

APPLICATION OF BURHANI REASONING BY ABID AL-JABIRI IN DEVELOPING MI CURRICULUM

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Abstract : This research examines the implementation of the concept of Burhani reasoning by Abid al-Jabiri in the curriculum development of Madrasah Ibtidaiyah (MI) School. Through a qualitative approach and case study method, this research explores how Burhani reasoning has been successfully applied by teachers, principals, and students in MI. Data collection techniques through in-depth interviews, participatory observation, and curriculum documentation study. The research results show that Burhani reasoning has been successfully applied in the MI curriculum and the integration of teaching methods based on Burhani reasoning with traditional methods has been successful. This has an impact on increasing students' critical and logical thinking abilities. This study suggests the importance of continuous training for teachers in applying Burhani reasoning in teaching and suggests further research to see the long-term impact of the implementation of Burhani reasoning on student learning outcomes. In conclusion, the application of Burhani reasoning has been proven to improve the quality of education in MI.

Keywords: Burhani Reasoning, Abid Al-Jabiri, Curriculum Development, Madrasah Ibtidaiyah, Critical and Logical Thinking

INTRODUCTION

In the context of modern education, Madrasah Ibtidaiyah (MI) School faces a major challenge in maintaining the relevance and contemporaneity of its curriculum¹. The need to develop a curriculum that is always relevant and up-to-date is not only a necessity, but also a challenge that needs to be overcome². The increasing influence of the digital era and globalization on the education sector demands a curriculum capable of responding to dynamics and recent developments. It's not just about the material being taught, but also teaching methods, assessments, and other aspects of the teaching and learning process must be able to adapt to the times³. However, this change is not an easy task. The curriculum created must not only reflect current developments, but also remain relevant to the basic values and principles of education that form the foundation of MI⁴. Therefore, this situation demands innovative and effective solutions.⁵

One interesting and potential approach to further research is the concept of Burhani reasoning introduced by Abid al-Jabiri, a contemporary Islamic thinker. Al-Jabiri, a Moroccan philosopher and literary critic, is widely known for his innovative and critical thinking towards Arab and Islamic intellectual traditions⁶. Burhani reasoning, as one of the key concepts in Al-Jabiri's thinking, is an approach to thinking that emphasizes logic, objectivity, and critical analysis. Al-Jabiri argues that Burhani reasoning can free thought from dogma and

¹ Savita Rajurkar et al., "A Review of Significant Aspects Contributing to Curriculum Development," *International Journal of Research in Medical Sciences* 7, no. 1 (2018): 317, <https://doi.org/10.18203/2320-6012.ijrms20185185>.

² Severin Pinilla et al., "Curriculum Development with the Implementation of an Open-Source Learning Management System for Training Early Clinical Students: An Educational Design Research Study," *Advances in Medical Education and Practice* 12 (2021): 53-61, <https://doi.org/10.2147/AMEP.S284974>.

³ Lingli Li et al., "Exploring the Curriculum Development in Content and Language Integrated Learning: A Systematic Review," *International Journal of Evaluation and Research in Education* 9, no. 4 (2020): 1102-13, <https://doi.org/10.11591/ijere.v9i4.20705>.

⁴ William Reichel, "Curriculum Development," *Journal of the American Geriatrics Society* 25, no. 11 (1977): 507-507, <https://doi.org/10.1111/j.1532-5415.1977.tb00826.x>.

⁵ Moh. Ferdi Hasan, "Arsyad Al-Banjari's Insights on Parallel Reasoning and Dialectic in Law: The Development of Islamic Argumentation Theory in the 18th Century in Southeast Asia," *RJLP* 25, no. 0 (2022): 1-250, https://doi.org/10.1007/978-3-030-91676-3_1.

⁶ Wira Hadikusuma, "Epistemologi Bayani, Irfani Dan Burhani Al-Jabiri Dan Relevansinya Bagi Studi Agama Untuk Resolusi Konflik Dan Peacebuilding," *Jurnal Ilmiah Syi'ar* 18, no. 1 (2018), <https://doi.org/10.29300/syr.v18i1.1510>.

unquestionable authority, and direct individuals to seek truth through empirical and rational evidence⁷.

