

**INVESTIGATE THE ROLE OF TEACHER-STUDENT INTERACTION IN
FOSTERING CRITICAL THINKING SKILLS
AT SMP ISLAM AR-RAAFI'**



A THESIS

*Submitted to the Faculty Training and Education Universitas Muhammadiyah Makassar in
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Departement.*

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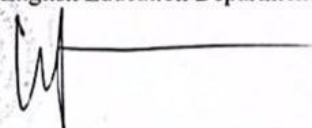
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MOTTO

No matter how much people want to bring you down with the dirtiest tactics if Allah has a will. As Ali bin Abi Talib said, "The wind does not blow to shake the trees, but to test the strength of their roots."

Tidak peduli seberapa orang mau menjatuhkanmu dengan hal sekecil apapun kalau Allah punya kehendak. Seperti kata Ali bin Abi Thalib "Angin tidak berhembus untuk menggoyangkan pepohonan, melainkan menguji kekuatan akarnya."

DEDICATION

I dedicated this thesis to my father, my mother, my family and my friends who helped me under any condition.

ABSTRACT

Salma, 2024 *“Investigate the Role of Teacher-Student Interaction in Fostering Critical Thinking Skills at Smp Islam Ar-Raafi”*. A thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. (Supervised by Ika Sastrawati and Hijrah).

The research aims to find out whether the interaction between teachers and students can foster the student's critical thinking. This research examines the interaction between teachers and students. The subjects of the research were one English teacher and five students of SMP Islam Ar-Raafi' Makassar who were selected using purposive sampling techniques. This method of research was qualitative research with phenomena experienced by the subject of research, for example interactions, learning materials, etc. This research data was collected through observation and interviews. Data analysis techniques use data reduction, data display, and conclusion/verification.

The result of the role of teacher-student interaction in fostering critical thinking skills was expected to benefit teachers and students in interacting in the classroom. In this case, teachers are asked to build interaction with students by increasing communication to students. With the interaction between teachers and students, students can exchange views, express opinions, analyze, and evaluate the materials studied, which of course can foster the critical thinking of students. It can be concluded that the role of interaction among teacher and students is very important in fostering the student's critical thinking skills.

Keywords: *Interaction, Critical Thinking, Teacher-Student Interaction.*

ABSTRACT

Salma, 2024 *“Investigate the Role of Teacher-Student Interaction in Fostering Critical Thinking Skills at Smp Islam Ar-Raafi”*. Sebuah tesis dari Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Ika Sastrawati and Hijrah.

Penelitian ini bertujuan untuk mengetahui apakah interaksi antara guru dan siswa dapat mendorong pemikiran kritis siswa. Penelitian ini meneliti interaksi antara guru dan siswa. Subjek penelitian ini adalah satu guru bahasa Inggris dan lima siswa di SMP Islam Ar-Raafi' Makassar yang dipilih dengan menggunakan teknik purposive sampling. Metode penelitian ini adalah penelitian kualitatif dengan fenomena yang dialami oleh subjek penelitian, misalnya interaksi, materi pembelajaran, dll. Data penelitian ini dikumpulkan melalui observasi dan wawancara. Teknik analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan/verifikasi. Penelitian ini diharapkan dapat memberikan manfaat bagi guru dan siswa dalam berinteraksi dalam kelas.

Hasil penelitian ini menunjukkan bahwa peran interaksi antara guru dan siswa sangat penting dalam mendorong keterampilan berpikir kritis siswa. Dalam hal ini, guru dituntut untuk membangun interaksi dengan siswa dengan cara memperbanyak komunikasi terhadap siswa. Dengan adanya interaksi antara guru dan siswa, siswa dapat bertukar pendapat, mengutarakan pendapat, menganalisis, dan mengevaluasi materi yang dipelajari, hal tersebut tentu saja dapat mendorong keterampilan berpikir kritis siswa. Dapat disimpulkan bahwa peran interaksi antara guru dan siswa sangat penting dalam mendorong keterampilan berpikir kritis siswa. Dengan adanya interaksi antara guru dan siswa, siswa dapat bertukar pendapat, mengutarakan pendapat, menganalisis, dan mengevaluasi materi yang dipelajari, hal tersebut tentu saja dapat mendorong keterampilan berpikir kritis siswa.

Kata Kunci : Interaksi, Berpikir Kritis, Interaksi Guru-Siswa.

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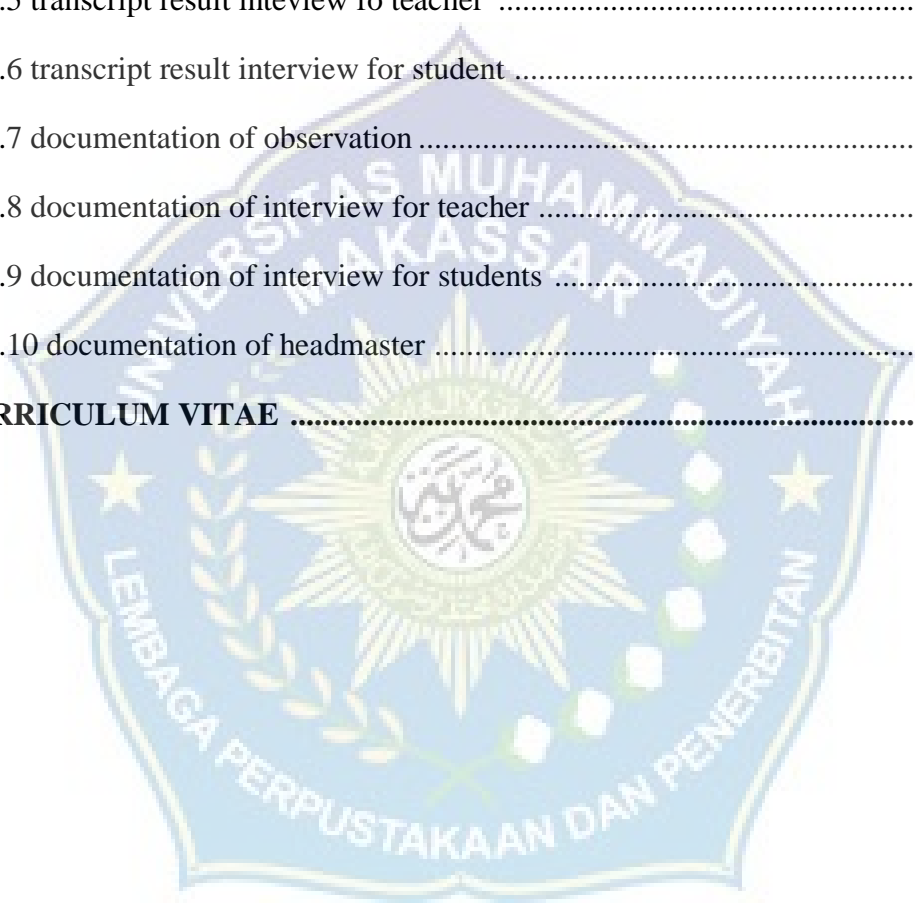
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CHAPTER I INTRODUCTION

A. Background

Critical thinking is essential to making good life choices. With this ability, people can analyze data, evaluate different perspectives, and solve problems. Teachers are crucial in building students' critical thinking skills. By giving examples and creating a learning environment that encourages discussion and questions, teachers can equip students with the skills they need to succeed.

A strong relationship between teacher and student is the basis of effective learning. When students feel comfortable and confident in interacting with their teachers, they are more likely to participate actively in teaching learning activities and their best potential. Research also shows that students who have a strong relationship with their teacher tend to have better academic performance and are more motivated to learn.

To enhance their students' ability to think critically, educators can use a variety of useful learning approaches. Observing, asking, collecting data, analyzing, and concluding are part of popular scientific methods. Open questions can also be used by teachers to encourage students to think further and explore a variety of potential answers. Teachers can make learning more relevant and meaningful for students by associating lessons with everyday life.

Critical thinking enables students to make better choices by thinking critically. Students can make more rational and positive-impact choices through the rational and

logical analysis of information. The ability to think critically helps teachers and students find the source of the problem, evaluate alternative solutions, and choose the most effective methods. Critical thinking encourages students to question information, look at different perspectives, and understand concepts in depth. The ability to think critically also helps students to speak and argue constructively. In other words, the ability to think critically is an effective tool to improve our quality of life in many aspects, both personally and professionally.

Based on the above background, the primary goal of education is to cultivate critical thinking in students. To this goal, teachers and students must work together to create a good learning environment, build positive relationships with students, and use effective learning methods. In this way, students can become active, creative, and critical students. Effective interaction between teachers and students can be an important component in improving critical thinking skills. With the aim of impressing the higher generations, SMP Islam Ar-Raafi' strives to create a learning environment that helps students learn to think critically. However, no research specifically investigates the role of teachers-students in these interactions in promoting critical thinking skills.

B. Research Question

Based on the background above, the researcher formulated the following question:

“What are the role of teacher-student interaction in fostering critical thinking skills?”

C. Research Objective

The research objective in this research is to find out the role of teacher-student interaction in fostering critical thinking skills.

D. Significance of the Research

The significance of this research is expected to provide several benefits to process of teacher-student interaction in fostering critical thinking skills.

1. For teachers

The research provided may be useful for teachers to make their classroom environment more active and good at interaction.

2. For students

This learning can also be beneficial for students to make them active class participants.

3. For researcher

This research is very important because the researcher is directly concerned with classroom and student achievement.

E. Scope of the Research

To limit this research, the researcher only focused on analyzing whether the role of teacher-student interaction could foster critical thinking skill at SMP Islam Ar-Raafi' Makassar.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Findings

This section discusses the literature review of this research. This is an evaluative report on material found in the literature related to the selected research field.

According to (Ajmal 2022) about the factors that influence teacher-student interactions at the undergraduate level as well as how teachers perceive the impact of positive and negative interactions. The research results show that teachers must know about the art of communication related to cultural knowledge, students' needs, and the importance of having an environment that supports their learning styles. Teachers must solve students' problems too.

