

The Influence of Ushul Fiqh Training and Academic Involvement on Critical Thinking Disposition

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Abstract: Education in the era of dynamic information demands the development of critical thinking skills, which are reflected in critical thinking disposition as a tendency to think reflectively and rationally. In the context of Ma'had Aly, the complexity of Ushul Fikih studies requires learning models that encourage students' intellectual engagement. One such model is Ushul Fikih Training based on guided inquiry, which is assumed to be closely related to academic engagement. However, empirical studies linking these three variables remain limited. This study aims to examine the influence of guided inquiry (X1) and academic engagement (X2) on students' critical thinking disposition (Y). Using a quantitative approach, the research was conducted at Ma'had Aly Salafiyah Syafi'iyah at the *Marhalah Ula* level. Data were analyzed using multiple linear regression. The results indicate that guided inquiry and academic engagement have a significant effect on critical thinking disposition, both independently and in combination. These variables account for 17.8% of students' critical thinking disposition, while the remaining 82.2% is explained by factors outside this research model.

Keywords: Ushul Fikih Training, Academic Engagement, Critical Thinking Disposition

Introduction

Today, humans are forced to learn, live, and thrive in a world filled with dynamic and unstructured information. This presents a significant challenge for education, which aims to equip individuals to search for, evaluate, and use this information effectively. The core of modern education has shifted to guiding people to learn independently from a variety of available information sources (C. c. Kuhlthau et al., 2015).

This need for information navigation aligns with the concept of Critical Thinking, defined by Facione (P. a. Facione, 2011) as the process of formulating reasons and in-depth consideration of facts, concepts, methods, and criteria. However, being a critical thinker is not enough; it requires cognitive skills. According to Ennis (R. Ennis, 1991), an ideal critical thinker must also have a disposition or attitudinal tendency related to a strong willingness to engage in critical thinking. Without this disposition or affective aspect, a

person's cognitive abilities will not be optimally actualized in everyday life.

Critical thinking dispositions are a fundamental element of higher education because they help shape students' character and perspectives on the complexity of life's problems. Unlike cognitive aspects, which focus on analysis and evaluation, dispositions emphasize affective aspects such as open-mindedness, intellectual curiosity, and rational reflection (Khandaghi & Pakmehr, 2012). Therefore, developing these dispositions requires active and participatory teaching methods to cultivate students' in-depth thinking before making decisions (Mohamad et al., 2015).

The challenge of developing a critical-thinking disposition is also relevant in the context of higher education, particularly in Islamic boarding schools such as Ma'had Aly. As an institution initiated to produce experts in Islamic jurisprudence (*fuqaha'*), Ma'had Aly Salafiyah Syafi'iyah Situbondo has a major mission to maintain the quality of Islamic boarding school scholarship amidst the dynamics of the times (*Sejarah Berdirinya Ma'had Aly Situbondo*, n.d.). With a curriculum that combines the academic traditions of higher education and traditional Islamic education, students are required to master very complex disciplines, especially Ushul Fiqh (*Desain Akademik*, n.d.).

Based on initial observations and interviews, the Usul Fiqh course is often considered difficult by Marhalah Ula students due to its conceptual complexity and its application to sharia arguments. To address this, Ma'had Aly held an intensive Usul Fiqh training program. This training was systematically designed through reference searches and group discussions to stimulate students' systematic and analytical thinking skills (*Desain Akademik*, n.d.).

Based on the researcher's analysis, the flow of the Usul Fiqh Training aligns closely with the principles of the Guided Inquiry

model. As explained by Kuhlthau et al. (C. C. Kuhlthau et al., 2015) Guided inquiry is a guided exploration that allows students to gain in-depth personal meaning from various sources within a collaborative learning community. Through presentation sessions, group discussions, and panel discussions led by a facilitator, students are encouraged to actively participate in discovering this meaning.