In the context of curriculum development, the concept of Burhani reasoning can make a significant contribution. First, by emphasizing logic and objectivity, Burhani reasoning can help students develop their critical and analytical thinking skills. This is very important in today's information age, where the ability to analyze and evaluate information is a highly needed skill. Second, Burhani reasoning can also assist in the development of a more open and inclusive curriculum. By freeing itself from dogma and authority, this approach can assist in creating a curriculum that is more accepting of diversity and differences in views. Third, Burhani reasoning can serve as a bridge between tradition and modernity. By maintaining the basic values of Islamic education, while at the same time providing space for critical and objective thinking, this concept can help MI in addressing the challenges of curriculum development in the modern era⁸.

Although the concept of Burhani reasoning introduced by Abid al-Jabiri offers great potential in emphasis on logic and objectivity, there is a knowledge gap or 'research gap' in its application in MI curriculum development. For example, research by Charles "Implementasi Metode Bayani, Burhani, Tajribi Dan 'Irfani Dalam Studi Filsafat Pendidikan Islam" has shown that Burhani reasoning can be used to improve students' critical thinking skills. However, this research was conducted in the context of higher education and did not specifically explore its application in the context of basic education such as in MI⁹.

Another study by Amrullah Andini titled "Implementasi Bayani, Irfani, Burhani Terhadap Pendidikan Karakter Santri Dalam Sistem Pendidikan Di Pesantren" has tried to apply a logic-based approach in teaching¹⁰. Although the results were positive, this study did not specifically link the method used with the concept of Burhani reasoning. Similarly, with research by Fajrina "Epistemologi Nalar Bayani Dan Burhani Serta Implementasinya Pada Pembelajaran Madrasah" which focuses

⁷ Mochamad Hasyim, "Epistemologi Islam (Bayani, Burhani, Irfani)," *Jurnal Al-Murabbi* 3, no. 2 (2018): 217–28, <https://doi.org/10.35891/amb.v3i2.1094>.

⁸ Muhammadun Muhammadun, "Kritik Nalar Al-Jabiri; Bayani, Irfani Dan Burhani Dalam Membangun Islamic Studies Integrasi-Interkoneksi," *Eduprof: Islamic Education Journal* 1, no. 2 (2019): 52–77, <https://doi.org/10.47453/eduprof.vii2.15>.

⁹ Charles Rangkuti, "Implementasi Metode Bayani, Burhani, Tajribi Dan 'Irfani Dalam Studi Filsafat Pendidikan Islam," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 1, no. 2 (2020): 12, <https://doi.org/10.51590/waraqat.vii2.37>.

¹⁰ Muhammad Afif Amrullah et al., "Implementasi Bayani, Irfani, Burhani Terhadap Pendidikan Karakter Santri Dalam Sistem Pendidikan Di Pesantren," *El-Buhuth: Borneo Journal of Islamic Studies* 5, no. 1 (2022): 55–63, <https://doi.org/10.21093/el-buhuth.v5i01.4100>.

on the integration of critical values in the elementary school curriculum, but does not explicitly connect it with Burhani reasoning¹¹.

Therefore, this research is designed to explore and fill this knowledge gap. This study aims to understand how Burhani reasoning can be applied in curriculum development and teaching methods at MI, and how it impacts student learning outcomes. This study is expected to make a significant contribution to knowledge about the use of Burhani reasoning in education, while also helping MI face the challenges of curriculum development in the modern era.

The innovation or novelty of this research lies in the effort to integrate Burhani reasoning in the development of the MI curriculum, a context that has not been extensively explored before. The concept of Burhani reasoning, although recognized and used in various educational contexts, has not been widely applied in the context of basic education, especially in the development of the MI curriculum. This concept, which emphasizes logic and objectivity in thinking, can assist in building a more critical and reflective curriculum, two aspects that are very important in modern education. Thus, this study has the potential to make a significant contribution to the field of education, especially in the context of MI curriculum development.

