchers employed various data gathering techniques including attitude scales, interviews, observation, and recording. The instrument test was conducted using validity validity to determine the extent to which an instrument can measure what it wants to measure accurately and reliability assessments, A research instrument is considered reliable as a data collection tool if it is proven to be good. An instrument is said to be reliable enough when viewed from its level of reliability. The data analysis technique involves the use of descriptive analysis tests, as well as preparatory tests such as normality testing, linear testing, and hypothesis testing with regression analysis. This study employed basic linear regression analytic techniques to conduct hypothesis testing. Researchers conducted data gathering and analysis to evaluate the impact of article assignments on students' critical thinking abilities.

Results

The data gathered during the research were analyzed systematically, following pre-established methodologies designed to ensure accuracy and reliability. These methodologies encompassed various approaches, including data collection through attitude scales, structured interviews, detailed observation, and careful documentation. Each method was selected to capture different aspects of the research objectives, allowing for a comprehensive understanding of the phenomena under investigation. Before proceeding with data processing, a through evaluation of the instruments used in the study was conducted. This evaluation included assessing the quality of the journal article assignment instrument and the critical thinking ability instrument to ensure they met the necessary of reliability and validity. The step was crucial in guaranteeing that the findings derived from the instrument would accurately reflect the research objective. Once the data had been gathered, preliminary tests were conducted to lay the groundwork for further analysis. These tests provided an initial overview of the data's patterns and characteristics, helping to identify any potential issues or anomalies. Subsequently, the necessary analytical procedures were performed to delve deeper into the data and uncover meaningful insights. The primary focus of the analysis was to

investigate the impact of journal article assignments of the development of critical thinking skills among islamic education students at the institution. The involved exploring how students engaged with the assignments and the extent to which activities fostered their ability to think critically. The finding of this investigation provided valuable insight into the relationship between structured academic tasks and the enhancement of student's intellectual capabilities, offering implications for future educational practices and curriculum design.

The level of critical thinking skills of students can be effectively assessed by examining the validity and reliability of data obtained through comprehensive analysis. This data is primarily derived from tools such as questionnaires. The questionnaires provide structured responses that offer measurable indicators of critical thinking. To ensure the data accurately reflects students' critical thinking abilities, a meticulous validation process is conducted. This process involves checking for consistency in responses, cross-referencing result from different data collection methods and evaluating whether the questions posed align with the study's objectives. Upon doing a thorough analysis of the data, the subsequent outcomes were acquired:

A frequency distribution is evaluated for normality based on the p-value obtained from statistical tests such as the Shapiro-Wilk tests, Kolmogorov-Smirnov tests, or other normality assessments. The p-value serves as a crucial indicator in determining whether the distribution of data follows a normal curve. If the p-value exceeds the threshold of 0.05, it suggests that the null hypothesis-stating that the data are normally distributed-cannot be rejected. This implies that the data conform to a normal distribution, making it suitable for parametric statistical methods, which assume normality as a prerequisite. Conversely, if the p-value is below 0.05, it indicates a significant deviation from normality, suggesting that the data distribution is atypical or non-normal (Purwanto, 2011).

Based on the data obtained, the calculated Shapiro-Wilk value is 0.133. This value indicates that the data is not statistically significant when compared to the critical value at the commonly used significance level of 0.05. In other words, a (two-sided) p-value greater than 0.05 indicates that we cannot reject the null hypothesis. That is, the data tested does not show significant deviation from the normal distribution. In addition, the results of the normality test using Kolmogorov-Smirnov also support this finding, indicating that the data follows a normal distribution. The Kolmogorov-Smirnov test is one of the methods often used to verify whether the data tested can be assumed to

follow a normal distribution. In this case, both the Shapiro-Wilk test and the Kolmogorov-Smirnov test show consistent results, leading to the conclusion that the analyzed data is normally distributed. Therefore, we can continue the analysis with the assumption of data normality confirmed.

The linearity test is an essential step in statistical analysis to determine whether two variables have a linear relationship, which is a key assumption in many parametric tests and regression analyses. Using the JASP software, the linearity test evaluates the relationship between variables by comparing the significance level of the "Deviation from Linearity." According to standard guidelines, if the significance level of the test falls below 0.05, it indicates that the relationship between the two variables is not linear, implying a deviation from the expected straight-line relationship (Purwanto, 2011). This outcome suggests that the data may be better explained by a different type of relationship, such as a polynomial or exponential correlation.