The guided inquiry model, often represented by the 5E cycle (Engage, Explore, Explain, Elaborate, Evaluate), naturally provides space for the development of students' affective aspects (Jumaa & Ismail, 2023). The Engage and Explore stages foster intellectual curiosity, while the Explain and Evaluate stages cultivate open-mindedness and intellectual responsibility. This series of processes indirectly fosters positive attitudes that are central to critical-thinking dispositions (P. A. Facione, 2000).

In addition to learning model factors, students' critical-thinking dispositions are influenced by academic engagement (Muela et al., 2022). Academic engagement, including active participation in discussions and collaboration, creates an interactive learning environment that encourages students to continually question information (W., 1999). In the context of Ushul Fiqh Training, integrating the inquiry model and active student engagement is considered key to strengthening students' propensity for critical thinking.

Despite its importance, empirical studies specifically linking the Guided Inquiry method in Usul Fiqh Training to academic engagement and critical thinking dispositions remain very limited. Most critical thinking research in Islamic boarding schools (*pesantren*) focuses on cognitive learning outcomes, leaving a significant conceptual gap in understanding how students' affective aspects and dispositions are formed through specific learning models.

Therefore, this study aims to fill this gap by exploring the influence of guided, inquiry-based Usul Fiqh training and academic engagement on the critical-thinking dispositions of Islamic boarding school students. Given the unique educational environment of Ma'had Aly, the effectiveness of learning models in the complex discipline of Usul Fiqh is still rarely scientifically documented. This research is expected to provide theoretical and practical contributions to the development of a more comprehensive Islamic higher education curriculum, while also demonstrating the strong relevance of the pesantren tradition to the demands of global competency.

Literature Review

Inquiry-based learning is an active process in which learners, both individually and collaboratively, develop research-based questions to generate new insights (Setyosari et al., 2023). Systematically, inquiry involves all students' ability to investigate phenomena critically, logically, and analytically, enabling them to independently formulate discoveries (Aprilya & Press, 2020). These values align with the Qur'an's recommendation in Surah Al-Nahl: 43 to explore knowledge through interaction with experts (Al-Mawardi, n.d.; Depag RI, 1989).

In its classification, Guided Inquiry occupies a moderate position, where the teacher provides a problem or question, while students design their own investigation procedures and draw conclusions. This approach is a planned intervention that challenges students to connect the real world with the curriculum through various information sources (C. c. Kuhlthau et al., 2015). In the context of Ushul Fiqh training, this model transforms the classroom into a learning laboratory that encourages students to make specific observations toward legal generalizations.

Operationally, this study applies the 5E Learning Cycle Model, which encompasses the stages of engage, explore, explain, elaborate, and evaluate (Bybee & Landes, 1990). This cycle is rooted in constructivism, in which knowledge is considered more meaningful when it is constructed independently through the assimilation and accommodation of cognitive structures (Anggraini, 2022). Through independent exploration and reflection, students not only master texts but also develop contextual and in-depth conceptual understanding.

The systematic implementation of inquiry stages essentially requires a high level of academic engagement. Academic engagement refers to the quality of students' participation and psychological investment in learning within educational institutions. This concept goes beyond physical attendance in class to include active participation in discussions, research, and collaboration (Fredricks et al., 2004). This engagement is influenced by personal factors such as motivation, peer support, and the role of enthusiastic and supportive teachers (Altaher et al., 2024).

Academic engagement is measured through three main dimensions: behavioral, emotional, and cognitive (Fredricks et al., 2004). The behavioral dimension encompasses compliance and physical activity, while the emotional dimension focuses on affection and belonging to the academic community. The cognitive dimension determines the extent to which students expend mental effort using higher-order thinking to complete difficult tasks.

Within educational psychology, student engagement is recognized as a significant antecedent of the development of critical thinking dispositions. Critical thinking, from an Islamic perspective, is a noble activity of contemplation on God's creation, as implied in QS. Ali Imran: 190 (Depag RI, 1989). This activity of deep and

reflective thinking is considered more important than night prayers alone because it reflects the use of pure reason ('Asyur, 1984). In an academic context, this is understood as rational thinking focused on deciding what to believe or do (R. Ennis, 1991).

