Edukasi Islami: Jurnal Pendidikan Islam, VOL: 13/No: 02 May 2024 **P-ISSN: 2252-8970**
E-ISSN: 2581-1754

Date Received	**:**	**April 2024**
Date Accepted	**:**	**May 2024**
Date Published	**:**	**June 2024**

INTEGRATING LEARNING MODELS IN BUILDING CRITICAL THINKING SKILLS IN STUDENTS IN ISLAMIC RELIGIOUS EDUCATION LESSONS AT STATE ISLAMIC JUNIOR HIGH SCHOOL 1, SOUTH TANGERANG CITY

Fajar Syarif[1]
Institut Ilmu Al-Quran (IIQ) Jakarta, Indonesia (fajarsyarif@iiq.ac.id)

Komarudin[2]
Institut Ilmu Al-Quran (IIQ) Jakarta, Indonesia (komar.zulfa@gmail.com)

Keywords:
Keyword 1; Discovery Learning, 2; Problem-Based Learning, 3; Critical Thinking

ABSTRACTS

The purpose of this study is to explore the application of discovery learning and problem-based learning on students' critical thinking skills in Islamic Religious Education at State Islamic Junior High School 1, South Tangerang City. To achieve this objective, the author used a qualitative research method by analyzing data from interviews, observations, and document analysis related to the implementation of discovery learning and problem-based learning on critical thinking skills in Islamic Education at State Islamic Junior High School 1, South Tangerang City. The results of the study on the implementation of discovery learning and problem-based learning in Islamic Religious Education subjects show that there is an effect of applying discovery learning and problem-based learning methods on students' critical thinking skills. The supporting and inhibiting factors for the implementation of discovery learning and problem-based learning are teacher factors, student factors, and educational environment factors.

[1] Correspondence author

A. INTRODUCTION

This study was motivated by research conducted by Carpenter, which stated that in order to achieve optimal learning outcomes, a combination of learning methods is necessary (Carpenter, 2006). Therefore, one of the steps taken by a teacher is to create and develop a product/outcome in learning (Berland et al., 2014). Although currently, according to Dindin in his research, the most difficult challenge faced by Islamic religious education in schools is the shift in religion and cultural values that exist within society (Jamaluddin, 2013).

The learning process must involve equality (emancipation) between students and teachers, so that in the learning process it is not always the students who learn, but it could be the teachers who learn from the students, because it is the students who determine the learning process (Galloway, 2012). Meanwhile, in traditional education, the learning model treats students only as recipients of knowledge, who memorize and repeat it (Faraji, 2011). And the purpose of education is clearly reflected in the learning process (Laghi & Trimarco, 2020).

Islamic Religious Education is one of the most important pillars of character education. Character education will flourish if it begins with instilling a spirit of religiousness in children. Therefore, Islamic Religious Education material in schools is one of the pillars of character education. Therefore, the main objective of Islamic Religious Education is to shape students' personalities, which are reflected in their behavior and mindset in their daily lives. In addition, the success of Islamic Religious Education in schools is also determined by the application of appropriate teaching methods (Ainiyah, 2013). However, Agus's research shows that Islamic Religious Education material is still considered to be limited in terms of developing critical thinking, focusing only on religious issues and lacking concern for developments in general knowledge, both in the social sciences and natural sciences (Sholeh, 2016). Therefore, the learning model in Islamic Religious Education must be able to develop students through problem solving (Tampio, 2013). Students must have problem-solving skills so that they can cope with technological developments (Mckitrick & Barnes, 2012). So that students can actualize themselves optimally in society (Owodally, 2011).