(Raharja 2020) The aim of this research is discourse analysis carried out with the aim of describing conversations and interactions between teachers and students during the English learning process. The results show that there are 20 interaction patterns from 21 exchange structures used in 7 types of transactions. From classroom interactions, it can be concluded that educators are more likely to ask questions that prevent students from expressing complex concepts. Teachers hinder students' fluency because they do not provide many roles when teaching.

(Apsari 2016) This study shows how teachers foster critical thinking in the classroom while teaching argument essays at the senior high school level. The aim of the study is to understand and explain how the teacher foster critical thought in the classroom

when teaching the argument essay genre at senior high school. The results of this study are The methods used by teachers to encourage criticism are infusion methods.

According to (Saxer et al. 2024) This study aims to gain a better understanding of the relationship between student well-being and classroom relationships from the student's perspective. The results show that, although both relationships are related to student well-being, the relationships differ in terms of various dimensions of student well-being and individual factors such as socioeconomic status, gender, and migration background. By considering a multidimensional approach to student well-being and considering the relationship between the two, we can gain a deeper understanding of classroom processes. These relationships can help teachers, schools, and researchers create plans to improve classroom relationships and improve school well-being.

Julianto et al.,(2023) found that the critical thinking ability of students who will become elementary school teachers is the aim of this research. The results of the research show that Elementary School Teacher Education students at the Unesa Faculty of Education have poor critical thinking skills. It is hoped that the conclusions of this research can be used by lecturers or researchers in designing and creating learning activities that help students learn to think critically.

After seeing previously, the aim of these research was to analyze teacher-student interactions on student learning achievement and describe student-teacher conversations during the English teaching and learning process. However, in this research there was a

novelty update, namely teacher-student interaction in fostering students critical thinking skills.

B. Some Pertinent Ideas

1. Critical Thinking Skills

Critical thinking is the intellectual discipline process of actively and skillfully generating ideas, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by communication, experience, reflection, reasoning, or observation as a guide to belief and action. Critical thinking is considering a belief or type of received knowledge from various angles, supporting it, and drawing conclusions, (Amin and Adiansyah 2018). Critical thinking skills are defined as the ability to think logically, systematically, and precisely about an idea or belief, as well as take action and solve problems.

Making ideas means producing ideas, or new solutions to problems. To Apply: In this case, students use the knowledge they already have to solve problems or make decisions. Students break up information, in this case, into smaller pieces. In this context, students combine information from various sources to gain a deeper understanding.

All activities come from communication, i.e., exchanging information with teachers or others; experiences, which are lessons previously learned by students; reasoning, which is to draw conclusions using logic and evidence; and reflection, which is to reconsider experiences and information to gain a better understanding. In other words, critical thinking is an active, organized process of gathering information from

various sources, enabling students to form strong beliefs and do something. In other words, critical thinking is an active, organized process of gathering information from various sources so that students can make the right decisions and make strong beliefs.

In this case, teacher-student interaction is associated with critical thinking. As stated by (Bustami, et al., 2018) critical thinking skills are important skills both in personal life and the world of work, and they are useful for improving human quality in every aspect of life. Therefore, Critical Thinking encourages students to continue learning and question their own knowledge. It helps them understand the world from different perspectives and broaden their understanding of themselves and others. Teacher-student interaction is crucial to enhancing students' ability to think critically. That means, good teacher-student interaction allows students to improve their critical thinking skills through discussion, feedback, and examples. It helps them become analytical, problem-solving, and independent thinkers.

(Yaki 2022) state that, in critical thinking, students must generate concepts, analyze, interpret, evaluate, and conclude to make decisions. So, from that, teacher needs a learning material that supports the student to encourage the ability to think critically.

Schools are the most important place where critical thinking can be supported and taught programmatically, making it an enduring skill. Critical thinking skills can be taught to everyone, especially through educational institutions, because

education plays an important role in shaping a person's attitudes, knowledge, and skills (Saputra et al. 2019).

Critical thinking usually does not include moral integrity in its definition. For example, considering critical thinking as the primary intellectual objective of education; however, it derives from the development of social cooperation among schoolchildren, which is considered as a primary moral objective. As in the (Apsari 2016) study, many people believe that critical thinking education should be given directly and clearly. where he proposes three different methods of educating critical thinking: a general approach, an infusion approach, and a mixed approach. The aim of this approach is to teach students to think critically.

In (Hitchcock, 2018) patterns in the process of critical thinking were found, namely:

- 1) The first is suggestion, advice is needed where the mind reaches forward towards a possible solution;
- 2) The second is a question that must be answered, because intellectualization or confusion becomes a problem that must be solved;
- 3) So, use suggestions as hypotheses or main ideas to start observations in terms of collecting factual material;
- 4) Furthermore, mental elaboration of assumptions or ideas in reasoning, which means that reasoning is part, not the whole of the conclusion
- 5) Testing hypotheses with imaginative and open actions.

The thought process may have a spiral pattern, with the problem being redefined based on the constraints to solving it as mentioned previously. The diverse formulations show that providing a single logical analysis of diverse processes is very difficult.

a. Critical thinking abilities

In many aspects of life, such as education and work. Critical thinking is beneficial because it makes a person a well-rounded person who considers all possible options and solutions before making a decision.

According to (Tari and Rosana 2019) a student's ability to think beyond just memorizing is known as critical thinking. The ability to analyze, interpret, evaluate, generalize, and synthesize this information to use the results to solve pressing problems is known as critical thinking. This ability is included in the category of high-level thinking abilities. This suggests that improving this ability will be difficult without help. (Risnanosanti, et al., 2019) In Indonesia, it is not only ability that is important, but it is also the main goal of education. It is also important because of its role in analyzing information that fits current data so that students can create appropriate problem solutions

b. Characteristics of Critical Thinking

Critical thinking includes the ability to draw reliable conclusions and generalizations, reconstruct held belief patterns based on broader experience, and make

accurate judgments about certain things in everyday life. Critical thinking also has characteristics, as mentioned in (Surya 2011) book.

- 1) Dispositions: Someone who can think critically has an attitude that does not easily believe (skeptical). They are also very open, value honesty, respect various data and opinions, and will change their minds when they get a good opinion.
- 2) Criteria: Critical thinking requires standards, benchmarks, or criteria. Finding something to believe or decide is the first step towards critical thinking. Despite the fact that various learning sources may contribute to the formation of a particular concept or argument, each source will have different standards. Standardization must be based on relevance, consistent logic, no error or bias, and mature and thorough consideration of all matters.
- 3) Argument: Propositions or statements that are based on data are called arguments. However, in general, ordinary arguments are usually considered reasons that can be used to support or oppose a position, idea, or opinion.
- 4) Point of View: A point of view is a basis or way of looking that is used to interpret something, which will determine the construction of meaning.
- 5) Reasoning: Judgment or reasoning, also called thinking, is the ability to draw conclusions from several or more premises. It is a process that evaluates how several statements or pieces of data relate to each other.

Therefore, the meaning of critical thinking can be defined as a person's ability to analyze problems, concepts, or ideas in a more specific way to find solutions

that suit their knowledge and reasoning. Critical thinking involves recognizing, evaluating, and constructing arguments. People who think critically would understand or saw things from various points of view.

2. The Role of Teacher-Student Interaction

In learning, interaction occurs between teachers and students. One of the basic human needs is interaction; a person must have the ability to interact with other people. Whether verbal or non-verbal, interaction must have at least three components: communicator (the person who communicates), communicant (the person who is the target or object), and information (the material used to communicate and interact). According to (Budiani 2021) Interaction is a reciprocal action where two things or actions influence each other.

(Lisa, et al., 2019) stated that interaction is a collection of special events that occur between educators and students during the learning process. Teaching and learning is a process of interaction between teachers and students and the surrounding environment. Interactive teaching does not always require the teacher as the main resource; students also have the opportunity to speak freely while other students respond. When teachers can create a lively atmosphere through discussions or other forums, a lively atmosphere will build itself.

According to (Che Ahmad, et al., 2017) good interaction between teachers and students will help effective learning and foster positive relationships between students and students. Effective teachers can observe changes in student behavior and understand the needs of students in the classroom. Students who have positive

relationships with educators are more likely to achieve favorable study outcomes (Ajmal 2022). Students who do not have an optimistic attitude and cooperative relationship with their teachers will not be interested in learning and will not be encouraged to achieve good results. Teacher expectations and student achievement create a welcoming and more effective classroom environment. Student success is greatly influenced by the personality of their teacher. This creates a very important role in classroom activities.

Teacher-student interaction is a two-way relationship where teachers and students influence each other so that reactions occur. (Pennings et al. 2018) examined teacher-student interactions over time using a two-pronged approach (i.e., examining both teacher and student behavior). A two-sided approach is essentially necessary to study interpersonal adaptation. These studies generally confirm that teacher-student interactions are consistent with the principle of interpersonal complementarity.

(Ajmal 2022) stated that the interaction between teachers and students is very important for each other. The teacher recognize that mentors play an important role in students' lives and could provide the best support to their students in their education. Teacher interactions with students enhance their abilities and their community-based progress. The teacher's job is not just to impart knowledge; the teacher must also teach their students attitude, loyalty, and a moral code of conduct. The teacher's job is not just to impart knowledge; they must also teach attitudes, loyalty, and a moral code to their students. In research conducted by (Pennings and Hollenstein 2020) they found that

teachers responded to students' hostile actions with more agentic yet collaborative behavior (such as using a normal tone of voice when speaking to students, asking students to calm down, and actively listening to students), so that teachers can turn interactions into positive ones, resulting in positive relationships between teachers and students.

There are many reasons why most students may drop out of school, because of concentration in class. however, because students spend 25 percent of their day in class, it is critical for students to be engaged and be ready to learn. (Turner and Christensen 2020) state that both teachers and students realize that the classroom and the activities carried out in it are very important to achieve the desired educational outcomes. Various variables contributed to these findings, such as teaching effectiveness and the development of prosocial behavior.