It's important to distinguish between cognitive skills and critical thinking dispositions. Disposition is the affective component that motivates a person to consistently use their cognitive abilities. Having a disposition means being willing to be open, seek reasons, and consider other perspectives when facing any problem (R. H. Ennis, 2011).

This study consistently refers to seven disposition indicators according to Facione (P. A. Facione, 2000), namely: truth-seeking, open-mindedness, analytical, systematic, confidence in reasoning, inquisitiveness, and maturity of judgment. These indicators will be used to assess the extent to which Ma'had Aly students exhibit affective tendencies in critical thinking.

Theoretically, critical thinking dispositions are influenced by various factors, including family environment and income, and university learning experiences (Liu & Pásztor, 2023). Active learning strategies, such as inquiry, and students' levels of academic control have been shown to strengthen these dispositions (Stupnisky et al., 2008; Wu et al., 2023). Therefore, creating an environment that values curiosity and intellectual persistence is more crucial than simply engaging in cognitive exercises (Karakuş, 2024).

A strong argument linking these variables lies in the operational nature of inquiry, which inherently demands curiosity and perseverance. When students actively engage in the 5E cycle, they naturally cultivate intellectual honesty and open-mindedness in their pursuit of legal truth. Thus, guided inquiry is not merely a teaching

method but also a vehicle for shaping students' intellectual character.

The relationship between academic engagement and disposition is also supported by empirical findings showing a positive correlation between active participation and reflective learning (Muela et al., 2022). Students who are emotionally and cognitively engaged tend to be more courageous in exploring new ideas and making self-corrections. The synergy between appropriate learning models and high student engagement is expected to significantly strengthen students' critical-thinking dispositions.

As an update to prior research, this study focuses on the influence of academic engagement on affective aspects (dispositions), unlike most prior research, which primarily measured cognitive learning outcomes. Furthermore, applying the inquiry model in the discipline of Usul Fiqh within Islamic boarding schools (pesantren) adds a new dimension to the study of contemporary Islamic pedagogy.

Based on the synthesis of various theoretical frameworks and the previously presented empirical evidence, this study proposes three main hypotheses as temporary answers to the problems studied. First, it is suspected that the Guided Inquiry model has a positive and significant influence on the Critical Thinking Disposition of Islamic boarding school students, given that the stage of independent discovery inherently fosters intellectual openness. Second, it is assumed that Academic Engagement significantly influences the Critical Thinking Disposition because active participation serves as an internal driver for honing reflective reasoning. Finally, it is hypothesized that the combination of Guided Inquiry and Academic Engagement significantly influences the Critical Thinking Disposition, as the synergy between appropriate instructional methods and

students' psychological investment will produce a more optimal impact in shaping the intellectual character of Islamic boarding school students.

Research Method

This study uses an explanatory quantitative approach to examine the causal relationships among Usul Fiqh Training (X1), Academic Involvement (X2), and the Critical Thinking Disposition (Y) of Ma'had Aly Salafiyah Syafi'iyah students. Using a regression design without variable manipulation, the study aims to analyze the influence of variables partially and simultaneously and measure the contribution of the independent variables. The research location was determined to be Ma'had Aly Sukorejo, Situbondo. The research population included 213 Marhalah Ula students who had participated in the training, with simple random sampling used. Based on the Slovin formula, with a 5% margin of error, a sample of 90 respondents was determined.

