Volume 4 Number 2 (2024)
July-December 2024
Page: 101-116

E-ISSN: 2797-0965
P-ISSN: 2809-9710
DOI: 10.37680/basica.v4i2.6335

BASICA
Journal of Primary Education

ENHANCING CRITICAL THINKING SKILLS THROUGH EXPOSITORY TEXT MEDIA

Nuril Izzah
Institut Ummul Quro Al-Islami Bogo; Indonesia
Correspondence email; nuril.izzah@iuqibogor.ac.id

Submitted: 19/10/2024 Revised: 14/11/2024 Accepted: 18/12/2024 Published: 24/01/2025

Abstract

The low level of students' critical thinking skills negatively impacts the Literacy Development Index. Critical thinking is a solution for developing literacy skills; in other words, if students possess strong critical thinking abilities, the Literacy Index will improve. This study aims to analyze the effect of intensive reading activities using expository texts on students' critical thinking skills. This research employs a quantitative approach with a true experimental design, specifically a pretest-posttest control group design. Data collection methods include observation and tests, analyzed using SPSS version 27. The research was conducted at Madrasah Ibtidaiyah Negeri 2, Bogor Regency, with a sample size of 47 students. The analysis conducted includes: 1) descriptive analysis, which describes research variables through percentages, and 2) t-test to statistically compare the two groups. The results indicate that the experimental group achieved a higher percentage of critical thinking skills than the control group. The post-test scores of the experimental group were significantly higher, demonstrating a positive impact and significant improvement in students' critical thinking skills facilitated by intensive reading techniques using expository texts. This study concludes that learning activities utilizing intensive reading techniques effectively enhance students' critical thinking skills. Consequently, improving students' critical thinking skills will contribute to advancements in the Literacy Development Index

Keywords critical thinking, intensive reading, expository texts

INTRODUCTION

The Head of the Agency for Standards, Curriculum, and Educational Assessment (BSKAP) stated that students' literacy skills are developed through language learning, as stipulated in Decree No. 033 of 2022. One of the achievements in language learning is critical reasoning. Critical thinking is a reasoning activity based on rational thought (Sari & Lutfi, 2023). Critical thinking aligns with high-order thinking skills (HOTS), encompassing interpretation, investigation, evaluation, and inference based on evidence, concepts, and methodology (Agnesa & Rahmadana, 2022). Critical thinking serves as a solution for literacy development (Nadhiroh & Anshori, 2023a), meaning that if Indonesian students think critically, the Indonesian Literacy Index will improve.

However, Kusumawati, Soebagyo, and Nuriadin (2022) noted that students find it difficult to develop critical thinking skills, leading to low cognitive abilities. Factors influencing low critical thinking skills include: 1) minimal literacy habits and lack of motivation (Nadhiroh & Anshori, 2023a) and 2) teaching methods that do not align with learning outcomes (Adnan et al., 2023). Observations at Madrasah Ibtidaiyah Negeri 2, Bogor Regency, revealed that sixth-grade students struggle to develop critical thinking skills, as evidenced by their inability to articulate their thoughts on reading texts due to poor reading comprehension (2024). According to the Chair of Commission X of the Indonesian Parliament, the low critical thinking skills of Indonesian students contribute to a low Literacy Development Index (2022). Similarly, Saadati & Sadli (2019) stated that Indonesian students' literacy levels are relatively low.

In school learning activities, several subjects aim to produce work (Gunawan, 2019). One subject that enhances literacy is the Indonesian language. Literacy is not merely reading but understanding the text's content seriously (Hidayat et al., 2018). Students engaging in reading comprehension should do so intensively—not just skimming but deeply understanding the text's content. Therefore, intensive reading is crucial in classroom learning. Intensive reading involves comprehending the entire text in detail, ensuring accuracy and critical thinking about factual matters (Ramadania & Aswadi, 2020a). Syamsidar in Nduru also emphasized that intensive reading involves comprehensively understanding the text's content (Ndruru et al., 2022).

Reading skills are crucial for everyone (Romadhon et al., 2023). Reading involves comprehending words, analyzing, evaluating, and summarizing (Elvina, 2018). Thus, reading is an essential activity to understand texts thoroughly. Intensive reading entails careful, thorough, and detailed comprehension of a text (Poiyo, 2022). Harjasujana, cited in Elvina, added that intensive

reading requires daily practice of at least two to four pages (Elvina, 2018). Intensive reading is particularly suitable for upper elementary students (Novitasari & Muhammad, 2020).