In class, teacher-student interaction is at the core of teaching and improving student performance. The nature and quality of teacher-student interaction determine student involvement (Ayuwanti, et al., 2021). Therefore, students are required to interact in the learning process with teachers, classmates, and their surroundings. During the study process, interaction with the teacher will stimulate all students' senses and encourage them to think critically.

The relationship between teachers and students also influences the classroom environment (Mojavezi and Tamiz, 2012) Teachers are responsible for organizing the classroom environment, which includes setting classroom discipline, implementing

learning approaches and methods, and interacting with students. When students feel their teachers care about and support them, they respond with greater engagement and effort.

In teacher-student interaction, communication patterns are needed, as previously explained, teacher-student interaction is very important to encourage students' critical thinking. In research by (Lisa, et al., 2019) proposed three patterns of learning communication.

- 1) One-way communication pattern: In this communication pattern, the teacher acts as the giver of action and the students act as recipients of the action. The teacher acts actively, while the students act passively. The lecture method basically focuses on one-way communication or being communicated. This method is less effective in stimulating student activity and has less potential for developing learning experiences.
- 2) Two-way communication patterns: This interaction pattern is interactive because teachers and students can play the same role, namely mutual members and receiving each other's actions. This communication pattern is better than the first pattern because the teacher and student activities are almost identical. Questions and answers, demonstrations, and experiments are ways to build two-way communication.

3) **Multidirectional communication patterns:** This communication involves dynamic interactions not only between teachers and students, but also between students and each other.

(Jadoon et al. 2022) state that the teacher-student relationship is a strong element of academic achievement. This means that if a teacher and student have a positive and close relationship, the student will show a positive attitude towards learning. Moreover, the teacher-student relationship is also a strong part of the student's pro-social behavior.

The researcher argue that interactions between teacher and students in the classroom have a significant impact on students' learning abilities. Teachers play an important role in teaching students how to think critically, which improves their academic achievement and fosters related self-efficacy beliefs. Student-teacher interactions were good because of familiarity, but negative interactions cause disputes. Students who have positive relationships with their educators show better progress than students who have negative relationships.

The researcher concluded that one of the most important relationships that a person can experience throughout his life was considered to be the interaction that occurs between the teacher and his pupils. Therefore, an important part of a quality learning experience was to build a respectful relationship between teacher and student. In various types of activities, teacher-student interactions can be developed and enhanced. For example, during classroom learning, teachers often interact with students

through previous lesson evaluations. Students also often ask teachers about what they have learned.

The researcher conducted research in classrooms that used the *kurikulum 2013* (K-13) to enhance critical thinking skills. The curriculum is a component of the education program strategy. The curriculum is the part of education used by everyone involved in running a program or any educational unit. According to (Aisyah and Astuti 2021) national education uses the curriculum as a tool. Education and curriculum are closely related because they both have one goal.

According to (Prameswari, et al., 2023) the *kurikulum 2013* (K-13) has advantages in its application in that it can educate the behavior of students and give them the opportunity to develop their abilities. Therefore, K13 increases student participation in the classroom and improves their understanding of the material. One strategy for developing character education is an independent learning curriculum, which places greater value on the aspect of knowledge and gives teachers and students the freedom to develop the abilities and skills they already have during training. This curriculum is expected to strengthen the values and character of the Indonesian nation in everyday life.

From the above explanation, learning in the classroom is the right means to used and test the effectiveness of the curriculum in this situation. All principles, values, concepts, methods, tools, knowledge, and skills of teachers would be tested in learning activities. The results of this activity formed the actual curriculum. The curriculum

designed by the teacher in the process of designing the learning material is also necessary to realize a real curriculum other than the curricula.

C. Conceptual Frameworks

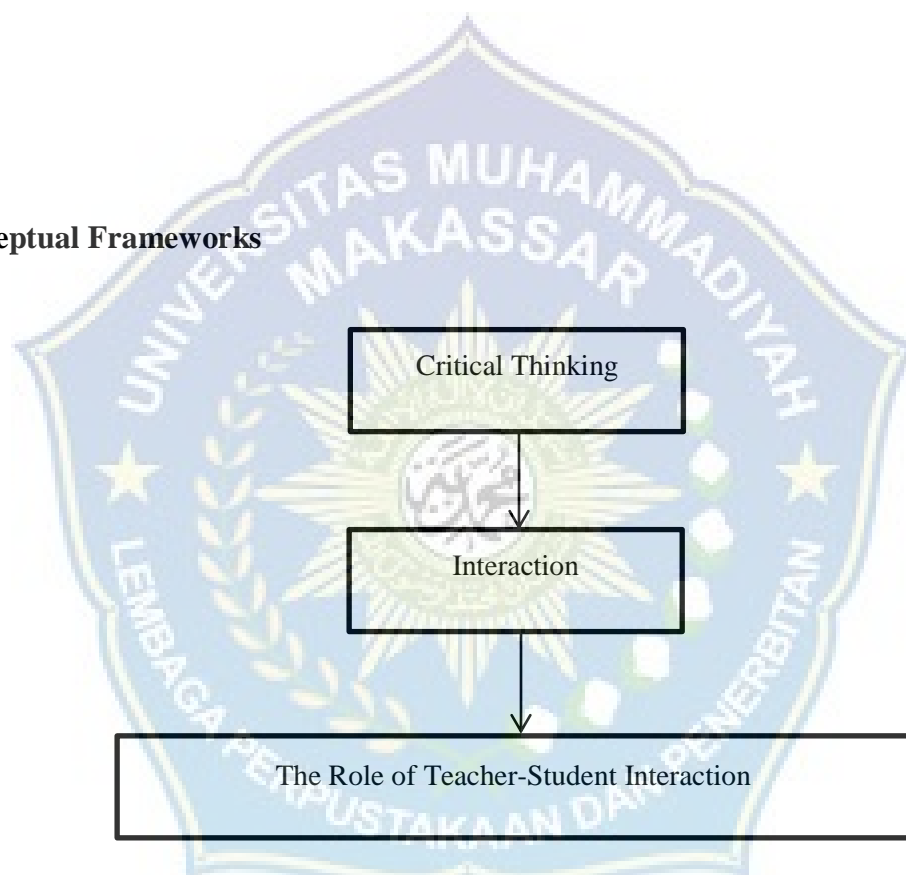


Figure 2.1 Conceptual Framework.

Based on the conceptual framework diagram above, this research analyzed teacher and students interactions in fostering critical thinking. In collecting data, the researcher planned to observe English teacher and students to see how the interaction between teacher and student, and then the researcher conducted interviews to obtain information. Then the

researcher looked for teacher-students interactions to foster critical thinking skills. Then the researcher saw if there was any interaction between teachers and students that stimulates the critical thinking skills of students.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a qualitative approach because the data collected or studied was ultimately more qualitative. Therefore, it was expected that this approach produced more complete, in-depth, and significant data to the research objectives. In this research, this approach was more suitable for use because the purpose of the research is to ensure that the concepts listed in the textbook are true. The research used in this research was qualitative descriptive methods. Qualitative research was research aimed at understanding the phenomena experienced by the research subject, such as behavior, perception, motivation, action, etc. Qualitative research is very important because the goal is to discover the underlying motives of human behavior. The qualitative research paradigm emphasizes the meaning and interpretation of knowledge from the participant's perspective

The data used in this research were primary data and secondary data. The main research was an English teacher as well as several students. This primary data was useful for obtaining direct information about teacher-student interactions in creating an effective learning environment. This secondary data would be obtained from interactive literature and the internet related to this research.

In this research, the researcher saw how teacher and students interact in fostering students critical thinking skill. The approach or strategy used to collect data in this research was interviews. Researcher used interviews with English teachers and students at SMP

Islam Ar-Raafi' Makassar for this research. The researcher provided them with several consent documents for the interview before conducting data collection with them.

B. Research Subject

The subject of the research was a teacher and students at SMP Islam Ar-Raafi' Makassar. The sampling technique to used in this study was purposive sampling, because purposive sampling helped researcher focus only on the group of participants who have activity in class or experience related to the research topic. In this research, the specific criteria used as a sample were one English teacher and five students in the 8th SMP Islam Ar-Raafi' Makassar to find out the interaction between teacher and student in fostering critical thinking skills.

C. Research Instrument

In this research, the researcher collected data using observations and interviews.

1. Observation

In this research, researcher used checklist observations to find out whether students were active in classroom learning. These detailed observations also helped the researcher reinforced the data that was obtained later. Through observation activities, researcher used observation checklist to obtain observation data regarding English teachers' opinions and student opinions. by seeing and observing teacher-student interactions in fostering critical thinking skill.

2. Interview

In this research, the researcher conducted interviews with teacher and students. The interview questions consist of twelve questions. five questions for the

teacher and five questions for the students. That question produced an answer to whether interactions between teacher and students can encourage students' critical thinking skill. The researcher used semi-structured interviews in this research. The interview guide that has been prepared can be further developed during the interview process.

D. Data Collection Technique

In this research, the researcher conducted Interview to collect data from English Teachers:

1. First, the researcher conducted interview to obtain more specific and clear data.
2. Next, the researcher read the question to the English teacher and students, the question that has been prepared before, and these questions developed based on the current situation if excavation was necessary in-depth information.
3. Furthermore, the researcher recorded the interview to avoid missing information to get clear information from the interview.
4. In addition, researchers made transcripts of interviews that have been conduct recorded. Then the researchers analyzed the data from interviews about the teacher-student interaction in fostering critical thinking skills.

E. Data Analysis

Data analysis was the process of systematically compiling data obtained from the results obtained from observation and interviews, in order to make it easier for others to understand and gain a deeper understanding of research findings. The researcher used

the suggested methods to analyze the qualitative information collected. The techniques that used to examine the data reduction, data visualization, and conclusion or interpretation.