Data were collected using a questionnaire, with an instrument developed from Kuhlthau's inquiry theory and Bybee's 5E model for variable X1, and the Student Engagement Questionnaire for variable X2. Variable Y was measured using an adaptation of the Critical Thinking Toolkit based on Facione's indicators. Each instrument was developed through a systematic process, beginning with a theoretical review, indicator development, expert judgment, and trial testing with 75 respondents outside the main sample. To ensure data quality, a validity test was conducted using Pearson's Product-Moment correlation, and a reliability test was conducted using Cronbach's Alpha coefficient; the instrument was considered reliable if the alpha value was greater than 0.5.

Data analysis was conducted in several stages using SPSS version 27, starting with

descriptive analysis to provide an overview of the data using a five-point Likert scale. Before hypothesis testing, the data must meet the requirements of the classical assumption tests, which include the normality test (Kolmogorov-Smirnov), linearity test, multicollinearity test using VIF values, heteroscedasticity test, and autocorrelation test (Durbin-Watson). Hypothesis testing was conducted using multiple linear regression to determine the functional relationship among variables. The significance of the influence was tested partially through the T-test and simultaneously through the F-test, while the contribution of the independent variable to the dependent variable was measured through the coefficient of determination (Adjusted R²).

Findings

This study successfully identified the influence of independent variables on the dependent variable through a series of statistical tests. The first finding indicates that implementing the Guided Inquiry Model in Ushul Fiqh Training (X1) significantly influences students' Critical Thinking Disposition (Y). This is empirically supported by a p-value of 0.032, which is below the alpha threshold of 0.05. This figure indicates that each increase in the quality of the implementation of the inquiry flow in training linearly strengthens students' critical thinking at Ma'had Aly.

Furthermore, testing the second hypothesis confirmed that the Academic Engagement variable (X2) significantly influences Critical Thinking Disposition (Y). The data showed a significance value of 0.027, which means the null hypothesis (H₀) is rejected and the alternative hypothesis (H_a) is accepted. This finding confirms that the intensity of student participation in academic activities, both behaviorally, emotionally, and cognitively, is an important determinant

for the formation of reflective and rational thinking tendencies.

Simultaneously, F-test results indicate that the Guided Inquiry Model and Academic Engagement jointly have a significant effect on Critical Thinking Disposition. This fact is supported by a combined significance value of 0.000 ($p < 0.05$). These results indicate that the regression model developed in this study has excellent goodness of fit in explaining variations in the critical thinking behavior of Islamic boarding school students, with the interaction between learning methods and active subject involvement.

Regarding the magnitude of the variable contribution, the coefficient of determination analysis produced an R-squared value of 0.197 and an adjusted R-squared value of 0.178. This figure shows that the Guided Inquiry and Academic Engagement variables account for 17.8% of the variation in the Critical Thinking Disposition of Islamic boarding school students. Statistically, although this figure falls within the moderate influence category, it still indicates a real impact on the learning model and student involvement in the Islamic boarding school ecosystem.

On the other hand, these findings also reveal the limitations of the variable coverage in the research model. With a determination value of 17.8%, the remaining 82.2% of the variation in Critical Thinking Disposition is explained by factors outside the scope of this study. This leaves room for academic discourse on other external variables, such as family background or dormitory literacy culture, which collectively exert a greater influence on the development of students' critical character.

To summarize the findings, all hypotheses proposed in this study were statistically proven at a 95% confidence level. The integration of challenging instructional methods (Inquiry) and active student participation (Engagement) proved to be

significant driving factors. These data provide a strong foundation for Ma'had Aly to formalize its inquiry-based training model to optimize its graduates' critical thinking dispositions.

Discussion

The results of the first hypothesis test indicate that the Guided Inquiry model has a significant influence on students' Critical Thinking Dispositions, with a p-value of 0.032. This finding aligns with Jean Piaget and Jerome Bruner's constructivist theory, which emphasizes that meaningful knowledge arises from students' active involvement and independent exploration (Erawati & Adnyana, 2024). This effectiveness stems from the inquiry process in Ushul Fiqh training, which forces students to move beyond memorization and actively ask questions and analyze information.