Intensive reading, also known as comprehension reading, emphasizes accuracy within a short time. It involves deep analysis, research, and evaluation (Mujahid, 2022). Unlike general reading, intensive reading demands precision, depth, and seriousness in a fast yet accurate manner. Through intensive reading, students can articulate their understanding both in writing and speech, fostering strong and structured thinking skills (Syamsidar et al., 2022). Intensive reading, especially with expository texts that contain factual elements (Ramadania & Aswadi, 2020b), engages the brain in logically verifying information in a meticulous and comprehensive manner. Consequently, this process naturally enhances students' literacy skills. Thus, intensive reading can serve as a solution for improving students' critical thinking abilities. However, further research is necessary to determine the extent of the impact of intensive reading using expository texts on critical thinking enhancement.

The Head of the Agency for Standards, Curriculum, and Educational Assessment of the Ministry of Education, Culture, Research, and Technology issued a regulation to strengthen the Pancasila Student Profile through training that enhances students' critical thinking skills. This regulation is outlined in Decision No. 009/2022. Critical thinking is a vital 21st-century skill for real-world problem-solving (Jannah & Atmojo, 2022). Therefore, developing students' critical thinking can be achieved through training and education (Manurung et al., 2020).

According to the American Association of Colleges of Nursing, as cited in Seibert (2021), critical thinking involves questioning, analyzing, synthesizing, interpreting, inferring, inductive and deductive reasoning, intuition, application, and creativity. Komariyah, cited in Nadhiroh, stated that critical thinking is the brain's process of analyzing information through reasoned considerations for decision-making (Nadhiroh & Anshori, 2023b). This means that critical thinking is a cognitive process that examines information both deductively and inductively through rational analysis.

According to Nurhadi in Gustriani, the indicators of students' critical thinking skills include: 1) cognition, 2) interpretation, 3) application, 4) analysis, 5) synthesis, and 6) evaluation (Gustriani et al., 2023). Meanwhile, Manurung, Hasanah, & Siswanto (2020) stated that the instrument for measuring critical thinking includes: 1) content validity, 2) construct validity, 3) practicality, and 4) conclusions. These perspectives are crucial for researchers in assessing students' critical thinking skills when reading expository texts.

This research topic is considered novel, as no prior studies have been conducted on this specific subject. Previous studies with similar themes include Aprilianto & Sutarni (2023), who examined "Enhancing Critical Thinking Skills through Realistic Mathematics Education (RME)." Their study demonstrated the impact of RME on critical thinking. However, the novelty of the present study lies in its focus on language learning through intensive reading skills. Another related study by Gustriani, Rahmi, & Fitri (2023) explored the relationship between critical reading and expository text writing skills in high school students, assuming that students already possessed critical thinking skills. In contrast, the current research investigates how students develop critical thinking skills before writing expository texts, offering a new solution through intensive reading. Additionally, Adnan et al. (2023) researched "Enhancing Critical Thinking through Children's Literacy Media in Wambulu Village," which discussed how literacy media influences critical thinking.

This study discusses critical thinking skills influenced by literacy media. The media in question includes daily reading journals, reading corners, and literacy platforms for children. The findings indicate a significant increase in critical thinking skills due to the provision of literacy media. However, Adnan et al.'s research did not specify whether reading strategies were intensive or how appropriate the selected texts were. Additionally, their study did not focus on students engaged in formal education. In contrast, this research emphasizes intensive reading strategies using expository texts to enhance critical thinking skills. Moreover, the research object is students participating in formal education, serving as a national benchmark for student achievement. This research gap highlights the study's novelty.

The results of this study have numerous benefits, not only for policymakers in improving the Literacy Development Index but also for teachers conducting classroom instruction. Specifically, it supports driving schools responsible for developing school literacy programs, as outlined in Ministry of Education and Culture Regulation No. 23 of 2015 on Character Development, which includes fostering critical thinking skills.

METHOD

This study employed a true experimental design. Sugiyono (2008) stated that this design is highly suitable for serious experimental research. Meanwhile, the research approach utilized a pretest-posttest control group design, meaning that each group was given a pretest before any

intervention was applied (Sugiyono, 2008).

The study was conducted at Madrasah Ibtidaiyah Negeri 2 in Bogor Regency, with a total population of 749 students across different grade levels (emnis.kemenag RI, 2023). The researcher employed simple random sampling to select upper-grade classes as the research sample. The selected sample consisted of fifth-grade students, with class VB (23 students) assigned as the experimental group and class VC (24 students) as the control group.