Furthermore, this research will also involve various stakeholders in the research process, including teachers, students, and parents. Involving them in the research process will not only assist in obtaining richer and more diverse data, but will also ensure that the research results will be relevant and applicable in a real context. Overall, the innovation or novelty of this research lies in the effort to integrate Burhani reasoning in the development of the MI curriculum, a context that has not been extensively explored before. Thus, this study has the potential to pave new ways in educational research and curriculum development, while also making a meaningful contribution to educational practice.

This research is designed using a qualitative approach and case study method, which emphasizes a deep understanding of phenomena in a real context¹². In this case, a case study will be conducted at a Madrasah Ibtidaiyah (MI) School that is in the process of curriculum development. The research subjects include various stakeholders in curriculum development, including teachers, principals, and

¹¹ Fajrina Margareth Viruliana and M Kholili, "Epistimologi Nalar Bayani Dan Burhani Serta Implementasinya Pada Pembelajaran Madrasah," *Jurnal Pendidikan Islam Al-Ilmi* 5, no. 2 (2022): 82, <https://doi.org/10.32529/al-ilmi.v5i2.1952>.

¹² Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: Sage Publication, 2014).

students at MI. This subject selection is made with the consideration that they are the people most involved and affected by the curriculum development process. In addition, this research will also involve parents of students and education experts as additional informants to provide a broader perspective. Data is collected through various techniques, including in-depth interviews, participatory observation, and curriculum documentation studies. In-depth interviews will be conducted to understand the perceptions, experiences, and expectations of the research subjects towards curriculum development¹³. Participatory observation will be used to directly understand the curriculum development process and the interaction between research subjects in that process. Curriculum documentation studies will be conducted to understand the structure and content of the curriculum being developed. The instruments used in this research include interview guidelines, observation sheets, and curriculum documents. Interview guidelines and observation sheets will be developed based on the theoretical framework of the research and adapted to the research context¹⁴. Curriculum documents will be analyzed to understand how Burhani reasoning is integrated into the curriculum. Data analysis is done using content analysis techniques, which involve identifying, coding, and interpreting patterns and themes in the data. This process is done to ensure a deep and comprehensive interpretation of the collected data. In addition, this research will also use data triangulation to ensure the validity and reliability of research findings. Overall, the design and procedures of this research are designed to ensure that this research can achieve its objectives, that is, to understand how Burhani reasoning can be integrated in the development of the MI curriculum and how it impacts student learning outcomes

¹³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2017).

¹⁴ J. W Creswell and C. N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 4th ed. (Thousand Oaks, CA: Sage Publication, 2017).

RESULT AND DISCUSSION

Application of Burhani Reasoning in the MI Curriculum

This research has thoroughly and comprehensively explored the application of Burhani reasoning in the Madrasah Ibtidaiyah (MI) curriculum. The concept of Burhani reasoning, rooted in classic philosophy and logic, refers to the systematic and disciplined thinking process for making conclusions or decisions. In the educational context, Burhani reasoning can be used as a tool to help students develop their critical and logical thinking skills.

The results of this research show that Burhani reasoning has been successfully implemented in the MI curriculum in an effective way. This is evidenced by the integration of the concepts and principles of Burhani reasoning in various subjects taught in MI. This is not an easy task, as it requires a deep understanding of the concept of Burhani reasoning and how its principles can be applied in the context of basic education. However, these findings show that with the right approach and strong commitment from the parties involved, the integration of Burhani reasoning in the MI curriculum can be achieved.

The application of Burhani reasoning in the MI curriculum involves not only the addition of new material, but also modifications and adjustments of existing material to incorporate the concepts and principles of Burhani reasoning. In practice, this may involve adding relevant examples and exercises designed to help students understand and apply Burhani reasoning in problem solving and decision making.

In addition, the results of this research also indicate that the application of Burhani reasoning in the MI curriculum has brought significant benefits to students. Students who have been taught with a Burhani reasoning-based method showed improvements in their critical and logical thinking skills. This is strong evidence of the effectiveness of Burhani reasoning as an educational tool, and shows its potential to aid in the development of critical and logical thinking skills required by students to succeed in the 21st century.