Therefore, the interactive data analysis techniques used in this study are as follows:

1. Data reduction: Data reduction was a form of analysis to filter, select, focus, eliminate and arrange data, to draw conclusions. At this stage the researcher conducted an inventory, sorts out the main points, chooses topics, and makes certain categories and models to make sense.
2. Data display: Every pattern, category, focus, and theme that needed to be understood and was shown in a certain way. Displaying these reductions helped researchers gain a larger or more detailed understanding of the research results.
3. Data visualization: Data visualization was the process of presenting data in qualitative research in the form of summaries, graphs, categories, and samples arranged systematically to help readers understand concepts more easily.
4. Drawing conclusion and Verification: The last step of the interactive method consists of drawing conclusions and verification. In qualitative research, the conclusions drawn were temporary and subject to change if not supported by strong evidence, but if the conclusions drawn are supported by relevant and reliable evidence, the conclusions drawn would be flexible.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter would discuss about research findings and discussion of the research. The purpose of this study is to answer the questions raised in the first chapter. The research question was "What are the role of teacher-student interaction in fostering critical thinking skills". As a class observation, and interview, the researcher conducted in the second grade SMP Islam Ar-raafi' Makassar.

Based on the findings of the observation and interviews that have been answered by teachers and students by observation and asking five questions to the teacher and five questions for the student.

1. Observation Findings

The role of teacher-student based on observation data there are find out three aspects of the student are as follows and three aspects of the teacher are as follows:

a. Generating Ideas

In the learning process, students are given the opportunity to ask initial questions related to the material to be studied. Therefore, this sentence implicitly indicates the interaction between the teacher and the students. The teacher provides an opportunity or space for students to ask questions. This

creates a more open classroom atmosphere and allows students to actively engage in the learning process. Additionally, this sentence also implies interaction between students and the subject matter. By asking questions, students strive to understand the material more deeply and build connections between their existing knowledge and new content. Although not explicitly mentioned, the opportunity to ask questions can also stimulate interaction among students. Students can share ideas, perspectives, or even ask each other questions.

This sentence reflects an effort to fostering several important aspects in the learning process, such as Active Learning, which encourages active involvement; students are not just passive recipients of information but are also actively engaged in seeking knowledge and building understanding. This also encourages students' independence in learning. By providing the opportunity to ask questions, students are taught to become independent learners. They are encouraged to seek answers to their own questions and develop a strong sense of curiosity.

b. Applying Knowledge

In this section, students can use the information obtained to solve problems or situations in learning. It is seen from the enthusiasm of students in telling to teachers and other students. In the process of discussion, students can convey the results of material understanding with critical thinking clearly. Therefore, Students not only receive information but also actively use it to solve problems.

This shows that learning is not only theoretical but also practical. Students' enthusiasm in sharing shows that they are actively engaged in the learning process and have a high level of curiosity. Students are trained to think critically by clearly and logically conveying their understanding.

The sentence emphasizes a learning environment that fosters multiple essential skills. Students' ability to convey their understanding of the material in a clear and thoughtful manner demonstrates their critical thinking skills. By applying information to problem-solving, they engage in active learning, which is often more effective than passive learning. The emphasis on discussions encourages collaboration among students, promoting teamwork and peer learning. Moreover, the enthusiasm of students in sharing their understanding suggests that they feel confident in their abilities and are motivated to participate. This ability to convey ideas clearly also demonstrates the development of effective communication skills, a crucial aspect of both academic and professional success.

c. Logical Thinking

Further, students can use logical reasoning to draw arguments and conclusions from the material. This sentence highlights the students' ability to use logical reasoning to draw conclusions and arguments from a subject matter. This shows that learning is not just about memorizing facts, but also encourages students to think critically and analytically. The interaction that occurs is that

students actively engage with the subject matter. They not only receive information, but also process it in a deeper way. Students also build connections between various ideas in the subject matter and construct logical arguments.

This sentence directly fostering critical thinking skills. Students are trained to analyze information, evaluate arguments, and draw rational conclusions. This ability serves as an important foundation in problem-solving, as by drawing accurate conclusions from a material, students can develop strategies to tackle various challenges. In addition, by using logical reasoning, students become more independent in their learning. They do not always rely on the teacher's explanations, but can find answers on their own, thus fostering a sense of curiosity and a lasting enthusiasm for learning.

d. Formulate Learning Objectives

In this section, teachers provide clear and measured learning goals, encourage students to analyze and evaluate information, and challenge students and encourage pupils to think critically. This means that teachers play an active role in guiding and motivating students. They provide clear learning objectives, encourage students to think critically, and challenge them to reach their maximum potential. It also shows that students interact with the subject matter through processes of analysis and evaluation. They not only receive information passively but also actively process it.

This sentence directly fosters critical thinking skills. The teacher encourages

students to analyze and evaluate information, which are fundamental skills in critical thinking. By providing clear and measurable learning objectives, teachers help students understand the direction of their learning and motivate them to achieve the desired outcomes. Furthermore, by encouraging students to think critically, teachers foster independent learning. Students not only rely on the teacher's explanations but can also develop their own understanding, thus preparing them to face increasingly complex academic and real-life challenges. In this context, the teacher acts as a facilitator who guides students in the learning process rather than merely conveying information.

e. Learning Material

In this section, teachers provide relevant and interesting learning materials as well as challenging students to think critically. This shows that teachers play an active role in selecting and presenting relevant and engaging learning materials for students. Relevant materials will help students connect their learning to real life, while engaging materials will enhance their motivation to learn. This means that in addition to providing materials, teachers also act as facilitators who encourage students to think critically. The challenges given by the teacher will stimulate students to analyze, evaluate, and synthesize information.

Teachers and students engage in a dynamic interaction. The teacher provides interesting and challenging material, while the students respond by thinking critically. In addition, students also interact with

the learning material through processes of analysis and evaluation. They do not just receive information passively, but also actively process it.

This sentence directly fosters critical thinking skills. By providing challenges, teachers encourage students to analyze information from various perspectives. Relevant and interesting material will enhance students' motivation to learn. When students feel that the material they are studying is beneficial and relevant to their lives, students will be more driven to learn and actively seek solutions to the problems they face. The challenges given by the teacher will encourage students to become independent learners. Students will become accustomed to seeking information on their own, evaluating sources, and solving problems independently. The combination of engaging material, appropriate challenges, and teacher support will create a conducive learning environment for the development of students' critical thinking and problem-solving skills, preparing them to face the complexities of the real world.

f. Learning Method And Strategy

In the learning process, teachers provide varied learning methods and strategies to encourage students to participate actively in learning processes such as discussions. Furthermore, the teacher opens the lesson with suggestive questions or situations that encourage student curiosity and critical thinking. As discussions take place, the mentor effectively encourages students to exchange ideas in reaching material conclusions, after which the teacher provides

constructive and appropriate feedback to students with a focus on the student's critical thought process.

In the learning process, there are several key interactions. The teacher plays an active role in guiding and motivating students. They provide various learning methods, pose suggestive questions, and give constructive feedback to encourage students to think critically. Students, as learning subjects, actively interact with learning materials through discussions and the exchange of ideas. They do not merely receive information passively but also process it deeply to achieve a better understanding. In addition, interactions among students during discussions allow them to learn from each other, share perspectives, and build collective knowledge. Through these interactions, students not only acquire new knowledge but also develop social skills, communication, and critical thinking, which are essential for their future success.

This sentence directly fosters critical thinking skills. The teacher uses suggestive questions and encourages students to exchange ideas, which is a fundamental skill in critical thinking. In addition, by providing various learning methods, teachers encourage active participation from students, creating a dynamic learning environment that engages all learners. This active learning process not only enhances students' motivation and understanding but also fosters independent learning. Teachers encourage students to exchange ideas and draw their own conclusions, allowing students to become accustomed

to thinking independently and taking responsibility for their own learning. Furthermore, through the ongoing discussions, students are trained to communicate effectively with their peers, enhancing their ability to express ideas, listen to others' opinions, and collaborate in achieving common goals.

Based on the data obtained above, it can be concluded that the teacher-student interaction relationship is good enough to encourage critical thinking of students. It can be seen from the way the teacher guides during the discussion. Students are also very enthusiastic about learning and actively express their opinions to other students. It can, of course, foster critical thinking of students in solving problems on the learning material.

2. Instrument Findings

1. Teacher

a. The material that can enhance students ability to think critically

The teacher argues that any material can enhance the critical thinking of the student, but better material related to the text, such as an announcement, report, narrative, or recount. Because the student is required to read and dig deeper into whatever is in the text.

Extract 1 : “Actually anything but probably more related to the text, whether it's an announcement, a report, a story, or a recount. Because the text requires children to read so they can dig deeper into the text like its contents, its structure, then they can dive deeper, like that”.

In the script above emphasizes that reading text is a basic skill that students should have. By understanding the text, students will not only gain new information, but they will also learn to think critically and communicate with others.

b. Teacher's difficulty in helping students develop critical thinking skills.

The teacher said that the difficulty in improving students' critical thinking skills is that teachers should provide detailed and clear material explanations to make it easier for students to understand the material.

Extract 2 : “There must be a special challenge in educating children in the modern era. They're usually more relaxed and take everything available easily. With technological advances and lifestyle changes, children become accustomed to instant gratification. Although we help them think critically and become more independent, they basically still need guidance and guidance from adults. Therefore, as teachers, we must actively continue to give instructions and teach our students how to think critically”

Recently Children tend to be more relaxed and accustomed to instantaneous things. They'd rather be filled with information and solutions than have to find it on their own. Educators should be able to change the way children think so that they are more active and independent, although basically children tend to like the way they think at the moment. Changes in children's behavior and difficulties encountered by educators are discussed in the script above. But teachers also believe that children can become independent individuals and think critically with the right methods.

c. Teacher's challenge in explaining material to enhance students ability to think critically.

The teacher said that the challenge at the time of teaching is that most students are passive in learning. This makes teachers have to build even better communication with students so that students are confident and not afraid to be active in following learning. Because sometimes the reason students refuse to participate actively in the class is not familiar with the teacher, so students are rigid and courageous in issuing opinions in class.

