
Improving critical thinking capability through problem based learning models in islamic religious education subjects

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Abstract: This research aims to analyze the critical thinking capabilities of students through the Problem Based Learning (PBL) model in the context of Islamic Education (PAI). Critical thinking is an important skill that students need to possess in order to analyze, evaluate, and solve problems effectively. The PBL model at MA Nurul Jadid Peminatan Keagamaan program was chosen because it can encourage students to actively engage in the learning process, think critically, and apply religious knowledge in real situations. In this study, the data analysis used is the theory of Miles & Huberman which includes data reduction, data presentation, and concludes with drawing conclusions. Research results show that the application of the PBL model at MA Nurul Jadid in the Peminatan Keagamaan program significantly enhances students' critical thinking skills. This is evident from the improvement in their analysis, synthesis, and evaluation abilities in understanding the teaching material. Additionally, students also exhibit increased motivation and engagement in the learning process. The research findings indicate that the use of the PBL model as an effective strategy in Islamic education can improve students' critical thinking capabilities.

Keywords: Critical Thinking Capabilities; Problem Based Learning; Islamic Religious Education.

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Introduction

Education is a benchmark for the progress of a nation. A developed country is based on a good education system that is managed. In the education process there is learning, teaching, character building and rewards and punishments that are applied continuously which aim to humanize humans. (Puspitasari et al., 2023). This means that education prepares and produces students who are qualified intellectually, have critical thinking skills, are ethical in socializing and have character. Increasing the abilities and potentials that exist in individuals becomes a benchmark in education. Referring to UUD No. 20 of 2003 concerning the National Education System in article 3 which states that "National education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Pendidikan et al., 2022).

In this era of increasingly modern development, there are various challenges experienced by educational institutions related to teaching and learning activities. One of the problems that has always been in every educational institution in each subject is ineffective learning. This is due to the lack of emphasis and development of children in the cognitive aspect, namely in children's critical thinking skills. Intellectual potential according to some people may be interpreted as intelligence that leads to children's thinking skills that have been possessed since birth. (Widat et al., 2022). Critical thinking

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skills must be inherent in every student, because by thinking critically students can develop their thinking and be more focused in deepening a learning. Thus, students who have critical thinking skills are able to solve problems in innovative ways whose information is based on various valid reference sources and are able to develop clear and persuasive arguments.

Students' low critical thinking skills are an obstacle that teachers always face in the learning process. This sometimes causes a lack of student involvement in the learning process. In addition, the impact is that students find it difficult to express the problems they face. Students are less confident in expressing their opinions which will also have an impact on students' enthusiasm for learning. This lack of enthusiasm is then diverted by prioritizing talking to classmates, ignoring the material presented by the teacher, or even choosing to sleep. So that the learning process is always centered on the Teacher Centered Learning method because class management is more dominated by the teacher. In fact, students' involvement can also create an active classroom atmosphere and stimulate students' critical thinking.

To achieve an efficient learning process, teachers must have skills and know the character of students to apply learning models that are suitable for students. In addition, teachers must have competence and skilled abilities in teaching. The skills and activeness of students in the classroom depend on teachers who can master classroom management and master the teaching materials to be delivered. Therefore, it is very important for educators to have a comprehensive understanding of various learning models, to enable educators to make decisions regarding the selection of the right learning model. This can facilitate the use of teaching techniques that are in line with teaching goals and competencies. Thus, one of the teacher's tasks is to be able to apply various learning models that can hone students' critical thinking skills, including student-centered learning models. One of the many learning models is Problem Based Learning (PBL).

At MA Nurul Jadid Religious Interest Paiton Probolinggo, Islamic Religious Education (PAI) learning is one that applies this PBL learning model. With a pesantren background, the PAI subjects in this educational institution are different from Madrasah Aliyah in general. In this institution with a pesantren background, the PAI subjects are dominated by discussions about Islamic jurisprudence (Fiqh). Fiqh is a branch of science in PAI learning that discusses Islamic laws, Islamic law, and requires practice in practicing it because of its relationship to spiritual issues (worship) (Syihabuddin et al., 2023).