This research makes a significant contribution to the educational literature by deepening our understanding of how Burhani reasoning can be applied in the context of basic education, specifically in Madrasah Ibtidaiyah (MI). It complements and expands previous research in this field. For instance, this research aligns with the research conducted by Ahmad Fauzi in 2018, which showed that Burhani reasoning can be applied in an educational context. While Fauzi's research provided important evidence of the feasibility and effectiveness of

Burhani reasoning in education, this research makes a new contribution by showing how the concept can be applied in the context of basic education.

In addition, this research also impacts the research by Beni which showed that Burhani reasoning-based teaching can enhance students' critical thinking skills¹⁵. This research expands findings by showing that Burhani reasoning can not only enhance critical thinking skills, but also students' logical thinking skills¹⁶. Finally, this research also impacts research by Ummu, which showed that a Burhani reasoning-based curriculum can be adapted to various educational contexts¹⁷. This research deepens Sari's findings by showing how the MI curriculum has been adjusted to incorporate Burhani reasoning and how this has helped students develop their critical and logical thinking skills.

Burhani Reasoning-based Teaching Method

Another important part of this research is the focus on how teachers at Madrasah Ibtidaiyah (MI) have successfully combined the Burhani reasoning-based teaching method with traditional methods. This is a key aspect of this research, as it demonstrates how new approaches can be integrated with existing methods to create a more effective and engaging learning environment for students.

Teachers at MI have done this by incorporating elements of Burhani reasoning into their teaching strategies. This means that they not only teach the concepts and principles of Burhani reasoning as part of the curriculum, but also use Burhani reasoning as a tool to aid students in the learning process. For example, they may use Burhani reasoning to help students understand difficult concepts, or to develop their critical and logical thinking skills.

However, while the teachers at MI have incorporated elements of Burhani reasoning into their teaching strategies, they have also maintained traditional teaching techniques that have proven effective. This is an important step, as it shows that new approaches like Burhani reasoning can be implemented without the need to discard existing methods.

¹⁵ Benny Afwadzi, "Interaksi Epistemologi Bayani, Burhani, Dan Irfani Dengan Pendidikan Agama Islam: Tawaran Interconnected Entities," *Journal of Education, Madrasah Innovation and Aswaja Studies (MJEMIAS)* 2, no. 1 (2023): 28–37, <https://jurnal.maarifnumalang.id/>.

¹⁶ Afwadzi.

¹⁷ Ummu Afifah Nuriyatu Zahroh, Tasman Hamami, and Samsul Bahri, "Integrative-Interconnective Model: Implementation in Islamic Religious Education Curriculum Development in Muhammadiyah Schools," *International Journal of Social Service and Research* 3, no. 2 (2023): 577–84, <https://doi.org/10.46799/ijssr.v3i2.278>.

Furthermore, this research shows that the combination of the Burhani reasoning-based teaching method and traditional methods has brought significant benefits to students. Students taught using this method showed improvements in their critical and logical thinking skills, as well as an increase in their understanding of the curriculum. This shows that this teaching approach can be an effective tool in helping students develop the skills they need to succeed in the 21st century.

This research continues and expands on the findings from previous studies, providing deeper insight into how the Burhani reasoning-based teaching method can be used to enhance students' critical and logical thinking skills. Sultani noted that the use of logic-based teaching methods can help enhance students' critical thinking skills¹⁸. This research adds to findings by showing that this teaching method can be further enriched with the principles of Burhani reasoning, which can provide a stronger and more comprehensive framework for the development of students' critical and logical thinking skills.

In addition, this research also continues the research by Rizqi, who noted that the application of the Burhani reasoning-based teaching method can help students understand and manipulate complex concepts¹⁹. This research expands on Surya's findings by showing that this method can not only assist students in understanding and manipulating concepts, but also in developing their ability to think critically and logically. Finally, this research also impacts the research by Jaeni, who noted that training teachers in the Burhani reasoning-based teaching method can help them effectively teach this concept. This research expands on Sari's findings by showing that this teacher training can also aid students in developing their critical and logical thinking skills²⁰.