The data collection techniques involved several stages: first, observations were conducted from the beginning to the end of the study; second, tests were administered before and after the intervention. Prior to conducting the study, the researcher validated the research instruments to ensure their reliability and accuracy. The validity and reliability tests were conducted using SPSS version 27 (Sugiyono, 2008). The collected research data from observations and tests were analyzed using the following techniques: 1) descriptive analysis to describe research variables using percentage values and 2) a t-test to compare the two variables statistically.

FINDINGS AND DISCUSSION

Findings

Based on observations conducted by the classroom teacher (research partner) during the study at Madrasah Ibtidaiyah Negeri 2, Bogor Regency, the implementation of learning activities using intensive reading techniques proceeded as expected. For further details, refer to the table below:

Table 1. Description of Learning Activities in the Classroom

Experimental Class	Control Class	Explanation
Orientation: In this stage, the researcher provides a detailed explanation of the learning objectives for reading the exposition text titled "The Influence of Social Media on Teenagers' Social Life." The objectives are as follows: (1) students will understand the content of a text comprehensively by practicing identifying the content of the text. (2) students will have the ability to identify the structure of an exposition text, such as arguments, thesis, and repetition, so that it is understood logically. (3) students will develop critical thinking skills by analyzing the strengths and weaknesses of the content of the exposition text. (4) students will be able to solve problems by obtaining factual information presented in the exposition text. (5) students will	**Orientation:** In this stage, the researcher provides a detailed explanation of the learning objectives for reading the exposition text titled "The Influence of Social Media on Teenagers' Social Life." The objectives are as follows: (1) students will understand the content of a text comprehensively by practicing identifying the content of the text. (2) students will have the ability to identify the structure of an exposition text, such as argumentation, thesis, and repetition, in a way that can be	Very Suitable

Experimental Class	Control Class	Explanation
learn the proper reading techniques to enhance their understanding of the text's content comprehensively. (6) additionally, students will enrich their vocabulary.	understood logically. (3) students will develop critical thinking skills by analyzing the strengths and weaknesses of the content of the exposition text. (4) students will be able to solve problems by obtaining factual information presented in the exposition text. (5) additionally, students will enrich their vocabulary.	
Aperception: In this stage, the researcher conveys the importance of learning to read the exposition text titled "The Influence of Social Media on Teenagers' Social Life." The details that the researcher presents to the fifth-grade students are as follows: (1) reading is the window to the world, so by reading, students will gain vast knowledge. (2) students will become aware of the importance of reading exposition texts, especially those that are related to human life. (3) reading exposition texts will improve critical thinking skills. (4) reading this exposition text will increase knowledge about digitization	**Aperception:** In this stage, the researcher conveys the importance of learning to read the exposition text titled "The Influence of Social Media on Teenagers' Social Life." The details that the researcher presents to the fifth-grade students are as follows: (1) students will become aware of the importance of reading exposition texts, especially those related to human life. (2) reading exposition texts will improve critical thinking skills. (3) reading this exposition text will increase knowledge about digitization.	Very Suitable
Exploration: In this stage, the researcher asks all students to read the exposition text titled "The Influence of Social Media on Teenagers' Social Life" carefully and repeatedly to understand the content of the text. At this stage, the researcher also invites the students to ask questions about any words or parts they do not understand.	**Exploration:** In this stage, the researcher asks all students to read the exposition text titled "The Influence of Social Media on Teenagers' Social Life." At this stage, the researcher also invites students to ask questions about any words or parts they do not understand.	Very Suitable
Elaboration: After the researcher answers several students' questions about parts of the text they did not understand, the researcher asks the students to read the text again carefully to ensure a comprehensive understanding. Then, the researcher asks the students to write a summary of the text they have read as part of the intensive reading activity.	**Elaboration:** The researcher asks the students to write a summary of the text they have read	Very Suitable
Confirmation: In this stage, the researcher provides a brief review of the content of the exposition text titled "The Influence of Social Media on Teenagers' Social Life."	**Confirmation:** In this stage, the researcher provides a general overview of the content of the exposition text titled "The Influence of Social Media on Teenagers' Social Life."	Very Suitable

Sumber; 2024

Based on Table 1, in the experimental class, the researcher emphasized the learning process by having the students read the exposition text three times in one session. However, during each learning phase, the researcher provided a general explanation and gave students the opportunity to ask questions if there were any vocabulary or sections they did not understand. In contrast, in the control class, the researcher did not conduct the learning activities as in the experimental class. The researcher only allowed the students to read the text once and provided a general explanation of the content of the exposition text. Therefore, in this study, the researcher applied different treatments to each class to observe significant differences.