PBL is a learning model that focuses on students (student centered learning) by making problem orientation the center of the learning process. (Febbilla et al., 2024). The characteristics of the problem include authenticity and relevance in everyday life. The PBL learning model approach is one approach that focuses on problem solving. In this PBL learning model, the teacher gives problems to students, then the students can solve the problems given by the teacher. (AR, 2024). This learning model emphasizes more on collaborative learning, namely students work together in a group by uniting and building knowledge. By using the PBL learning model, it can create an interesting discussion forum and increase student activity and involvement. PAI learning at MA Nurul Jadid Religious Interest Paiton Probolinggo has implemented this method, where the teacher provides a concrete problem around the students to then find the answer collectively (group) in the book of Fikih such as Fath al-Qarīb, Sharh al-Bayjurī, Kifāyah al-Akhyār, Taushikh 'ala Ibni Qāsim, and others.

A search of previous research found that this learning model was applied in exact learning such as Mathematics subjects. (Pramadhany et al., 2023) Natural Science (Hikmah, 2023) and others. Meanwhile, in the application of PBL in Fiqh learning at the Senior High School level, research conducted by Qurota A'yunin Fitriyah found (Fitriyah, 2022), research by Achmad Barir Maulana Nazemi (Aliyah, 2025). However, both did not conclude that the application of PBL was able to improve students' critical thinking capabilities. In addition, the teaching materials between the two researchers and the author are social objects. MA Nurul Jadid Peminatan Keagamaan program is an

institution that focuses on studying classical Arabic books, so that in addition to referring to authoritative Arabic fiqh books, students are also trained to read Arabic texts, and of course it is expected to be able to improve critical thinking capabilities about what they read, present and so on in the application of this PBL. The application of this model will also be relevant to activities and activities in Islamic boarding schools so that learning becomes complex and mutually supportive and more effective (Khaidir & Sahid, 2024). Therefore, this study intends to determine the process and results of student learning by using the PBL model in Islamic jurisprudence lessons at Madrasah Aliyah Nurul Jadid Peminatan Keagamaan program Paiton Probolinggo.

Method

This study uses a qualitative research approach. This qualitative approach is taken from relevant phenomena, occurs naturally without manipulation and is in accordance with the conditions experienced. Qualitative research is research that observes directly in the field so as to obtain descriptive data. In qualitative research, the data collection process is not based on theory, but rather focuses on the facts found during research in the field. Data analysis is carried out inductively, based on existing facts, which are then developed into hypotheses or theories of Miles & Huberman (Dr. H. Zuchri Abdussamad S.I.K, 2021). The process of data analysis includes data reduction, data presentation and ends with drawing conclusions.

The data sources in this study come from two sources. First, the primary source is by conducting interviews with students at MA Nurul Jadid Religious Interest to obtain relevant data. Second, secondary or supporting sources are by conducting interviews with teachers who teach PAI at MA Nurul Jadid Peminatan Keagamaan program. Not only that, this study is also supported by several literatures such as books, journals, articles (Zainul et al., 2023), and other references if needed.

The data collection techniques used were observation and semi-structured interviews. The selection of participants for this case study was carried out using purposive sampling techniques, where participants were selected based on certain criteria for data that was relevant to the research objectives. The researcher conducted direct observations of the parties involved in the implementation of the PBL learning model, namely Afrida Nur Laili, Lc., M. Pd as a PAI teacher at Madrasah Aliyah Nurul Jadid, Peminatan Keagamaan program, and Inayatul Mafaza as the class leader and coordinator of this learning program as a representative involved in the field to get responses from the learning process using the PBL learning model.

Results and Discussion

Critical Thinking

Critical thinking is a person's thinking to evaluate the validity of something (questions, arguments, ideas, research, etc.) with the aim of providing a positive impact on students (Setyawan et al., 2023). Critical thinking is a process involving mental operations such as classification, reasoning, induction deduction and evaluation. (Febbilla et al., 2024). Therefore, students' critical thinking skills can be developed by investigating and reviewing various information related to the problems faced to contribute their ideas to solve the problem. The problems experienced during the learning process, teachers have not emphasized critical thinking skills, only given passive lessons using conventional models (lectures). Thus, students cannot develop critical thinking skills so that students' enthusiasm for learning decreases, there is a lack of interaction or reciprocity between teachers and students, students are less active when the teaching and learning process takes place. As a result, student learning outcomes are less than optimal. (Nugraheni et al., 2023).

Based on that, the teacher makes the shortcomings as an evaluation of how students can be active and think critically in the learning process. The level of students' thinking power is very

different, therefore the teacher applies the PBL learning model in the classroom to find out the level of students' abilities and to train students' thinking patterns to be more developed.