Extract 3 : “One of the biggest problems in the learning process is how to encourage students to participate in active activities. A good relationship between teacher and student is very important, in my opinion. Students who feel comfortable and familiar with their teachers tend to be more open to asking and answering questions, even if the questions are difficult. On the contrary, students who are not familiar with the teachers are more likely to be passive and uninterested in participating in discussions”.

The teacher-student relationship is crucial to the learning process, as shown in the script above. Teachers can create an effective and enjoyable learning environment by building a good relationship with students because teachers have a responsibility to create a safe and comfortable classroom environment so that students feel confident to express their opinions. Teachers should actively communicate with their students, not only giving lessons but also listening to their questions and opinions. A teacher should be a good example to his students by being friendly, attentive, and open. Meet students personally: Teachers should strive

to know their students in person, know their interests and talents, and understand the challenges they face.

d. Teachers build interaction with students so that students can improve their thinking skills

The teacher said, one way to build interaction with students is to ask answers. Teachers can also behave like friends or parents so that interaction between students and teachers can wake up well.

Extract 4 : “Building effective interaction with students is not just asking answers in class. As teachers, we have to build a more intimate relationship with students outside the classroom. For example, act in the same way as a friendly and open friend or parent. Students often need proactive teachers. Teachers should take the initiative to approach students if they are reluctant to interact. As a result, the bonds formed will make students more comfortable and active in the learning process”.

The above script suggests that teachers should give students the opportunity to interact with them outside the classroom in addition to asking answers in classroom. Teachers are not only teachers but also good friends for their students, where they share stories and talk. This script shows how important it is to build good relationships between educators and students outside the classroom. Teachers can build strong relationships to create an effective and enjoyable learning environment that enables students to reach their best potential.

e. Examples of learning activities that teachers do to help students understand the material

The teacher said, the most common learning activity is to give a quiz before starting a lesson. It usually starts by asking students about their activities at home and asking their meters in advance in order to give feedback to students and measure students' knowledge of previously studied materials.

Extract 5 : “To teach, I use a scientific approach like discussion and questioning. I also give a short quiz before each meeting to improve student understanding. In this way, students are encouraged to study independently at home and are able to remember what they learned in class. Questions that are relevant to student's everyday life are the way I like to start lessons. The aim is to enhance their critical thinking and encourage them to associate the lesson with real-world situations”.

The above script shows a student-centred learning approach. This approach allows teachers to maximize the role of students in the learning process. This method combines scientific approaches such as question-and-answer and discussion, along with a short quiz before the class starts. Instead of giving practical lessons, teachers challenge students to think critically and find answers on their own. The aim is to enhance students' ability to think critically and to connect lessons with everyday life. The learning approach described in the script above is a good example of a student-centred learning approach. Teachers can create a fun and effective learning environment by actively involving students in the learning process.

Based on the results of the interviews, it was found that the way the teacher builds interaction between the teacher and the student is quite good. However, there are difficulties experienced by the teacher when facing less active students in the learning process. Therefore, the teacher should build even better communication with the student so that the student can be active and confident in the process of learning. As for the activity that the teacher usually does to make the student understand the learning material, it is to give a quiz before starting learning. Usually the teacher will ask about the news and activities that the student does at home and then proceed with asking about the learning materials that have been learned before. Use, give feedback to students, and measure students' understanding of previously studied material.

2. Students

1. Question 1 : The material taught by the teacher can encourage students critical thinking skills

Of the five students all students responded the same way that the material given by the teacher can improve the critical thinking of the student, because the teacher provides material that can sharpen the student's thinking skills. The teacher is also active in guiding the student for discussion and giving the student an opportunity to exchange opinions with other students.

Extract S1: “By learning and understanding new things, our insight will be wider and the knowledge that we initially did not know can become a deep understanding”.

Extract S2: “Of course, every lesson taught to us by the teacher is very valuable. Teacher's integrity in teaching encourages us to truly understand the subject matter. As a result, we can maximize the benefits of each lesson and increase our understanding”.

Extract S3: “Yeah, the lessons have improved my ability to think critically significantly and have given me very useful new knowledge and skills”.

Extract S4: “Yes, teachers use a variety of techniques to enhance critical thinking”

Extract S5: “Yes, the teacher's approach to learning is amazing”

Extract S1 shows how important the learning process is. Learning something new is like opening a new window into the world of knowledge. Student insights will be wider, which means students have a more diverse and in-depth view of things. At first, knowledge that feels strange will be a big part of student's strong understanding.

Extract S2 shows how the role of the teacher is crucial in the learning process. A dedicated teacher will inspire students to learn more. In the end, it will improve the student's understanding substantially.

Extract S3 shows a recognition of the immediate benefits derived from the learning process. Students not only gain additional knowledge, but lessons also teach students to think critically. This ability to think critically is very useful when facing the various problems that arise in life.

Extract S4 shows that the teachers can use a variety of useful techniques to enhance their students' critical thinking skills. Problem solving, case analysis, or group discussion are some examples of this method.

Extract S5 is a compliment to the learning approach used by teachers. A good learning approach will make the material more interesting and easier for students to understand.

It can be concluded that the learning process is a very valuable journey. Students can maximize their potential with a good teacher with an effective learning approach. As a result, students will acquire extensive knowledge, sharp critical thinking skills, and skills that are useful for the future.

2. Question 2 : Difficulty of students in nurturing critical thinking skills of students

Of the five students, four responded the same way, and one student did not experience any difficulties. Four students argued that when the teacher gave the learning material, students had difficulty fostering their critical thinking because sometimes students did not immediately understand the teacher's explanation. The way the teacher explained also had a great influence on the student's understanding, because at times the teacher provided explanations that were not clear so that the student understood less learning.

Extract S1: “I often find it difficult to understand some of the lessons. In order to deal with this, I always tried to actively ask the teacher to get a clearer explanation”.

Extract S2: “One of the problems I often encounter is when I forget to pay attention to the teacher's explanation. As a result, I have difficulty answering questions related to the material described earlier”.

Extract S3: “Yes, the difficulty I often encounter is when the material described by the teacher is not fully understood by me. I feel the need for an opportunity to ask for re-explanation when there is a material that I do not fully understand”.

Extract S4: “No, because the teacher's material is relatively easy to understand.

Extract S5: “Yeah, because every teacher has a different teaching style, sometimes the explanation is difficult for me to follow, and I don't fully understand it”.

Extract S1 shows a good awareness of the fact that everyone has a different learning speed and different learning styles. If there's something you haven't understood, proactively asking the teacher is the best way to overcome the difficulties. It shows an open attitude and a desire to learn more.

Extract S2 states that, one of the common causes of difficulty understanding material is the lack of attention of the teacher when explaining. If the teacher does not give enough attention, the student will lose important information and difficulty remembering the lesson.

Extract S3 reaffirms how important it is to get a clear and in-depth explanation. Do not hesitate to ask the teacher to repeat the explanation if the student has not yet understood the material. Every student deserves an optimal understanding.

Extract S4 shows that some students face different problems. Some materials are easier to understand than others. However, this ease is relative and depends on the student's initial understanding of the subject.

Extract S5 shows that the teacher's teaching style is crucial to the learning process. Every teacher has a unique way of delivering material. There are times when a teacher's teaching methods do not match the student's learning methods, which causes students difficulty understanding the material.

It can be concluded that the learning process is a different journey for each person. Various factors, such as learning styles, focus when taking lessons, the ability to ask questions, and the teaching style of teachers, affect a person's ability to understand the subject matter. There are various ways to overcome the difficulty of understanding the matter. To deal with learning difficulties, people have to be proactive, like asking regularly and looking for new information. Furthermore, it is important to know that everyone has a different learning rhythm. Thus, there is no need to worry if there is any material that is difficult to understand. Everyone can gain a better understanding of the lesson with patience and consistent effort.

3. Question 3 : The challenge that students face in understanding material to enhance their ability to think critically.

Of the five students, four responded with the same answer that there were some challenges that students felt when encouraging their critical thinking skills; one student replied no challenges at all. Of the four students, one argued that the challenge that often occurs in the learning process was a thunderstorm, and there were a few friends who did not focus on learning so that other students were distracted and did not understand the material given by the teacher.

Extract S1: “One of the problems I've often encountered is being asked to talk by a friend while studying. I try to avoid interference, like a friend's phone call, because I need to concentrate to understand the lesson well”.

Extract S2: “The first challenge in understanding the lesson is the ability to listen carefully to the teacher's explanation, focus on the material delivered, and live the concepts described”.

Extract S3: “Due to a very noisy and frequently disturbed environment, I have a lack of focus and difficulty understanding the

lessons”.

Extract S4: "Teachers always have a way to help us overcome challenges, so no challenges are too difficult to overcome."

Extract S5: "The main difficulty I faced was having to first translate English-language material into Indonesian so that I could understand and interpret it properly."

Extract S1 that concentration is crucial during the learning process.

Telephone calls or inviting friends can distract students and make it difficult for students to understand the text. It shows that a quiet and comfortable learning atmosphere is essential for improving learning outcomes.

Extract S2 states that to understand the subject matter, students must be able to focus on the teacher's explanation and absorb what they say. After understanding the matter, the student must be capable of using the student's understanding to answer questions asked by the teacher.

Extract S3 reaffirms that a quiet learning environment is crucial. Disruption and disturbance can disturb students and make it difficult for students to focus on what students learn.

Extract S4 shows an optimistic attitude and belief that teachers can overcome learning difficulties. Teachers have an important role in helping and guiding students in understanding lessons.

Extract S5 shows additional problems for students studying materials in a foreign language. Translating from one language to another requires extra time and effort, which can impede the understanding of the lesson.

It can be concluded that many students have difficulty understanding the subject matter. Environmental disorders, difficulty focusing, and language constraints can lead to learning difficulties. Important skills to learn include the ability to listen carefully to the teacher's explanations, live the concepts taught, and answer questions. A good learning environment is crucial to student success. Proactive attitudes, such as asking for teacher help and using various learning resources, are also very beneficial.

4. **Question 4 : Interaction with teachers so that students can understand the learning material.**

Of the five students all the students answered the same way, that is, the way to build interaction between teacher and student is to actively follow the learning and ask the teacher when there is material that has not been understood.