A learning model is a plan or pattern that can be used to develop a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or elsewhere (Khoerunnisa & Aqwal, 2020). In addition to using critical thinking learning, a discovery learning model is also needed. Abdurrahmansyah, in his research, found that active learning models contribute greatly to Islamic Religious Education learning in schools in the context of religious learning problems, which have been viewed as tending to prioritize direct instruction with its teacher-centered characteristics. The implication of the dominance of the Islamic Religious Education learning model, which has not effectively implemented discovery learning, is that it shapes rigid attitudes, stifles the tradition of thinking, and encourages fanaticism towards a single perspective in understanding the noble values of religion. Through the

discovery learning model, students are more likely to question anything related to patterns of religious interaction among fellow human beings, so that they are better able to accept differences as a gift that must be appreciated with an open, caring, and responsible attitude. The discovery learning model also enables students to freely explore a wealth of knowledge about religion from various sources, allowing them to become more knowledgeable and mature in religious matters, which will ultimately lead to a more tolerant and inclusive attitude towards religion (Abdurrahmansyah, 2014). Markus revealed in his research that discovery learning fosters and shapes creative and innovative attitudes. The implication of this learning method is that it can overcome unemployment and poverty (Giesler & Veresiu, 2014).

Education influences change in people, especially in terms of responding to and practicing religious elements, values, and culture as reflected through problem-based learning models (Liow, 2011). By using the problem-based learning model, the assessment process is based on the performance of learning outcomes (Sanchez-Elez et al., 2014). Soepono, in his research, states that religious learning materials are more cognitive in nature, consisting of facts that must be memorized, which tend to indoctrinate religious teachings rather than enabling students to understand and appreciate the meaning of those teachings. As a result, most students only increase their knowledge of religion, but their commitment does not increase; in fact, for some of them, it even decreases. This causes the Islamic religious material they receive to be meaningless because the experiences and facts they obtain are detached from context and contradict the essence of religious life itself, which emphasizes connection and integration (Soepono, 2016).

This study seeks to reveal the learning model implemented at State Islamic Junior High School 1 South Tangerang City, namely a learning model that encourages critical thinking through discovery learning and problem-based learning. By modernizing Islamic religious education through discovery learning and problem-based learning at State Islamic Junior High School 1 South Tangerang City, students will be able to face the challenges of the times and use this model as a guide in navigating life's ups and downs (Alawiyah, 2011). Rayan argues in his research that education needs to be rethought and reengineered by modernizing existing learning methods and striving to continuously generate new concepts (Rayan, 2012).

B. METHOD

This study uses qualitative methods because it aims to observe the conditions at State Islamic Junior High School 1 South Tangerang City that have not been manipulated by any circumstances (Sugiono, 2006, p. 1), or it can also be called naturalistic research (natural setting) (Sugiono, 2006, p. 14). This study also makes the researcher the most important and responsible research tool, enabling him to explain various phenomena at State Islamic Junior High School 1 South Tangerang City and relate them to relevant theories (Moleong, 2007, p. 8).

The approach used in this study is a pedagogical approach used to determine the results of applying discovery learning and problem-based learning in the Islamic Religious Education learning process in an effort to train students' critical thinking skills at State Islamic Junior High School 1 South Tangerang City. In addition, a normative approach was also used because this study is related to the learning process using the discovery learning and problem-based learning models in order to train students at State Islamic Junior High School 1 South Tangerang City to think critically in Islamic Religious Education subjects to achieve learning objectives and produce graduates in accordance with expectations and those stipulated in laws and regulations.

The data source used by the researcher was primary data collected directly by the researcher (Suryabrata, 2000, p. 22). Primary data was obtained through observation (Sutrisno, 2003, p. 73) and interviews (Kusnadi, 2008, p. 79) at State Islamic Junior High School 1 South Tangerang City and documentation. The primary data in this study included observations and interviews with the principal, vice principal, administrative head, Islamic Religious Education subject teachers, and several students. Meanwhile, the secondary data was compiled in the form of documents (Suryabrata, 2000, p. 85), such as books, journals, regulations, meeting minutes, daily records, and others (Kusnadi, 2008, pp. 65, 102).