After conducting the treatments in both the experimental and control classes, the researcher administered a test to assess the students' critical thinking abilities. For further clarity, the results are presented in the table below.

Table 2. Percentage of Critical Thinking Ability Test Results

No.	Dimension	Experimental Class	Control Class
1.	Students are able to identify the main idea and supporting ideas in the exposition text	79%	58%
2.	Students are able to interpret key terms or concepts used in the exposition text	83%	72%
3.	Students are able to evaluate the strengths and weaknesses of arguments in the text	74%	68%
4.	Students are able to draw conclusions based on the information provided in the exposition text	80%	72%
5.	Students are able to provide logical explanations for an issue based on information from the exposition text	77%	66%

Based on Table 2 regarding the percentage of students' critical thinking abilities after the intervention in the experimental and control classes, there are significant results. (1) In the indicator "students are able to identify the main idea and supporting ideas in the exposition text," the experimental class scored 79%, while the control class scored 58%. This means that the experimental class, which used intensive reading techniques, showed greater improvement in identifying the main ideas in the exposition text compared to the control class. (2) In the indicator "students are able to interpret key terms or concepts used in the exposition text," the experimental class scored 83%, while the control class scored 72%. This means that the experimental class, which used intensive reading techniques, showed greater improvement in interpreting the content of the exposition text

compared to the control class. (3) In the indicator "students are able to evaluate the strengths and weaknesses of arguments in the text," the experimental class scored 74%, while the control class scored 68%. This means that in this indicator, the control class was better at evaluating the strengths and weaknesses of the exposition text than the experimental class. (4) In the indicator "students are able to draw conclusions based on the information in the exposition text," the experimental class scored 80%, while the control class scored 72%. This means that in this indicator, the experimental class, using intensive reading techniques, was better at improving students' ability to draw conclusions from the exposition text compared to the control class. (5) In the indicator "students are able to provide logical explanations for an issue based on information from the exposition text," the experimental class scored 77%, while the control class scored 66%. This means that the experimental class, using intensive reading techniques, was better at improving students' ability to provide logical explanations for an issue compared to the control class. The conclusion from the percentage scores is that the experimental class scored higher than the control class. This indicates that the experimental class, which implemented reading skills instruction using intensive reading techniques through exposition texts, significantly improved students' critical thinking abilities compared to the control class.

Next, the data that has been presented in percentages was subjected to hypothesis testing to determine whether intensive reading activities have an impact on students' critical thinking abilities at Madrasah Ibtidaiyah Negeri 2, Bogor Regency. However, before conducting the hypothesis test, prerequisite testing was carried out, namely normality testing on each data comparison. The normality test is conducted to ensure that the data is normally distributed, which is a requirement before performing other tests. Therefore, the researcher performed normality tests on each test data given to the students: the pre-test data for the experimental class, the post-test data for the experimental class, the pre-test data for the control class, and the post-test data for the control class. For further clarity, the researcher presents the results in the table below after conducting the analysis using SPSS version 27.

Table 3. Tests of Normality

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Berpikir Kritis Siswa	Pre-Test Eksperimen	.138	23	.200*	.933	23	.127
	Post-Test Eksperimen	.136	23	.200*	.964	23	.551
	Pre-Test Kontrol	.171	24	.068	.924	24	.073
	Post-Test Kontrol	.168	24	.080	.951	24	.291

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The basis for decision-making in determining whether data is normally distributed is if the significance value from either the Kolmogorov-Smirnov test or the Shapiro-Wilk test is > 0.05, then the data is declared to be normally distributed. Conversely, if the value is < 0.05, the data is declared not to be normally distributed. Based on Table 3 regarding the results of the normality test using SPSS version 27, conducted through both the Kolmogorov-Smirnov and Shapiro-Wilk tests, the significance value for the experimental pre-test is 0.200 and 0.127, which means the experimental pre-test data is normally distributed. The significance value for the experimental post-test is 0.200 and 0.551, which also indicates normal distribution. The significance value for the control class pre-test is 0.068 and 0.073, meaning it is normally distributed. The significance value for the control class post-test is 0.080 and 0.0291, indicating that the data is normally distributed. Therefore, the data used in this study is suitable for conducting tests of impact and differences to determine the effects of each variable in this study.