In this particular analysis, the data collected were subjected to the linearity test, with the significance value of "Deviation from Linearity" calculated to be 0.159. Since this value exceeds the critical threshold of 0.05, it can be concluded that there is no significant deviation from linearity. In simpler terms, the relationship between the two variables under investigation can be described as linear. This result is critical because it validates the use of linear statistical models, such as simple or multiple regression, to analyze the relationship between the variables. The presence of a linear correlation between the two sets of data suggests that changes in one variable are proportionally related to changes in the other. Such a finding has practical implications, as it confirms the appropriateness of applying predictive models that assume linearity. Additionally, verifying linearity is not only a technical requirement but also a step that ensures the validity and reliability of the research findings. By confirming linearity through the JASP software, the analysis gains robustness and paves the way for accurate interpretation of the relationship between the examined variables.

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p
H_0	(Intercept)	43.313	0.432		100.287	< .001
H_1	(Intercept)	19.418	2.585		7.513	< .001
	X	0.604	0.065	0.616	9.327	< .001

The findings of this study indicate a significant and positive effect of article assignments on the critical thinking skills of 7th-semester islamic education students at One of the universities in Yogyakarta. This suggests that engaging students in structured

academic tasks, such as writing and analyzing articles, provides opportunities to develop their ability to evaluate, synthesize, and articulate ideas critically. Through the process of completing article assignments, students are required to delve into research, assess the validity of sources, construct logical arguments, and communicate their insights effectively, all of which are foundational components of critical thinking. Moreover, the study highlights that these assignments serve as a platform for students to actively engage with the material and reflect on complex issues within their field of study. This interactive process not only sharpens their analytical skills but also fosters a deeper understanding of the subject matter. The structured format of article assignments encourages students to organize their thoughts systematically, improving both their intellectual rigor and their academic writing skills.

Assignments that challenge students to think beyond rote memorization, such as article reviews or critiques, have been shown to significantly contribute to the development of higher-order cognitive skills. For islamic education students, such skills are particularly valuable as they prepare for roles that require problem-solving, ethical reasoning, and effective communication in educational and community settings. The findings underscore the importance of incorporating article assignments and similar tasks into the curriculum as a means of fostering critical thinking. By providing students with these opportunities, educators can help bridge the gap between theoretical knowledge and practical application, better preparing them for the challenges of professional life. Furthermore, this approach aligns with modern pedagogical practices, which advocate for student-centered learning to promote intellectual independence and lifelong learning.

Model Summary - Y

Model	R	R^2	Adjusted R^2	RMSE
H_0	0.000	0.000	0.000	5.183
H_1	0.616	0.380	0.376	4.096

The significance values and coefficient of determination confirm that article assignments have a strong role in improving students' critical thinking skills. This is supported by the research findings that show regression analysis with an R value of 0.616 and an F value of 86.994 ($p<0.01$). In addition, both the article assignment variable and the students' critical thinking level showed statistically significant values below 0.05. The results of data analysis show that the regression line equation can be expressed as Y = 19.418 + 0.604. The combined coefficient of determination for the two independent variables is R2 = 0.376. This figure shows that the article assignment

variables together account for 37.6% of the variation in students' level of critical thinking. This number is not very large, possibly due to the existence of several factors, in addition to article assignments, which affect the level of critical thinking of students.

Discussion

This research finding is reinforced by statements from two key sources at One of the universities in Yogyakarta. The first, a lecturer serving as a primary informant, emphasized the critical importance of improving both quality and quantity of publications in SINTA-accredited scientific journals by lecturers and students to advance current and future scientific development. The second source, Wantini, a islamic education one of the universities in Yogyakarta lecturer who oversees the article assignment course, explained that article writing tasks were implemented specifically to address the concerning decline in student literacy and writing capabilities in the contemporary era. This strategic implementation aims to encourage students to review more articles, engage with necessary literature, and participate in discussions that expand their scientific horizons, ultimately contributing to both their critical thinking development and enhancing the program's accreditation status through improved academic output.

Research findings demonstrate that article assignments significantly impact critical thinking skills development, evidenced by a substantial 37.6% improvement. According to Cottrell's conceptual framework, critical thinking represents a cognitive process that aligns with Bloom's cognitive dimensions. Critical thinking skills encompass three key components: analysis (C4), synthesis (C5), and evaluation (C6). The article writing process challenges students to actively engage in examining complex ideas, formulating coherent arguments, and evaluating diverse perspectives, all of which require sophisticated critical thinking abilities. This multifaceted approach to writing assignments creates an environment where students must consistently apply and develop their analytical and evaluative capabilities through practical application of theoretical knowledge and research methodologies (Cottrell, 2005).

Students who develop critical thinking abilities demonstrate a comprehensive range of skills essential for academic success. These include: understanding logical relationships between ideas, expressing concepts precisely, evaluating multiple options objectively, examining supporting and contradicting evidence, detecting reasoning inconsistencies, analyzing problems systematically, recognizing idea significance,

defending positions with sound reasoning, and engaging in thoughtful deliberation. The development of these abilities through article writing creates a foundation for advanced academic work and professional development. Moreover, these skills enable students to approach complex problems with greater confidence and analytical precision, contributing to their overall academic growth and preparing them for future challenges in their academic and professional careers (Desmita, 2013).