The findings reveal that critical thinking skills can be initiated by conditioning the learning atmosphere by asking questions or asking each other questions, discussing an object, and analyzing the material to be discussed. According to Ariyani, Oktavia, and Tego (Firdausi et al., 2021) The PBL learning model is more effective in providing increased critical thinking skills. Because one of the advantages of the PBL learning model is that it can train and hone students' critical thinking skills, obtained from expressing students' opinions and perceptions in the form of groups, in addition to training students to be able to analyze problems and find solutions. (Rahayu & Bernard, 2022).

Thus, thinking ability has several indicators, including being able to formulate problems, analyze arguments, ask and answer questions, conduct observations and assess observation reports, evaluate, decide and implement, and interact with others.

Problem Based Learning

PBL is a learning model that focuses on students (Student Centered Learning) by using problem orientation as its learning process. (Febbilla et al., 2024), The characteristics of the problem include authenticity and relevance in everyday life. The PBL learning model approach is one approach that focuses on problem solving, in this PBL learning model the teacher gives problems to students then the students can solve the problems given by the teacher. (AR, 2024). This learning model emphasizes more on collaborative learning, namely students work together in a group by uniting and building knowledge. Thus, using the PBL learning model can create an interesting discussion forum and increase student activity.

Based on the results of interviews with fiqh subject teachers, it was stated that the implementation of the PBL learning model significantly encouraged active thinking patterns in children in the classroom, because it involved them directly in the learning process. Starting by providing simple problems, students are invited to actively participate through a series of structured stages, from identification to investigation and analysis of more complex problems. With this approach, they not only learn to understand the material, but are also trained to think critically and creatively in finding solutions to the problems they face. Through this process, students are invited to collaborate, discuss, and explore various perspectives, so that learning becomes more interactive and meaningful. (Afrida Nur Laili, Lc., M. Pd interview, Probolinggo, February 15, 2025)

Table 1. Stages of implementing the PBL learning model

No.	Step	Material	Teacher Behavior
1	First Step	Student orientation to the problem.	Explaining learning objectives, explaining the logistics needed, motivating students to be actively involved in solving the chosen problem.
2	Second Step	Organizing students	Help students define and organize learning tasks related to the problem.
3	Third Step	Guiding individual and group investigations	Encouraging students to gather relevant information, conduct experiments to obtain explanations and problem-solving.
4	Fourth Step	Developing and presenting the work results	Helping students plan and prepare appropriate works such as reports, models, and sharing tasks with friends.
5	Fifth Step	Analyzing and evaluating the problem-solving process	Evaluating the learning outcomes on the material that has been studied or asking the group to present their work results.

This PBL learning model has made a significant contribution in helping to solve various problems, so that they feel more actively involved in the fiqh learning process. With this approach, they can understand the subject matter more easily and deeply. However, as a student, I realize that the book references used are still not very varied. Therefore, adding learning resources from internet media as additional references will be very helpful in enriching my understanding (Inayatul Mafaza, interview, Probolinggo, February 16, 2025). Overall, the PBL learning model can make the learning process effective and increase overall student involvement and provide opportunities to develop critical thinking, collaboration, and communication skills. (Thurrodliyah & Usman, 2023).

The PBL learning model is the key to the success of this research. In line with (Rahayu & Bernard, 2022). PBL has been proven effective in enhancing understanding through the presentation of contextual problems that encourage students to learn independently, analyze, and think critically. This opinion is reinforced by (Andini et al., 2021) which states that learning material rooted in everyday life can stimulate thinking power and build an understanding of mathematical concepts.

Implementation of the PBL Learning Model at MA Nurul Jadid Paiton Probolinggo

MA Nurul Jadid Paiton Probolinggo is a school based on a pesantren (Islamic boarding school). (Agus et al., 2023) that applies the PBL learning model, especially in Religious Specialization. In the learning process, students at MA Nurul Jadid Religious Specialization seek solutions and ways to overcome these problems by using references from various classical texts, including the book Fath al-Qarīb, Sharh al-Bayjurī, Kifāyah al-Akhyār, Taushikh 'ala Ibnī Qāsim, and others. (Afrida Nur Laili, Lc., M. Pd wawancara, probolinggo, 15 Februari 2025)

In the process of learning fiqh, one of the skills that need to be developed to achieve the 6C skills (creativity, critical thinking, communication, collaboration, character, computational thinking) is the ability to think critically in problem-solving. The problem faced by Madrasah Aliyah Nurul Jadid is that teachers tend to deliver material only by providing content without presenting real-life problems, and the teaching strategies applied are also less varied. (Khoirudin et al., 2022)

In line with this, MA Nurul Jadid Peminatan Keagamaan program implements the PBL learning model. In this learning model, teachers present various issues or problems to students related to the topic to be discussed. The goal of this learning process is for students to address the problems by seeking answers from various classical texts related to the issues, thus encouraging students to investigate the arguments or solutions to be presented to the teacher and to conclude the answers to the problems.