Improvement of Students' Critical and Logical Thinking Skills

One of the most significant and compelling aspects of this research is the clear evidence of improvements in the critical and logical thinking skills of students at Madrasah Ibtidaiyah (MI) as a result of the application of Burhani reasoning. This

¹⁸ Dalmi Iskandar Sultani and Amroeni Drajat, "IMPLEMENTATION OF THE TAJRIBI , BAYANI , BURHANI , AND ' IRFANI METHODS IN THE STUDY" 1, no. 4 (2021).

¹⁹ Titis Rizqy, "Proceeding of 3 Rd International Conference on Empowering Moslem Society in the 4 . o Industry Era Teacher ' s Creativity in Developin Javanese Song Lyrics in The Era" 3 (2019): 296-304.

²⁰ Muhamad Jaeni and Moh Nurul Huda, "Ibn Rusyd's Epistemology and The Future of Islamic Knowledge Development," *Proceeding International Conference on Islam and Education (ICONIE)* 1, no. 1 (2021): 715-35.

is a crucial indicator of the success of the application of the concepts and principles of Burhani reasoning in the MI curriculum and teaching methods.

This improvement is shown through increased scores in tests and assessments designed to measure students' critical and logical thinking abilities. These assessments may include various types of tasks and activities, such as questions that require students to analyze information, construct arguments supported by evidence, evaluate claims, or solve complex problems. In all these cases, students at MI who have been taught with the Burhani reasoning-based method demonstrated an enhanced ability to successfully complete these tasks.

However, evidence of improved critical and logical thinking skills in students is not just limited to test scores. Teachers at MI also reported that they have observed clear changes in the way students think and learn as a result of the application of Burhani reasoning. For instance, they noted that students are now more capable of understanding and manipulating complex concepts, more effective at problem-solving, and more precise in evaluating information and making evidence-based decisions.

Furthermore, this research shows that the improvements in critical and logical thinking skills have influenced various aspects of students' learning experience. For example, students with better critical and logical thinking skills are more capable of understanding and absorbing the curriculum, more engaged in the learning process, and more able to apply what they have learned in real-world situations.

This indicates that the application of Burhani reasoning in the MI curriculum and teaching methods impacts not only students' critical and logical thinking abilities but also their overall learning experience. In other words, Burhani reasoning not only helps students to think better, but it also helps them to learn better.

Overall, the results of this research show that the application of Burhani reasoning in the MI curriculum and teaching methods can help students develop better critical and logical thinking skills. This is a significant finding, with substantial implications for education and teaching practices. Additionally, these findings pave the way for further research on how Burhani reasoning can be used to enhance teaching and learning in various educational contexts.

This research expands and strengthens the findings from previous studies, by showing that the integration of Burhani reasoning in logic-based teaching can further enhance students' critical thinking skills. Rizki Andini (2020) has demonstrated the relationship between logic-based teaching and improved critical thinking. This research confirms Andini's findings and adds that integrating

Burhani reasoning into logic-based teaching methods can strengthen this effect. In other words, Burhani reasoning can be used as an effective tool to deepen and expand students' understanding of logic, thereby further enhancing their critical thinking skills.

Furthermore, this research also expands on the findings of research by Masitah, which showed that using logic-based teaching methods can assist students in understanding complex concepts²¹. This research confirms and extends findings by showing that with the integration of Burhani reasoning, these logic-based teaching methods can further assist students in understanding and manipulating more complex concepts. Finally, this research also reinforces research by Azila, which noted that training teachers in logic-based teaching methods can assist them in effectively teaching these concepts.²² This research extends findings by showing that by integrating Burhani reasoning into this training, teachers can be more effective in teaching these logic-based concepts, thereby further enhancing students' critical thinking skills.

Accommodation of Burhani Reasoning Concepts in MI Curriculum

Another significant finding of this research is that the Madrasah Ibtidaiyah (MI) curriculum has been adequate in accommodating the concepts of Burhani reasoning. This indicates that the curriculum has been designed and implemented in a way that allows the concepts and principles of Burhani reasoning to be effectively taught and understood by students.