After performing the normality test as a prerequisite, the researcher then analyzed the data using the independent t-test to determine if there is an effect between the data from the pre-test and post-test in the experimental class, as well as the pre-test and post-test in the control class. For further clarity, the analysis results using SPSS version 27 are presented in the table below

Table 4. Paired Samples Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-17.826	10.205	2.128	-22.239	-13.413	-8.377	22	<.001
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-2.917	4.403	.899	-4.776	-1.058	-3.245	23	.004

The decision-making basis for the paired sample t-test is if the significance value is < 0.05, then it is stated that there is a significant difference in the average critical thinking test scores between the experimental pre-test and post-test, which used intensive reading techniques. However, if the significance value is > 0.05, it is stated that there is no significant difference in the test scores. Based on Table 4 regarding the results of the paired sample test, the significance value for pair 1 (experimental pre-test and post-test) is 0.001, which means 0.001 < 0.05, indicating that there is a significant difference in the average critical thinking test scores using intensive reading techniques. Similarly, the significance value for pair 2 (control pre-test and post-test) is 0.004, which means 0.004 < 0.05, indicating that there is a significant difference in the average critical thinking test scores using

conventional techniques. From these two data points, it can be concluded that there is an impact of intensive reading techniques on students' critical thinking abilities in class VB at Madrasah Ibtidaiyah Negeri 2, Bogor Regency, because the treatments given by the researcher in the experimental and control classes have the same significance values, but the average scores are higher in the experimental class during the post-test. To determine the magnitude of the effect and the average values, the researcher presents the paired sample statistics results using SPSS version 27 in the table below.

Table 5. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Eksperimen	60.43	23	10.326	2.153
	Post-Test Eksperimen	78.26	23	9.724	2.028
Pair 2	Pre-Test Kontrol	61.04	24	10.833	2.211
	Post-Test Kontrol	63.96	24	12.334	2.518

Based on Table 5, the average scores obtained by students from each class are as follows: the experimental pre-test score is 60.43, the experimental post-test score is 78.26, the control pre-test score is 61.04, and the control post-test score is 63.96. It can be concluded that the experimental post-test score is the highest, which indicates that there is an impact and a significant improvement in students' critical thinking abilities, influenced by the intensive reading technique through exposition texts in class VB at Madrasah Ibtidaiyah Negeri 2, Bogor Regency.

Discussion

In conducting the research, the validity and reliability of the research instruments are standard procedures that must be carried out first. The purpose is to ensure the validity of the data before it is given to the respondents. Therefore, the researcher conducted an instrument test with the 6th-grade students at MIN 2, Bogor Regency. The results of the instrument test showed that all the research instruments were declared valid and reliable, as the correlation values exceeded the r-table value of 0.404. Thus, the measuring instruments used in this study are deemed suitable because they meet the validity criteria in measuring students' critical thinking abilities. Furthermore, the instruments are also considered reliable, as the Cronbach's alpha value is 0.851, indicating a high level of reliability. These results suggest that the instruments have a high consistency in measuring students' critical thinking abilities.

This research is designed as a true experimental study, consisting of an experimental class and a control class. The experimental class (VB) has 23 students, while the control class (VC) has 24 students. Both classes have a relatively balanced composition due to the gender distribution in both classes. The experimental class received the intensive reading treatment, while the control class used the conventional method.

Based on Table 5, both the experimental and control classes showed improvements between the pre-test and post-test. In the experimental class, the average score was 60.43 (pre-test), and after treatment, it increased to 78.26 (post-test). Similarly, in the control class, the average score was 61.04 (pre-test), and after treatment, it increased to 63.95 (post-test). However, when comparing the average scores, the experimental post-test score was significantly higher at 78.26. This data shows that the experimental class, which received the intensive reading treatment, had a significant impact on improving students' critical thinking abilities compared to the control class. Therefore, the improvement supports the hypothesis that learning using the intensive reading technique through exposition texts positively influences the enhancement of critical thinking skills.