Seifert and Hoffnung's research, as cited in Desmita's work, outlines four essential components of critical thinking: fundamental logical thinking processes, domain-specific knowledge, metacognitive understanding, and objective assessment capability. These components align closely with the requirements of journal article research and writing. Through article writing activities, students actively contribute to addressing societal issues while developing their analytical capabilities. This process not only enhances their academic skills but also connects their learning to real-world applications, making the educational experience more meaningful and practical. The integration of these components creates a comprehensive framework for developing advanced thinking skills that can be applied across various academic and professional contexts.

In the academic context, scientific articles serve as sophisticated documents examining specific problems or challenges through rigorous methodology. The discussion in these articles is grounded in systematic examination, careful observation, and methodical data collection through research. Scientific publications in this study employ stringent methodological approaches to generate valid solutions to investigated problems. This systematic approach ensures that students engage with both theoretical frameworks and practical applications, developing a deeper understanding of research methodology and scientific writing conventions. The process helps students understand the importance of evidence-based argumentation and systematic investigation in academic discourse, while also fostering their ability to contribute meaningfully to their chosen fields of study (Seran, W. A., Utomo, D. H., & Handoyo, 2020).

Scientific work, according to Gani (2019), must exhibit several key characteristics: objectivity in approach, neutrality in perspective, rationality in methodology, and presentation of factual information. These characteristics reflect the critical thinking processes of researchers and writers. This aligns with Susan Brookhart's classification of three cognitive processes in higher-order thinking: analysis, evaluation, and creativity (Pusat Penilaian Pendidikan, 2019). The development of these

cognitive processes requires students to apply knowledge and skills in novel situations, promoting deeper learning and understanding. The integration of these characteristics in article writing assignments helps students develop a more sophisticated approach to academic work and enhances their ability to conduct meaningful research that contributes to their field of study.

The cognitive aspect, encompassing all mental activities, is classified by Bloom into six hierarchical thinking levels: knowledge, comprehension, application, analysis, synthesis, and evaluation (W.S Winkel, 1986). Bloom's taxonomy further categorizes cognitive abilities into low-level, intermediate, and high-level knowledge. According to Gagne, the highest cognitive abilities include advanced thinking methods such as analysis, synthesis, and evaluation, which align with Bloom's top-tier cognitive skills (Nurhasanah, 2010). This hierarchical understanding of cognitive development helps educators design assignments that progressively challenge students to develop more sophisticated thinking abilities while fostering their capacity for independent research and scholarly contribution.

Synthesizing various critical thinking theories reveals that article assignments play a crucial role in developing these abilities through analysis, interpretation, knowledge synthesis, and communication. These assignments encourage students to engage in critical discussions and analyze contemporary societal issues, thereby enhancing their analytical capabilities through practical application. The process of researching, writing, and revising articles helps students develop a more nuanced understanding of complex topics while improving their ability to communicate sophisticated ideas effectively. This comprehensive approach to learning ensures that students develop both the theoretical understanding and practical skills necessary for academic success and professional development in their chosen fields.

This research demonstrates the significant potential of article writing assignments as an effective pedagogical tool. Santrock's perspective, quoted by Desmita, emphasizes that critical thinking involves deep understanding of problems, openness to various approaches, and reflective thinking ability. The development of university students' competitive abilities increasingly depends on cultivating these critical thinking skills (Anderson, L, W dan Krathwohl, D, 2017). Furthermore, individuals with well-developed critical thinking abilities demonstrate not only the capacity to understand complex information but also the capability to analyze concepts

comprehensively, making them better prepared for academic and professional challenges in an increasingly complex and interconnected global academic environment.

Conclusion

Proficiency in critical thinking is an essential component of islamic education. One of the universities in yogyakarta has introduced article assignments as a means to enhance the critical thinking abilities of islamic education students at the 7th semester level. An investigation was conducted to examine the impact of article assignments on the critical thinking abilities of 7th semester islamic education students at one of the universities in yogyakarta. The findings demonstrated a notable and favorable impact of assigning articles on the enhancement of students' critical thinking abilities. In the digital information era, which spans from industry 4.0 to industry 5.0, students are obligated to possess and demonstrate abilities in reading, writing, analyzing, and publishing research findings in scientific publications. This pertains to the Tridharma of tertiary education, encompassing education, research, and community service. Proficiency in critical thinking is crucial for composing scientific articles. Composing scientific articles necessitates the utilization of critical thinking abilities, specifically analysis, synthesis, and assessment. The allocation of scientific articles has a substantial and favorable effect on the critical thinking abilities of 7th semester islamic education students at one of the universities in Yogyakarta, resulting in a 37.6% improvement. This serves as a basis for creating a more efficient curriculum and improved learning methods to foster the growth of students' critical thinking abilities in the present age of digital information.

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