The advantage of the PBL model is not only that it can develop problem-solving skills but also encourages students to analyze and solve complex problems, allowing them to learn to evaluate information, make the right decisions, and consider various perspectives. The implementation of the PBL learning model at MA Nurul Jadid in Peminatan Keagamaan program uses classic texts as references. This is what distinguishes the implementation of the PBL model at MA Nurul Jadid in Peminatan Keagamaan program from other madrasahs. Besides the advantages of PBL, the challenge faced in using the PBL model is the limitation of time. The PBL process requires more time compared to traditional methods, making time management a challenge.

Following the implementation phase of the PBL learning model at MA Nurul Jadid for Peminatan Keagamaan program using the five phases, as the author will include a table to facilitate understanding.

Table 2. Phases of the implementation of the PBL learning model at MA Nurul Jadid in the subject of PAI

No.	Step	Teacher Behavior
1	First Step	Explain the learning objectives as outlined in the Subject Syllabus, explain the logistics needed, and motivate students to actively engage in the chosen problem-solving.
2	Second Step	The teacher organizes students by dividing them into groups along with the themes to be discussed. For example, group A receives the theme about Zakat, then the teacher will present problems related to that theme. For example: “In the school environment, there are students who are unable to pay for the building fees. How can the concept of zakat be applied to help them in accordance with the principles of justice in Islam?”
3	Third Step	The teacher recommends several texts to be used as references in this discussion. For example, the discussions in the book <i>Sharh al-Bayjurī</i> and <i>Kifāyah al-Akhyār</i> are proven relevant according to the teacher's recommendations regarding the theme. However, these recommendations are not binding at all. Sometimes these recommendations are intended to simplify the basic discussions. At other times, students refer to more detailed discussions to gain a more complex understanding. At this stage, the discussions among each individual in the group in searching for references also begin to take place.
4	Fourth Step	In this implementation, students present the results of discussions and reference searches conducted in groups. At this stage, other groups can also provide critiques and ask questions. This part also has a significant impact on developing students' <i>critical thinking</i> . The <i>audience</i> will be stimulated to use their <i>critical</i> reasoning intuition through the presentation, just as the group will receive a review of what they have discussed with their group and presented. In this part, each group will typically go back to seek references related to the <i>audience's</i> feedback in authoritative fiqh texts. In this part, the atmosphere of discussion and the effectiveness of learning will also be felt.
5	Fifth Step	This phase becomes the final phase. In this phase, the teacher provides feedback, formulates, and draws conclusions from the students' discussion results. The teacher also sometimes provides constructive criticism and input, supporting and motivating students to deepen their understanding of the material being studied.

Analysis

The student-centered PBL method can be a primary offer and solution based on teachers' readings in understanding the classroom. As revealed in research findings, traditional learning, which often emphasizes the role of the teacher, can make the subject matter seem boring, rendering classroom learning ineffective. Students sometimes prioritize talking to their seatmates over listening to the material explained by the teacher, or even choose to sleep in class and engage in other neglectful activities.

The implementation of the PBL learning model is one of the solutions to ensure that the learning process runs effectively. The maximum implementation of the PBL learning model will gradually be able to develop students' critical thinking in reading and analyzing problems around them, both collectively and individually, in formal or informal institutions.

In the implementation of this PBL model, supportive factors were found, both internal and external. The teacher, who plays a role in the learning process, is an internal factor. They have the most important role as a facilitator of the learning process in the classroom. A professional teacher can understand the characteristics of each student and is able to control the class when students start to lose enthusiasm for learning. Meanwhile, the external factors come from a supportive environment that can motivate and encourage, as well as increase students' interest in learning, making the learning process effective and efficient.