The research findings on students' critical thinking abilities based on the indicators in this study are as follows: (1) Analysis Ability: Students' ability to identify the main idea scored 79% in the experimental class, while the control class scored 58%. This result shows that the reading skills learning using the intensive reading technique significantly improved students' ability to analyze and deeply understand texts to identify the main idea in an expository text. (2) Interpretation Ability: Students' ability to interpret key terms or concepts in the expository text scored 83% in the experimental class, while the control class scored 72%. This result shows that intensive reading activities helped students better understand the meaning or content of the text compared to the conventional method. This happened because students became accustomed to repeatedly reading and understanding the expository text. (3) Evaluation Ability: Students' ability to evaluate the strengths and weaknesses of an expository text scored 74% in the experimental class, while the control class scored 68%. This result indicates that intensive reading activities had a significant impact on improving students' critical thinking ability in providing arguments on the strengths and weaknesses of a text compared to the control class, which used the conventional technique. (4) Inference Ability: Students' ability to draw conclusions well scored 80% in the experimental class, while the control class scored 72%. This result shows that the experimental class had a more significant impact than the control class. (5) Similarly, on the Explanation Ability indicator, students'

ability to provide logical reasons for issues in an expository text scored 77% in the experimental class, while the control class scored 66%. This result indicates a significant difference due to the actions taken in the experimental class. Overall, students' critical thinking skills have improved significantly. However, the experimental group showed higher scores in critical thinking skills, influenced by learning using the intensive reading technique through expository texts. This indicates that the intensive reading technique in learning has a positive contribution to improving students' critical thinking and literacy skills.

Based on the data collection results and the assessments, the researcher conducted hypothesis testing to determine whether there is an effect of intensive reading techniques on students' critical thinking skills. According to the hypothesis test results using paired sample t-test, there was a significant difference between the pre-test and post-test results in both the experimental and control groups. The experimental group showed a significant difference in the post-test, while the control group did not show a significant difference. Therefore, the hypothesis test results support the idea that there is a significant positive effect of intensive reading through expository texts on students' critical thinking skills. Through intensive reading activities, students better understand the content of texts and develop the ability to analyze and evaluate the information in the expository texts, ultimately improving their critical thinking skills.

As a recommendation for the implementation of text-based reading instruction, the researcher formulates key points based on the results of the study. The following are important points in the application of text learning using the intensive reading technique: (1) having a clear and engaging orientation in the lesson, meaning that the teacher must be able to present the learning objectives in detail and help students understand the material. Furthermore, the teacher should provide motivation and explain the benefits of the lesson, such as improving literacy and critical thinking skills. (2) It is important to conduct apperception as an effort to build students' interest. In other words, before the teacher presents the material, it is better to stimulate students' curiosity and interest by connecting the lesson to their daily lives. (3) Exploring through intensive reading. The teacher must encourage students to read the text repeatedly (at least three times). Additionally, the teacher should provide opportunities for students to ask about vocabulary that they may not understand, making the learning process more interactive. (4) Elaborating to deepen students' understanding. The teacher asks students to summarize the text, which helps them identify the main ideas and the structure of the text in general. This helps enhance students' critical thinking skills

through text analysis activities. (5) Confirming to assess the extent of students' understanding of the text. The teacher provides feedback to ensure students' comprehension and may also offer reinforcement or additional explanations about the text's content. The goal is to reflect on the reading activities that have been carried out by the students.

The results of the study align with previous research in several ways. First, a study by Muhammad Farhan Aprilianto and Sri Sutarni titled "Improving Critical Thinking Skills with Realistic Mathematics Education (RME) Based Learning in Elementary School Students" shows that critical thinking skills can be enhanced by reconstructing students' knowledge and understanding. Similarly, the research conducted in this study indicates that intensive reading activities can improve critical thinking skills (Aprilianto & Sutarni, 2023). Second, a study by Adnan, Sumianti, and Estina titled "Improving Critical Thinking Skills through Children's Literacy Media in Wambulu Village" reveals that providing literacy media can enhance critical thinking skills. This result shows a similarity, as providing reading materials and encouraging students to read will also improve critical thinking (Adnan et al., 2023). However, the difference in this study lies in the use of intensive reading activities. Third, a study by Muhamad Riyanto, Masduki Asbari, and Dahru Latif titled "The Effectiveness of Problem-Based Learning on Students' Critical Thinking Skills" shows that problem-solving activities can enhance critical thinking skills. This result aligns with the current research, where reading expository texts, which require students to find problems, increases their critical thinking abilities. However, the difference lies in the approach, where this study uses intensive reading, while the former uses problem-based learning (PBL). Lastly, a study by Ika Wahyunita and Waspodo Tjipto Subroto titled "The Effectiveness of Blended Learning Models with a STEM Approach to Improve Students' Critical Thinking Skills" shows that improving critical thinking requires logical and accurate thinking (Wahyunita & Subroto, 2021). This result is consistent with the research conducted in this study, as logic and facts are present in expository texts. The difference is found in the approach, where this study uses STEM, while the current study uses intensive reading.