The significance of the influence of inquiry is also supported by the findings of Mursali et al. (Mursali et al., 2023) and Maharani et al. (Maharani et al., 2019), who stated that discovery-based learning models are superior in developing critical thinking skills compared to conventional models. This confirms that methods that direct students to systematically find their own answers are the foundation for developing critical-thinking dispositions.

In the second variable, Academic Engagement had a positive and significant effect on Critical Thinking Disposition, with a p-value of 0.027. According to Fredricks et al.'s taxonomy (Fredricks et al., 2004), engagement encompassing behavioral, emotional, and cognitive dimensions automatically encourages individuals to engage in higher-order thinking processes. Students who are enthusiastic and active in discussions have higher intellectual "flying hours," so their critical attitudes are naturally honed.

This finding also supports research by Muela et al. (Muela et al., 2022), which confirmed a direct link between student engagement and reflective learning in higher education. Interpreted this way, this fact indicates that the critical thinking disposition is not a static or innate ability, but rather a dynamic quality that develops with the intensity of students' participation in the academic ecosystem.

Furthermore, simultaneous testing shows that Guided Inquiry and Academic Engagement together significantly influence Critical Thinking Disposition, with a significance value of 0.000. This synergy is explained by integrating constructivist theory and engagement theory (Fredricks et al., 2004), whereby profound learning outcomes emerge when challenging methods align with students' intrinsic motivation. The combination of good instructional design and active subject participation is the double key that creates the most conducive learning environment.

Statistically, these two variables contributed 17.8% to the variation in Critical Thinking Disposition, as indicated by the Adjusted R-Square value of 0.178. This determination value is common in social science research, as Liu and Pásztor (Liu & Pásztor, 2023) found that demographic factors alone accounted for 5-10% of the variance in similar variables. The researchers argue that although 17.8% may seem small, this contribution remains crucial as an entry point for curriculum interventions at Ma'had Aly.

However, the facts show that 82.2% of students' critical thinking dispositions are influenced by factors outside the model. These factors are thought to include family background, literature read, and the discursive culture within Islamic boarding schools, which were not captured in this study. This aligns with the view that students' affective character development results from extensive, multidimensional interactions (Bai & Balinas, 2024).

In conclusion, this study emphasizes the importance of a holistic approach in Islamic higher education. Advanced learning methods will not be optimal without students' emotional and cognitive engagement. Therefore, simultaneously strengthening Guided Inquiry and Academic Engagement is a highly relevant strategic step for producing a generation of open-minded and rational jurists.

Conclusion

Based on the results of data analysis and hypothesis testing, it can be concluded that implementing the Guided Inquiry Model in the Usul Fiqh Training program significantly influences students' Critical Thinking Disposition at Ma'had Aly Salafiyah Syafi'iyah. This is evidenced by a p-value of 0.032, which is smaller than the alpha level of 0.05. This finding confirms that a systematic learning design through discovery and guided discussion can stimulate students' affective aspects in addressing the complexity of Islamic legal issues.

In line with this, the Academic Engagement variable was also found to significantly influence the Critical Thinking Disposition of Islamic boarding school students, with a significance level of 0.027. Simultaneously, the integration of the Guided Inquiry Model and Academic Engagement had a strong effect on the dependent variable, with a significance level of 0.000. These two independent variables accounted for 17.8% of the formation of critical thinking disposition, while the remaining 82.2% was influenced by factors outside this research model and remains open to further exploration.

In conclusion, these findings provide empirical evidence that improving the quality of critical thinking in traditional educational institutions like Ma'had Aly depends not only on the depth of the material (content) but also on appropriate learning

methodologies and active student participation. The successful synergy between teaching strategies and student involvement is expected to lay the foundation for developing a more adaptive Islamic boarding school curriculum. Thus, Ma'had Aly can continue to produce fuqaha (jurists) who are not only scholarly competent but also sharp in their reasoning and open-minded, able to respond to the challenges of an increasingly dynamic era.

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