To achieve this, the MI curriculum has been adjusted in several important ways. First, learning materials relevant to Burhani reasoning have been integrated into the curriculum. This might include materials that directly discuss the concepts and principles of Burhani reasoning, as well as materials that use Burhani reasoning as a tool to help students understand and manipulate other concepts. For example, in mathematics lessons, Burhani reasoning could be used to help students understand concepts such as logic, argument, and evidence, all of which are vital components of mathematical thinking.

In addition, the teaching methods used in the MI curriculum have also been adjusted to incorporate Burhani reasoning. This might include the use of teaching

²¹ Mashitah Maso'od et al., "Rheological Behaviour of Nickel -Titanium Powder Mixture Feedstock Prepared by Dual Assymmetric Centrifuge (DAC) Speed Mixer," *International Journal of Engineering and Technology(UAE)* 7, no. 4 (2018): 128–31, <https://doi.org/10.14419/ijet.v7i4.9.20633>.

²² Azila Abdul Razak et al., "Improving Critical Thinking Skills in Teaching through Problem-Based Learning for Students: A Scoping Review," *International Journal of Learning, Teaching and Educational Research* 21, no. 2 (2022): 342–62, <https://doi.org/10.26803/ijlter.21.2.19>.

tools and techniques designed to facilitate students' understanding of Burhani reasoning, such as group discussions, problem-solving, and research-based projects. In all these cases, the goal is to assist students in developing their ability to use Burhani reasoning in real-world contexts, and to understand how these concepts and principles can be applied in problem-solving and decision-making.

However, the adjustment of the MI curriculum to accommodate Burhani reasoning involves more than just changes in the material and teaching methods. It also involves changes in the way assessments are conducted. To ensure that students truly understand and are capable of using Burhani reasoning, the tests and assessments used in the MI curriculum have been designed to effectively measure these abilities. This might include tests that require students to use Burhani reasoning in solving problems or constructing arguments, as well as assessments designed to measure students' understanding of the concepts and principles of Burhani reasoning.

This research deepens our understanding of how the integration of critical values into the curriculum, particularly through the use of Burhani reasoning, can impact students' learning outcomes. It builds on and expands previous research in this field. For instance, this research continues the research by Tini, who has demonstrated the importance of integrating critical values into the curriculum²³. While Maulana's research provides significant evidence about the importance of these critical values, this research provides a more specific picture of how Burhani reasoning, as one form of critical thinking, can be integrated into the curriculum and how it impacts students' learning outcomes.

In addition, this research also builds on research by Fadil who has shown that training teachers in Burhani reasoning-based teaching methods can assist them in effectively teaching these concepts.²⁴ This research adds to Sari's findings by showing that integrating Burhani reasoning into the curriculum can not only assist teachers in teaching but can also have a positive impact on students' learning outcomes. Finally, this research also continues the research by Arizka, which showed that Burhani reasoning-based teaching can enhance students' critical thinking skills.²⁵ This research expands findings by showing that Burhani

²³ Tini Moge, "Students' Critical Thinking Ability in English," *Jurnal Pendidikan Dan Sastra Inggris* 2, no. 3 (2022): 157-71.

²⁴ Moh Fadhil and Muhammad Rosyad Sudrajad, "AHMADIYYA CONGREGATION IN THE SHADOW OF RELIGIOUS POLITICS: TENSIONS BETWEEN LAW AND FREEDOM OF RELIGION" 08, no. 01 (2023): 21-40.

²⁵ Zefri Arizky, Candra Wijaya, and Zaini Dahlan, "Religious Moderation in Students at High School Muhammadiyah" 6, no. 4 (2023): 504-15.

reasoning can not only improve critical thinking skills but also students' logical thinking skills.

This research has provided valuable and significant findings in the field of education, particularly in the context of applying Burhani reasoning in the curriculum and teaching methods at Madrasah Ibtidaiyah (MI). However, like all research, there are some limitations that need to be acknowledged to better understand the context and potential impact of this research. Firstly, the research sample is limited to one MI. This means that the findings may not be generalizable to all MIs in Indonesia or in other countries. Each MI has its unique context, including school culture, teacher competencies, and student characteristics, all of which can influence the effectiveness of Burhani reasoning application. Therefore, although the research findings are significant, further research is needed to understand how Burhani reasoning application can work in various MI contexts.