Extract S1: “Questioning is one of the most effective methods of improving understanding. We could say, for example, "Sorry, I haven't fully understood." Can you give me an additional explanation?”.

Extract S2: "To ask questions when the teacher explains the material is one way to interact with him”.

Extract S3: “I asked open questions to the teacher and actively participated in class discussion”.

Extract S4: “One of the interactions I often do is directly ask the teacher if there's anything I don't understand”.

Extract S5: I don't hesitate to ask the teacher back if it's still unclear.

Extract S1 emphasizes the importance of asking questions to improve understanding. Teachers indicate that students are actively involved in the learning process and want to understand the topic better by asking. The given example

sentence is a good example to use when a student feels that he has not fully understood a concept.

Extract S2 emphasizes that questions are a way of interacting with teachers. By asking questions, students demonstrate their interest and involvement in the learning process. In addition, questions provide an opportunity for teachers to provide further explanations.

Extract S3 shows a tendency to participate in the learning process. By asking open questions, students not only seek specific answers, but also encourage broader thinking. Active participation in class discussion also indicates the student's desire to engage in education with friends.

Extract S4 shows that the individual has the courage to ask the teacher directly if the student feels that he does not understand what he wants. This is a good approach because the student can get a clear explanation by asking questions directly.

Extract S5 shows a strong desire to understand the matter well. Don't hesitate to ask again if there's anything unclear after the first explanation. It shows that students are not afraid to appear unknown and prioritize deep understanding rather than seemingly unknowing.

It can be concluded that to gain a better understanding of a subject matter, active questions are the key. Active questions demonstrate the interest and involvement of the student in the learning process and open up opportunities for a

clearer and more in-depth explanation. In addition, students can build a broader understanding through interaction with teachers and peers. Open ended questions also help students fostering critical thinking skills

5. Question 5 : Examples of learning activities that students do to help students understand the material!

Of the five students, all answered the same activity to encourage their critical thinking skills: reading books, translating texts, and actively asking questions and answers while the learning process is going on.

Extract S1: “Re-reading the textbook not only helps remember, but also encourages us to think deeper about what we have learned. As a result, our understanding and our memory will become stronger”.

Extract S2: “In my attempt to understand the subject matter, listening to the teacher's explanation carefully and actively asking during the question-and-answer session are two complementary things. In this way, I can clarify the parts that I have not understood and gain a deeper understanding”.

Extract S3: “Interaction with teachers, like asking and answering questions, is vital to improving our understanding of the subject matter. For example, when teachers ask questions, we can give answers”

Extract S4: “I usually do some activities to improve my understanding of the subject matter, such as recording information, translating the writing, and then analyzing it”.

Extract S5: “One of my activities to improve my understanding is to re-read the material I've learned”.

Extract S1 emphasizes that rereading is one of the most effective learning methods. Rereading helps students remember and analyze information better, so that students' understanding of the material becomes stronger and it can boost their ability to think critically.

Extract S2 shows that listening to the teacher and asking questions are two mutually supportive actions in the learning process. By listening carefully, students can gain important information, and by asking, students may gain a better understanding.

Extract S3 shows how important it is for students to interact with teachers during the learning process. By interacting like asking and answering questions, students can be actively involved in the learning and get feedback directly from teachers.

Extract S4 shows that these people have a number of successful learning approaches. Processing data and improving understanding can be achieved by recording, translating, and analysing.

Extract S5 states that the importance of re-reading is one of the most effective learning approaches.

It can be concluded that re-reading the material, listening carefully to the teacher's explanations, asking questions, and actively participating in the class are important ways to understand and analyze the lesson well. These activities complement each other and help students process data better. Students can optimal learning outcomes by improving their understanding and critical thinking skills by applying effective learning approaches on a regular basis.

Based on the data obtained, the role of teacher-student interaction is quite well in encouraging critical thinking students as teachers free students to exchange opinions

and discuss with other students. Students are also active in question-and-answer activities when there is incomprehensible learning material. However, there are difficulties that students experience when teachers provide learning material, which is that sometimes students do not understand the teacher's explanation. The way the teacher explains is also very influential to the student's understanding because sometimes the teacher gives an unequivocal description so that the student does not understand learning.

B. Discussion

The results of the research are discussed in this section. It displays information collected by researcher through observations and interviews. As mentioned in the previous chapter, this research aims to define a particular problem.

Based on the results of observations conducted at SMP Islam Ar-Raafi' Makassar, especially in eighth grade with an English teacher and five students, about the role of teacher-student interaction in fostering critical thinking skills, it was found that by giving students the opportunity to ask questions, applying knowledge in real-life situations, using logical reasoning, setting clear learning goals, providing relevant and engaging learning materials, and employing various teaching methods, teachers can create a dynamic and effective learning environment. In such an environment, students are not just passive recipients of information but also actively engaged in the learning process, developing critical thinking skills, and becoming independent learners. Thus,

students not only acquire knowledge but also skills that will be beneficial throughout their lives.

The role of the interaction between teachers and students is that teachers can create a more effective and engaging learning experience for students. Students will be better prepared to think critically, solve problems, and collaborate with others. In addition, they will develop essential skills such as communication, creativity, and independence, which will be invaluable throughout their lives. It is important to note that these findings are interconnected and reinforce each other. For example, providing relevant and engaging learning materials can enhance student motivation, which in turn can lead to more active participation and deeper engagement with the content. Similarly, developing critical thinking skills can help students apply their knowledge more effectively and become more independent learners.

It can be concluded that the emphasize the importance of a holistic approach in education that focuses on knowledge acquisition as well as the development of essential skills. By creating a learning environment that encourages critical thinking, active learning, and collaboration, teachers can help students reach their full potential and become successful learners.

Based on the results of interviews it conducted at SMP Islam Ar-Raafi' Makassar, especially in eighth grade with an English teacher and five students, about the role of teacher-student interaction in fostering critical thinking skills.

1. The Role of Teacher Interaction

Based on the results of observations and interviews, it was found that the role of teacher and student interaction is very important in encouraging students' ability to think critically. With the existence of interaction between teachers and students, it can help students understand the material well, and students can also freely express their opinions to other students. In order to generate interactions between teachers and students in a good way, teachers must build such interactions by multiplying communication with students in order to create interactive relations between teacher and student.

However, there are difficulties experienced by teachers when faced with less active students in the learning process. Therefore, teachers should build even better communication with students so that students can be active and confident during the learning process. If the student is active in the learning process, then the interaction between the teacher and the student will be well connected, and students will also be able to easily express their opinions to other students. It can, of course, encourage students' ability to think critically. The teacher usually asks about the news and activities that students do at home and then continues by asking about the learning material that they have learned before. Use, give feedback to students and measure students' understanding of the material they have studied before.

2. The Role of Students Interaction

Based on the results of observations and interviews, it was found that the role of students in interaction in the classroom is important in encouraging their

ability to think critically because, through interaction with teachers, students discuss, are active in learning, and exchange opinions with other students. This can encourage the critical thinking of students because of discussion activities that require students to think and understand lessons.

The way the teacher explains is also very influential to the student's understanding because sometimes the teacher gives an unclear explanation that makes the student less understanding of learning. The way students experience such difficulty by asking the teacher and asking him to re-explain the material so that the student can analyze and understand the material better can encourage the critical thinking skills of the student. As for the students' activities to encourage their critical thinking skills, they are reading books, translating texts, and actively asking questions and answers while the learning process is going on.

It can be concluded that the role of interaction between teacher and student is very important in promoting critical thinking skills of students. With the existence of interactions between teachers and students, students can exchange views, express opinions, analyze, and evaluate the materials learned, which of course can encourage critical thought students.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion, it can be concluded that interactions that occur during the learning process, both between teachers and students at SMP Islam Ar-Raafi' Makassar, are crucial to enhancing students' ability to think critically. A dynamic and meaningful learning environment enables students to participate actively in the learning process, share ideas, and learn on their own.

Teacher-student interaction drives the learning process. By using effective interaction, teachers can help students understand complex concepts, ask difficult questions, and provide constructive feedback. This allows students to gain a better understanding of the lesson and build confidence in conveying their ideas.

Students improve their ability to think critically through the interactions that they do with each other. In the process, they not only learn to think critically but also learn social skills such as collaboration, communication, and problem-solving. However, there are some components that greatly influence the success of interactions in encouraging critical thinking. First and foremost, the teacher's communication quality is very important. Teachers should create an open and inclusive classroom atmosphere in which students feel comfortable asking questions and sharing opinions. Secondly, the material should be given in an interesting and

relevant way so that students are curious. Therefore, to enhance students' critical thinking skills, teachers must continue to strive to improve interaction in the classroom and create an interactive and supportive learning environment. Thus, teachers can equip students with the skills needed to face future challenges.

B. Suggestions

After analyzing students' opinions about the interactions between teachers and students in critical thinking, the researchers found that there are several aspects that need to be evaluated and taken more seriously. As a result, there are suggestions for future English teachers and researchers.

1. For Teachers

Suggestion for teacher, should create a more active and interactive atmosphere in the classroom.

2. For Students

Suggestions for students as a reference to further enhance their interconnection with teachers in verbal interaction in the classroom and Create a more active and interactive atmosphere in classrooms

3. For Researcher

Researcher are expected to use this research as a guide and reference for future researchers. Further researchers are also expected to learn more about the interaction between teachers and students, therefore it can be fostering students critical thinking Skills.