The implementation of PBL at MA Nurul Jadid in the Peminatan Keagamaan program branch does not actually neglect traditional teaching methods. Emphasizing students does not mean that teachers do not optimize their responsibilities. The application of this method is in fact one of the

methods for mastering and controlling the class to make learning and delivering material to students more effective, engaging, and to enhance students' independent thinking, which will also develop into critical thinking. The application of this method is an effort to ensure that students no longer ignore the material. Emotional and intellectual involvement, or motor and psychomotor involvement of students in the application of this method, is the maximum hope for the learning process.

The implementation of this PBL learning model runs according to the adjusted materials/teaching aids. However, in order to convey the material, the PBL method uses several stimuli that are expressed through phases. These phases then bridge the delivery of the material. Therefore, when viewed straightforwardly, without these phases, both the PBL learning method and traditional methods equally aim to deliver the material. The added value of this learning method is its ability to enhance students' critical thinking capabilities. This is because traditional methods heavily emphasize the personal role of the teacher, whereas the PBL learning model actively involves students' roles. This collaboration is the main differentiator in learning.

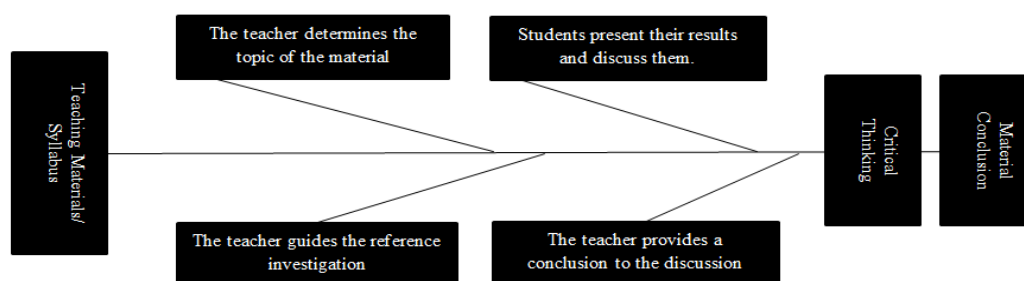


Figure 1. The phases of the PBL learning model in enhancing students' critical thinking capabilities

With the implementation of the PBL model, students can become more independent and critical in expressing arguments. The implementation of the PBL learning model at MA Nurul Jadid Peminatan Keagamaan program has been able to enhance students' critical thinking, as evidenced by their ability to express opinions during the learning process. Thus, students can analyze and solve issues related to Fiqh material that they encounter in daily life, which then refers to classic texts. This is done by MA Nurul Jadid Peminatan Keagamaan program in order to improve the quality of its graduates who must have skills and understanding in Islamic Education learning.

The application of the PBL learning model at MA Nurul Jadid in the Peminatan Keagamaan program concentration is often done collaboratively, encouraging students to discuss, exchange ideas, and work together to solve problems. Therefore, teachers must have thorough preparation in designing relevant problems, facilitating discussions, and providing feedback.

In addition, the use of references from Fiqh books in Arabic is an effort to maintain relevance considering that this institution has a pesantren background which should be able to use Fiqh books that are predominantly in Arabic as references. Thus, the implementation of this method that uses Arabic books as references is relevant to MA Nurul Jadid Peminatan Keagamaan program, which is fundamentally one of the institutions under the pesantren. From this, it is hoped that students will be able to read the surrounding conditions related to laws and social problems, and then seek references from Arabic books.

Conclusion

The application of the PBL learning model significantly contributes to enhancing critical thinking among students at MA Nurul Jadid, specializing in Peminatan Keagamaan. Moreover, the active involvement of students in learning can also encourage their enthusiasm in solving real

problems that are relevant to the teaching material. This active involvement also prompts students to think critically by considering various perspectives and arguments before making decisions. Thus, students not only acquire theoretical knowledge but also develop analytical and evaluative skills in critical thinking. Through the PBL learning model, students do not merely act as information receivers but also as solution seekers.

The PBL learning model encourages collaboration among students. The collaborative process is very important in the development of social and communication skills that support critical thinking. One of the advantages of the PBL learning model is its relevance to the real situations faced by students. By linking the teaching material of Islamic Education (PAI) with contemporary issues, students are motivated to learn. The application of the PBL learning model in PAI not only enhances students' critical thinking capabilities but also prepares them to be more responsive and responsible individuals in facing life challenges. Thus, PBL becomes an effective alternative in efforts to improve the quality of education and the character development of students in the modern era.

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