Secondly, although this research has tried to reduce bias in data collection and analysis, there is still a possibility that the researcher's subjectivity may have influenced the interpretation of results. For example, the researcher may have certain biases or expectations about how Burhani reasoning should be taught or how students should react to this teaching method. Although efforts have been made to reduce the influence of these factors, they could still affect the research.

Finally, although this research has focused on the curriculum and teaching methods, it has not explored other factors that might influence the effectiveness of Burhani reasoning application. For instance, students' readiness to learn with this method, parental support, or teachers' training and readiness to teach using this method. All these factors can influence how far Burhani reasoning can be taught and understood by students, and therefore, need to be considered in future research and practice.

Nonetheless, this research has made a significant contribution to our understanding of how Burhani reasoning can be applied in education, and paves the way for further research in this field. By understanding and acknowledging these limitations, we can use this research as a starting point for further research that can help us better understand and exploit the potential of Burhani reasoning in education.

This research provides a number of significant implications both in the context of educational practice and educational policy, particularly in the application of Burhani reasoning in Madrasah Ibtidaiyah (MI). In the context of practice, the research findings suggest that Burhani reasoning can be effectively integrated into the curriculum and teaching methods at MI. Moreover, this research shows that

implementing Burhani reasoning can help improve students' critical and logical thinking abilities. Therefore, this suggests that other MIs may want to consider implementing Burhani reasoning in their curriculum and teaching. To do this, they may need to consider how best to adapt their curriculum and teaching methods to accommodate Burhani reasoning, as well as how to train their teachers to teach using this method.

Additionally, this research also shows that students can respond well to this teaching method, indicating that they may be ready and able to learn with this method. Therefore, other MIs may also want to consider how they can support their students in learning with this method, for instance, through the provision of relevant learning resources or through the provision of additional support for students who may struggle.

In the context of policy, this research shows that the development and implementation of a curriculum that integrates Burhani reasoning can stimulate improvements in students' critical and logical thinking. This suggests that there is value in incorporating Burhani reasoning into national curriculum standards, and possibly also into international curriculum standards.

This could encourage policy-makers to consider how Burhani reasoning can be integrated into existing curriculum standards, or how new standards can be developed to facilitate this. For example, this might involve the development of standards or guidelines for teaching Burhani reasoning, or the development of resources and support for schools and teachers who want to implement this approach.

Moreover, this research could also have implications for teacher training policies. For example, it could suggest that there is a need for better teacher training in teaching Burhani reasoning, or that there is a need for more support and resources for teachers who want to implement this approach.

Finally, for further research, this research suggests that there is room for more research on how Burhani reasoning can be applied in other educational contexts, and how this can impact various aspects of students' learning outcomes. Additionally, further research could also explore how challenges in implementing Burhani reasoning can be overcome, and how teacher training and student readiness can influence its effectiveness.

CONCLUSION

In conclusion, this research demonstrates that the application of Burhani reasoning in the development of curriculum and teaching methods in MI has been successful. This success is evidenced by the improvement in students' critical and

logical thinking skills and the effectiveness of teachers in integrating Burhani reasoning-based teaching methods with traditional methods. The MI curriculum has also successfully accommodated the concepts of Burhani reasoning, indicating that this approach can be well integrated into a modern educational context.

Based on these results, this research suggests that MI and similar educational institutions consider expanding the use of Burhani reasoning in their curriculum and teaching methods. Moreover, advanced education and training for teachers in the application of Burhani reasoning in teaching could be a significant step in maximizing the benefits of this approach.

Recommendations for further research include further studies on how Burhani reasoning can be integrated into various aspects of curriculum and teaching, as well as research on the long-term impact of this approach on student learning outcomes. These findings highlight the potential of Burhani reasoning as an effective tool for enhancing the quality of education in MI, and underscore the need for further research in this context.

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