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1.1 Appendices A: Observation Checklist

No	Aspect	Indicators	Checklist	
			Yes	No
1	Generating Ideas	1. Students can ask initial questions or ideas related to the material to be submitted by the teacher 2. Students actively discuss or collaborate with fellow students in the material		
2	Applying Knowledge	3. Students can use the information obtained to solve problems or situations in learning.		
3	Communication	4. Students can communicate the results of material understanding with critical thinking clearly.		
4	Logical Thinking	5. Students can use logical reasoning to support arguments and conclusions from the material.		
5	Formulate Learning Objectives	6. Teachers provide clear and measurable learning goals, encourage students to analyze and evaluate		

No	Aspect	Indicators	Checklist	
			Yes	No
		information. 7. Guru menantang siswa dan mendorong mereka untuk berpikir kritis.		
6	Learning Material	8. Teachers provide relevant and interesting learning materials and challenge students to think critically.		
7	Learning Methods and Strategies	9. Teachers provide varied learning methods and strategies and encourage student active participation, such as discussions etc. 10. The teacher opens the lesson with suggestive questions or situations that encourage curiosity and critical thinking of the student. 11. Teachers guide class discussion effectively encouraging students to exchange ideas in reaching material conclusions.		

No	Aspect	Indicators	Checklist	
			Yes	No
		12. Teachers provide constructive and accurate feedback to students by focusing on their critical thinking processes.		

Adapted and modify by (Tussaiyada 2020)



1.2 Appendices B: Interview Guide for Teacher

No.	Interview Question list
1	What material do you think can enhance students' critical thinking skills? <i>(Menurut Anda materi apa yang bisa meningkatkan kemampuan berpikir kritis siswa?)</i>
2	Do you have difficulties helping students foster critical thinking skills? <i>(Apakah Anda mengalami kesulitan dalam membantu siswa untuk mendorong kemampuan berpikir kritis?)</i>
3	To enhance students' critical thinking skills, what are the challenges in applying learning materials? <i>(Untuk meningkatkan kemampuan berpikir kritis siswa, apa saja tantangan dalam menerapkan materi pembelajaran?)</i>
4	How do you build interaction with students so that students can improve their thinking skills? <i>(Bagaimana Anda membangun interaksi kepada siswa sehingga siswa bisa meningkatkan kemampuan berpikir kritis?)</i>
5	Give examples of the learning activities you do to help students understand the material! <i>(Berikan contoh aktivitas pembelajaran yang Anda lakukan untuk membantu siswa dalam memahami materi?)</i>

1.3 Appendices C: Interview Guide for Students

No	Interview Question List
1	<p>Do you think the material taught by the teacher can foster your critical thinking skills? <i>(Menurut Anda apakah materi yang diajarkan oleh guru dapat meningkatkan kemampuan berpikir kritis anda?)</i></p>
2	<p>To understand the material, do you have difficulties to fostering your critical thinking skills? <i>(Dalam memahami materi, apakah Anda mengalami kesulitan untuk mendorong kemampuan berpikir kritis Anda?)</i></p>
3	<p>To enhance your critical thinking skills, what are the challenges you encounter in understanding matter? <i>(Untuk meningkatkan kemampuan berpikir kritis anda, apa saja tantangan yang Anda alami dalam memahami materi pembelajaran?)</i></p>
4	<p>How do you build interaction with teachers so you can understand the learning material? <i>(Bagaimana Anda membangun interaksi kepada guru sehingga anda bisa meningkatkan kemampuan berpikir kritis?)</i></p>
5	<p>Give an example of the learning activity you do to help you understand the material! <i>(Berikan contoh aktivitas pembelajaran yang Anda lakukan untuk membantu anda dalam memahami materi?)</i></p>

Adapted and Modify by (Tussaiyada 2020)

1.4 Appendices D: Result Observation Checklist

No	Aspect	Indicators	Checklist	
			Yes	No
1	Generating Ideas	1. Students can ask initial questions or ideas related to the material to be submitted by the teacher	✓	
		2. Students actively discuss or collaborate with fellow students in the material	✓	
2	Applying Knowledge	3. Students can use the information obtained to solve problems or situations in learning.	✓	
3	Communication	4. Students can communicate the results of material understanding with critical thinking clearly.	✓	
4	Logical Thinking	5. Students can use logical reasoning to support arguments and conclusions	✓	
			✓	

		from the material.		
5	Formulate Learning Objectives	<p>6. Teachers provide clear and measurable learning goals, encourage students to analyze and evaluate information.</p> <p>7. Guru menantang siswa dan mendorong mereka untuk berpikir kritis.</p>	✓ ✓	
6	Learning Material	8. Teachers provide relevant and interesting learning materials and challenge students to think critically.	✓	
7	Learning Methods and Strategies	<p>9. Teachers provide varied learning methods and strategies and encourage student active participation, such as discussions etc.</p> <p>10. The teacher opens the lesson with suggestive</p>	✓	

		<p>questions or situations that encourage curiosity and critical thinking of the student.</p> <p>11. Teachers guide class discussion effectively encouraging students to exchange ideas in reaching material conclusions.</p> <p>12. Teachers provide constructive and accurate feedback to students by focusing on their critical thinking processes.</p>	<p>✓</p> <p>✓</p>	
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1.5 Appendices E: Transcript Result Interview for Teacher

1. What material do you think can enhance students' critical thinking skills?

A: “Ee kalau saya pribadi itu, materi di? Sebenarnya sih Materi apa saja, tapi mungkin yang lebih berhubungan dengan teks jadi baik itu teks apalagi announcement, report, narrative, recount.. Kenapa karena kan kalau teks itu anak-anak dituntut untuk membaca jadi untuk dia bisa menggali lebih dalam teks tersebut apa isi-isinya, strukturnya, kemudian dia bisa menggali lebih dalam, mungkin itusih”.

2. Do you have difficulties helping students foster critical thinking skills?

A: “Kesulitan sudah pasti terlebih kan anak itu sekarang apa ya anak-anak itu susah untuk di ini gitu maunya disuap. Anak-anak sekarang mau disediakan, kesulitan anak-anak itu sekarang apa ya untuk di ini dia tumbuhnya disuap anak-anak sekarang sekalipun kita itu dituntut untuk bisa bagaimana anak-anak bisa mencari sendiri tetap pada dasarnya anak-anak kayak begitu sih selalu mau disediakan ini itu maksud saya kita yang harus memberikan materi, penjelasan Jadi kalau kesulitan itu sudah pasti bisa sih anak-anak ditingkatkan kemampuan itunya Tapi mungkin pakai cara-cara lain, strategis, metode seperti itu”

3. To enhance students' critical thinking skills, what are the challenges in applying learning materials?

A: “Tantangannya itu, itu anak-anak pasif sudah banyak pasif jadi yah sebisa mungkin saya sebagai Guru itu lebih bisa membangun eh apa ya komunikasi sama anak-anak

karena kan anak-anak saya juga perhatikan anak-anak itu biasanya kalau dia tidak eh akrab sama gurunya guru itu kalau misalkan bertanya dia tetap diam mungkin kaku. Selanjutnya bagaimana kalau misalkan dia sudah akrab sama gurunya sekalipun itu pertanyaannya sulit dia harus bakalan berusaha untuk menjawab. Iya sebisa mungkin saya sebagai guru itu lebih bisa membangun apa ya komunikasi sama anak-anak karena kan anak-anak saya juga perhatikan anak-anak itu biasanya kalau dia tidak akrab sama gurunya guru itu kalau misalkan bertanya dia tetap diam beda kalau misalkan dia sudah eh sudah akrab sama gurunya sekalipun itu pertanyaannya sulit dia bakalan berusaha untuk menjawab”.

4. How do you build interaction with students so that students can improve their thinking skills?

A: “Membangun ya, kalau di kelas karena sudah eh interaksi ya kalau di kelas Itu sudah pasti tanya jawab tapi kita kan juga sebagai tenaga pendidik ya harus bisa profesionalkan dengan anak-anak di luar dari pembelajaran pun di luar di luar kelas itu sebetulnya mungkin untuk interaksi tetap terbangun entah itu dengan cara eee bersikap layaknya seorang teman, seorang orang tua yang mau curhat itu pun ya Biasanya anak-anak seperti itu ataukah paling tidak itu gurunya memang yang mendekati siswanya kalau anak-anak tidak mau mendekat gurunya yang mendekati sehingga eee di dalam kelas anak-anak itu sudah tidak canggung lagi jadi harus ada interaksi di luar”.

5. Give examples of the learning activities you do to help students understand the material!

A: *“Aktivitas pembelajaran ee pada umumnya ituji sih ee apaya menerapkan metode saintifik misalnya tanya jawab kemudian diskusi tapi saya tuh selalu seperti ini sebelum eee pertemuan dimulai pembelajaran dimulai setiap sekali dua kali dalam seminggu itu biasanya anak-anak di kasih quis dulu jadi dia bisa lebih ini kan belajar di rumah saya pada saat di dalam kelas ditanya materinya ini dia masih mengingat kemudian digali, digali, digali kalau saya juga sebenarnya seperti ini cara mengajarnya itu eee di kelas kadang saya tidak langsung menyiapkan materi saya tanya dulu yang berhubungan dengan kehidupan sehari-harinya ini ini dan itu supaya bisa lebih mendorong anak-anak untuk dia berpikir karena kan kadang guru kan ada yang sekilat langsung menerapkan materi di materi menjelaskan materi”.*



1.6 Appendices E: Transcript Result Interview for Students

1. Student 1

1. Do you think the material taught by the teacher can foster your critical thinking skills?

A: "Karena apa yang saya tidak tahu bisa jadi tahu, Karena dengan memahaminya, kita dapat berwawasan luas".

2. To understand the material, do you have difficulties to fostering your critical thinking skills?

A: "Biasanya saya mengalami kesulitan karena tidak memahami beberapa materi yang diajarkan oleh guru. Biasanya untuk mengatasi kesulitan tersebut saya bertanya pada guru, apakah boleh diulang atau mengajukan pertanyaan yang belum dipahami".

3. To enhance your critical thinking skills, what are the challenges you encounter in understanding matter?

A: "tantangan yang saya alami biasanya diajak berbicara sama teman. Untuk mengatasinya saya menyuruhnya diam agar dapat memahami materinya bersama".

4. How do you build interaction with teachers so you can understand the learning material?

A: "Dengan bertanya apa yang tidak ditau. Misalnya afwan saya tidak mengerti, bisa dijelaskan ulang".