CONCLUSION

Based on the results and discussions that have been presented, it can be concluded that the learning activity of reading texts using the intensive reading technique on expository texts significantly influences the improvement of students' critical thinking skills. Students who

participated in the learning with the intensive reading technique showed good results in various aspects, starting from the ability to analyze texts, interpret texts, evaluate the content of texts, draw conclusions from texts, and logically explain issues through their arguments. Therefore, learning that uses the intensive reading technique becomes an effective teaching method to enhance students' critical thinking skills at Madrasah.

Based on these results, the researcher provides recommendations for teachers who are conducting learning at Madrasah: (1) use topics that are relevant to students' lives. This means that although the subject matter is determined by the system (curriculum), teachers should be able to develop the material through various topics that are connected to the learning content. (2) Allocate time for discussions with students about the learning topic. This means encouraging students to ask questions and discuss with their peers. Such learning activities will encourage students to improve their critical thinking skills. (3) Allocate time for students to rewrite the material that is taught or read. This means asking students to summarize the material and identify the text. (4) Allocate time for reading the text repeatedly, both by the teacher and the students. When this is done, the learning process becomes active and enjoyable.

REFERENCES

Adnan, A., Sumianti, S., & Estina, E. (2023). Meningkatkan Kemampuan Berpikir Kritis Melalui Media Literasi Anak Di Desa Wambulu. *Jurnal Pendidikan Dan Konseling*, *5*(2), 942–948. https://doi.org/10.31004/jpdk.v5i2.12999

Agnesa, O. S., & Rahmadana, A. (2022). Model Problem-Based Learning sebagai Upaya Peningkatan Keterampilan Berpikir Kritis pada Pembelajaran Biologi. *Journal on Teacher Education*, *3*(3), 65–81. https://doi.org/10.31004/jote.v3i3.4384

Aprilianto, M. F., & Sutarni, S. (2023). Peningkatan Kemampuan Berpikir Kritis dengan Pembelajaran Matematika Berbasis Realistic Mathematic Education (RME) pada Siswa Sekolah Dasar. *Jurnal Basicedu*, *7*(1), 807–815. https://doi.org/10.31004/basicedu.v7i1.4643

Elvina, E. (2018). Peningkatan Aktivitas Dan Proses Keterampilan Membaca Intensif Dengan Strategi Preview, Question, Read, Self-Recitation, Test (PQRST). *Pendas : Jurnal Ilmiah Pendidikan Dasar*. https://doi.org/10.23969/jp.v3i1.1025

Gunawan, G. (2019). Hubungan Penguasaan Kosakata Dengan Kemampuan Menulis Puisi Pada Siswa Kelas X IIS SMA Negeri 1 Cigudeg Bogor. *El Banar : Jurnal Pendidikan Dan Pengajaran*, *2*(1), 36–43. https://doi.org/10.54125/elbanar.v2i1.25

Gustriani, Y., Rahmi, A., & Fitri, R. (2023). Hubungan Kemampuan Membaca Kritis Dengan Kemampuan Menulis Teks Eksposisi Siswa Kelas X SMAN 3 Solok Selatan. *ALINEA : Jurnal Bahasa, Sastra Dan Pengajarannya*, *3*(2), 405–418. https://doi.org/10.58218/alinea.v3i2.544

Hidayat, M. H., Basuki, I. A., & Akbar, S. (2018). Gerakan Literasi Sekolah di Sekolah Dasar. *Jurnal Pendidikan*, *3*(6), 810–816.

Jannah, D. R. N., & Atmojo, I. R. W. (2022). Media Digital dalam Memberdayakan Kemampuan

Berpikir Kritis Abad 21 pada Pembelajaran IPA di Sekolah Dasar. *Jurnal Basicedu*, *6*(1), 1064–1074. https://doi.org/10.31004/basicedu.v6i1.2124

Kusumawati, I. T., Soebagyo, J., & Nuriadin, I. (2022). Literature Study of Critical Thinking Ability with the Application of the PBL Model in the Constructivism Theory Approach. *Jurnal MathEdu*, *5*(1), 13–18. https://doi.org/10.37081/mathedu.v5i1.3415

Manurung, A. S., Hasanah, M., & Siswanto, W. (2020). Instrumen Asesmen Berpikir Kritis Dalam Pembelajaran Membaca Teks Eksposisi untuk Siswa Kelas VIII SMP. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, *5*(6), 730. https://doi.org/10.17977/jptpp.v5i6.13583

Mujahid, M. F. (2022). Peningkatan Kemampuan Membaca Intensif Dengan Metode Reorganisasi Barett Taxonomy Pada Siswa Pendidikan Non Formal Pkbm S. Supriadi Kota Malang. *Prosiding Seminar Nasional Sastra, Lingua, Dan Pembelajarannya (Salinga)*, *2*(1).