5. Give an example of the learning activity you do to help you understand the material!

A: *“Dengan membaca buku yang sudah dipelajari, itu dapat meningkatkan pemikiran kita serta menghafalnya atau memahaminya”.*



2. Student 2

1. Do you think the material taught by the teacher can foster your critical thinking skills?

A: *iyya*

Q: *karena?*

A: *karena um semua yang guru karena semua yang guru ajari pada kita itu pasti, pasti guru bersungguh-sungguh dalam, dalam dalam mengajar kita jadi kita juga bersungguh-sungguh dalam memahami apa yang dia ajarkan pada kita, oleh karena itu ketika guru mengajarkan kepada kita, kita semua bisa mengambil manfaat dan apa apa shh apa pelajaran yang dia ee ajarkan sehingga kita dapat paham.*

2. To understand the material, do you have difficulties to fostering your critical thinking skills?

A: *iyya,*

Q: *apa saja kesulitan itu?*

A: *kesulitan yang pertama itu ketika kita hmm ketika guru menjelaskan diatas kemudian kemudian kita biasa dapat tidak memperhatikan apa yang guru jelaskan diatas, maka jika kita tanya bilang apa yang guru sebutkan tadi diatas kita tidak mampu menjawabnya, karena itu karena kita tidak memperhatikan apa yang dia ajarkan kepada kita maka itulah kesulitan bagi saya.*

3. To enhance your critical thinking skills, what are the challenges you encounter in understanding matter?

A : tantangan yang pertama untuk memahami adalah mendengarkan apa yang guru ucapkan diatas, kemudian fokus dan menghayati ketika dia menjelaskan diatas nah kemudian tantangan kita adalah ketika guru hrmm membe memberi pertanyaan pada kita, kita hendaknya menjawab semua pertanyaannya

Q : ohh jadi disitu tantangan ta?

A : iyye

4. How do you build interaction with teachers so you can understand the learning material?

A : dengan cara, dengan cara perkenalan diri lebih awal, saya sebagai murid memperkenalkan diri saya kepada guru kemudian guru memperkenalkan kepada saya, tu termasuk, itu adalah interaksi saya terhadap guru

Q : disini interaksi terhadap guru sehingga Anda mengerti materi pembelajaran

A : ohh mengerti pembelajaran?

Q : iyya

A : dengan cara ketika ketika guru menjelaskan kita bertanya.

5. Give an example of the learning activity you do to help you understand the material!

A : yang dapat membantu saya dalam memahami materi itu harus me anuu mendengarkan apa yang guru ucapkan.

Q : contoh aktifitasta, contohnya ketika guru menjelaskan, ketika guru ee menjelaskan dan nasuruhki bertanya apakah itu salah satu aktifitasta?

A : ya itu salah satu aktifitas dalam memahami materi.

3. Student 3

1. Do you think the material taught by the teacher can foster your critical thinking skills?

A : iyya dapat meningkatkan kemampuan berpikir kritis saya karena, materi itu memang menambahkan kemampuan siswa.

2. To understand the material, do you have difficulties to fostering your critical thinking skills?

A : iyya, kesulitan yang saya alami ketika guru menjelaskan biasa saya belum mengerti namun tidak dijelaskan ulang kembali.

3. To enhance your critical thinking skills, what are the challenges you encounter in understanding matter?

A : sulit memahami karena kurang fokus terlalu ribut, biasa diganggu juga

4. How do you build interaction with teachers so you can understand the learning material?

A : aktif diskusi dalam kelas dan open-ended pertanyaan bersama guru.

5. Give an example of the learning activity you do to help you understand the material!

A : Contohnya ketika guru bertanya kita menjawab atau kita bertanya guru yang menjawab.

4. Student 4

1. Do you think the material taught by the teacher can foster your critical thinking skills?

A : iyya

Q : kenapa?

A : karena

Q : seperti yang misalnya ini seperti contoh materi recount text apakah dapat meningkatkan kemampuan berpikir kritista?

A: iyye

Q : kenapa?

A : kerena menambah ehh

Q : karena?

A : karena guru mempunyai segala cara untuk membuat kita bisa merangsang pemikiran kritis kita.

2. To understand the material, do you have difficulties to fostering your critical thinking skills?

Q : maksudnya disini apakah ada materi ee materi yang kayak gampangji ee dan tidak terlalu berpikirki untuk ee tidak terlalu berpikir keraski ee untuk bisa paham i itu materi jadi (dalam memahami materi, apakah anda mengalami kesulitan untuk mendorong pemikiran kritis anda

A : nda

Q : tidak?

A : tidak kesulitan

Q : tidak kesulitan?

A : tidak karena agak gampang materi dan mudah dipahami.

3. To enhance your critical thinking skills, what are the challenges you encounter in understanding matter?

A : tantangan?

Q : tantangan!

A : kayak bagaimana itu

*Q : tantang disini misalnya guru tidak jelas caranya menjelaskan atau kurang fokus
karna ada temanta yang ee apalagi ajakki bicara*

A : yang mengganggu?

Q : yang mengganggu apakah ada tantangan seperti itu?

A : ndadaji

Q : ndadaji?

*A : iyye tidak ada tantangan yang terlalu susah karena guru punya cara untuk
membuat kita bisa menangani tantangan itu.*

4. How do you build interaction with teachers so you can understand the learning material?

A : interaksi?

Q : interaksi disini seperti ee anu menjawab dan bertanya, bertanya kepada guru misalnya guru yang bertanya kita jawab misalnya kita yang tidak paham kita yang bertanya apakah ada interaksi begitu bagaimana carata membangun interaksi itu,

A : iyye ada

Q : bagaimana caranya maksudnya apakah malu-maluki untuk bertanya? Apakah langsung jaki saja bertanya?

A : langsungji bertanya supaya cepat dipahami apa yang tidak ditau.

5. Give an example of the learning activity you do to help you understand the material!

A : aktivitas yang

Q : aktifitas pembelajaran disini seperti mencatat materi, atau menghafal materi

A : aktivitas yang saya lakukan untuk bisa membantu saya dalam memahami materi adalah dengan mencatat materi, menerjemahkan tulisan lalu dipahami.



5. Student 5

1. Do you think the material taught by the teacher can foster your critical thinking skills?

A : *iyye*

Q : *kenapa?*

A : *karena baguski cara mengajarnya guruta, bisa lebih cepat dipahami*

2. To understand the material, do you have difficulties to fostering your critical thinking skills?

A : *iyye juga*

Q : *kesulitan?*

A : *iyye susah*

Q : *karena?*

A : *karena kadang nda nda nyambung, kadang nda paham juga, guru beda-beda caranya mengajar.*

3. To enhance your critical thinking skills, what are the challenges you encounter in understanding matter?

A : *kesulitan berpikir*

Q : *berpikir dalam?*

A : *dalam hal yang dijelaskan atau soal juga kan biasanya bahasa inggris jadi ee haruski terjemahkan dulu*

Q : *atau kalau artinya bahasa inggris ditauji?*

A : *iyye*

Q : berarti itu juga salah satu kesulitan yang kita alami?

A : iyya

4. How do you build interaction with teachers so you can understand the learning material?

A : bertanya kembali ketika tidak paham

5. Give an example of the learning activity you do to help you understand the material!

A : eee membaca baca kembali materi yang telah dipelajari.



1.7 Appendices F: Documentation of Observation



1.8 Appendices G: Documentation of Interview for Teacher



1.9 Appendices H: Documentation of Interview for Student



1.10 *Appendices I: Documentation of Headmaster*





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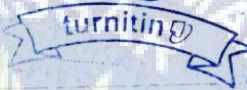
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Nomor : 043/2020-BG-FKIP/Research/II/1445/2024

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Nama Mahasiswa : SALMA
Research Issue : Language Testing and Assessment
NIM : 105351103420
Dosen Penasihat Akademik : Ika Sastrawati, S.Pd., M.Hum.
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Prodi Pendidikan Bahasa Inggris



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NBM 977 807



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Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Cambang /19-01-2000
Alamat : Cambang

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Investigate the Role of Teacher-Student Interaction in Fostering Critical Thinking Skills at SMP Islam Ar-Raafi'

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Nama : SALMA

No. Stambuk : 10535 1103420

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"INVESTIGATE THE ROLE OF TEACHER-STUDENT INTERACTION IN FOSTERING CRITICAL THINKING SKILLS AT SMP ISLAM AR-RAAFI"

Yang akan dilaksanakan dari tanggal 19 Juli 2024 s/d 19 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
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Nama Mahasiswa : Salma
NIM : 105351103420
Judul Penelitian : Investigate the Role of Teacher-Student Interaction in Fostering Critical Thinking Skills at SMP Islam Ar-Raafi'
Tanggal Ujian Proposal : 14 juni 2024
Tempat/Lokasi Penelitian : SMP Islam Ar-Raafi'

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa /23/07/2024	Pra Observasi	Yulianti Yunus, S.Pd	
2	Jum'at /26/07/2024	Observasi	Yulianti Yunus, S.Pd	
3	Selasa /30/07/2024	Interview	Yulianti Yunus, S.Pd	
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NBM. 977 807

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Nomor :004/ B/ SK/ YPGS/ SMP-AR-RAAFI'/VIII/2024

Yang bertanda tangan di bawah ini :

Nama : ABD. RAHMAN, S.Pd.I.,M.Pd.I
NIY : 6011801
Jabatan : Kepala Sekolah
Unit Kerja : SMP ISLAM AR-RAAFI'

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Nomor Pokok : 105351103420
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Asal PT : Universitas Muhammadiyah Makassar
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Adalah benar nama tersebut di atas telah melaksanakan Penelitian Skripsi di SMP Islam Ar-Raafi' dengan Judul "**INVESTIGATE THE ROLE OF TEACHER STUDENT INTERACTION IN FOSTERING CRITICAL THINKING SKILLS AT SMP ISLAM AR-RAAFI'**" Yang dilaksanakan dari : Tanggal 22 Juli s/d 22 Agustus 2024

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 Asal Institusi : Universitas Muhammadiyah Makassar
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CURRICULUM VITAE



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