Nadhiroh, S., & Anshori, I. (2023a). Implementasi Kurikulum Merdeka Belajar dalam Pengembangan Kemampuan Berpikir Kritis pada Pembelajaran Pendidikan Agama Islam. *Fitrah: Journal of Islamic Education*, *4*(1), 56–68. https://doi.org/10.53802/fitrah.v4i1.292

Nadhiroh, S., & Anshori, I. (2023b). Implementasi Kurikulum Merdeka Belajar dalam Pengembangan Kemampuan Berpikir Kritis pada Pembelajaran Pendidikan Agama Islam. *Fitrah: Journal of Islamic Education*, *4*(1), 56–68. https://doi.org/10.53802/fitrah.v4i1.292

Ndruru, M., Harefa, T., & Harefa, N. A. J. (2022). Penerapan Model Pembelajaran Cooperative Script Dalam Meningkatkan Kemampuan Membaca Intensif Siswa. *Educativo: Jurnal Pendidikan*, *1*(1), 96–105. https://doi.org/10.56248/educativo.v1i1.14

Novitasari, N. I., & Muhammad, A. F. N. (2020). Pengembangan Bahan Ajar Fiksi Membaca Intensif Cerita Petualangan Berbasis Ekologi Siswa Sekolah Dasar. *Jurnal Bidang Pendidikan Dasar*, *4*(1), 47–57.

Poiyo, N. M. (2022). Teknik Klos Untuk Meningkatkan Kemampuan Siswa Membaca Intensif di MIS Al- Magfirah Hutadaa. *Dikmas: Jurnal Pendidikan Masyrakat Dan Pengabdian*, *2*(4), 1310–1320.

Ramadania, F., & Aswadi, D. (2020a). Blended Learning Dalam Merdeka Belajar Teks Eksposisi. *Statistik*, *5*(1), 10–21.

Ramadania, F., & Aswadi, D. (2020b). Blended learning dalam merdeka belajar teks eksposisi. *Statistika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, *5*(1), 10–21.

Riyanto, M. (2024). Efektivitas Problem Based Learning terhadap Kemampuan Berpikir Kritis Mahasiswa. *Journal of Information Systems and Management*, *3*(1), 1–5.

Romadhon, B., Purnamasari, V., & Suherni, S. (2023). Upaya Meningkatkan Hasil Belajar Siswa pada Materi Menentukan Ide Pokok Paragraf dengan Teknik Membaca Intensif. *Prosiding*, *1*(1), 1968–1974.

Saadati, B. A., & Sadli, M. (2019). Analisis Pengembangan Budaya Literasi Dalam Meningkatkan Minat Membaca Siswa Di Sekolah Dasar. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, *6*(2), 151–164. https://doi.org/10.24042/terampil.v6i2.4829

Sari, A. A. I., & Lutfi, A. (2023). Kemampuan Berpikir Kritis Siswa dalam Pembelajaran Matematika melalui Pendekatan Inkuiri. *Jurnal Simki Pedagogia*, *6*(1), 118–129. https://doi.org/10.29407/jsp.v6i1.225

Seibert, S. A. (2021). Problem-based learning: A strategy to foster generation Z's critical thinking and perseverance. *Teaching and Learning in Nursing*, *16*(1), 85–88. https://doi.org/10.1016/j.teln.2020.09.002

Sugiyono. (2008). *Metode penelitian pendidikan: (Pendekatan kuantitatif, kualitatif dan R & D)* (Cet. 6). Alfabeta.

Syamsidar, R., Puspita, A., & Sum, T. (2022). Peningkatan Kemampuan Membaca Intensif Bagi Siswa SMAN 2 Rumbio Jaya. *BIDIK: Jurnal Pengabdian Kepada Masyarakat*, *2*(2), 32–36.

https://doi.org/10.31849/bidik.v2i2.9840

Wahyunita, I., & Subroto, W. T. (2021). Efektivitas Model Pembelajaran Blended Learning dengan Pendekatan STEM Dalam Upaya Meningkatkan Kemampuan Berfikir Kritis Peserta Didik. *Edukatif : Jurnal Ilmu Pendidikan*, *3*(3), 1010–1021. https://doi.org/10.31004/edukatif.v3i3.503