C. RESULTS AND DISCUSSION

The Discovery Learning Construct in Learning

Discovery means finding, while discovery means a finding. In education, discovery is an individual research learning process to find solutions to problems encountered in experiments so that students can discover concepts that can be applied in the field. The discovery learning model emphasizes concepts rather than products (Majid, 2016, p. 16). Discovery learning can be defined as learning through discovery.

John Dewey and cognitive psychologist Jerome Bruner promoted the concept of discovery learning, encouraging teachers to give students the opportunity to learn on their own. According to them, discovery-based learning motivates students to learn independently. They also believe that discovery learning encourages students to think for themselves and find ways to compose and acquire knowledge (Nufus, 2021, p. 1168).

Gulo believes that discovery is a learning task that involves searching for and examining certain things, such as objects, people, or events, in a structured, logical, critical, and analytical manner, by fully utilizing all of the learners' abilities so that they can formulate the results with confidence (Nufus, 2021, p. 1168).

The table of critical thinking skills is as follows (Saputra, 2020):

Critical Thinking Skills	Subcritical Thinking Skills	Aspects
Memberikan Penjelasan dasar	Focusing Questions	a. Identify or formulate a question; b. Identify or formulate possible answer criteria; c. Keep your mind focused on the situation at hand.
	Analyzing Arguments	a. Identify conclusions; b. Identify stated reasons c. Identify unstated reasons d. Look for similarities and differences e. Identify and address irrelevancies f. Look for the structure of an opinion/argument g. g. Summarize
	Asking and answering clarifying questions and challenging questions	a. Why? b. What is the main reason? c. What do you mean by that? d. What is an example? e. What is not an example? f. How can this case be applied? g. What makes the difference? h. What are the facts? i. Is this what you are saying? j. What else would you say about it?
Building Basic Skills	Considering whether the source is reliable or not?	a. Expertise b. Reducing conflicts of interest c. Agreements between sources d. Reputation e. Using existing procedures f. Knowing the risks g. Skills in providing reasons h. h. Habit of being cautious
	Observing and considering the results of observations	a. Reducing assumptions/preconceptions b. Shortening the time between observation and reporting c. Reports are made by the observers themselves d. Recording only essential information e. Reinforcement f. Possibilities for reinforcement g. Good access conditions h. Competence in using technology i. i. Observer satisfaction with the credibility of the criteria

Critical Thinking Skills	Subcritical Thinking Skills	Aspects
Concluding	Deduce and consider deductions	a. Logic class b. Conditioning logic c. Interpreting statements
	Inducing and considering the results of induction	a. Generalizing b. Hypothesizing
	Creating and reviewing the values of the considerations	a. Background facts b. Consequences c. Applying concepts (principles, laws, and foundations) d. Considering alternatives e. Balancing, weighing, and deciding
Providing further explanation	Defining terms and considering definition	a. Form: synonyms, clarifications, ranges, equivalent expressions, operational definitions, examples and non-examples b. Definition strategies c. Content
	Identifying assumptions	a. Unstated reasons b. Required assumptions: reconstruction of arguments
Strategy and tactics	Deciding on an action	a. Define the problem. b. Select possible criteria as solutions to the problem. c. Formulate alternatives for solutions. d. Decide on the actions to be taken. e. Review. f. Monitor implementation.
	Interacting with others	a. Labeling b. Logical strategy c. Rhetorical strategy d. Presenting a position, either verbally or in writing

Essentially, discovery learning focuses on the discovery of previously unknown principles or concepts. The learning presented by teachers to students is not in its final form, but students must find out and organize it independently. Discovery learning continues with the creation of concepts or categories that can form general conclusions or generalizations.

There are two types of discovery learning models. *First*, free discovery learning, in which students are completely free to identify problems, test hypotheses against existing concepts and principles, and attempt to arrive at new situations. *Second*, guided discovery learning. Teachers help students acquire the necessary knowledge by

organizing problems, collecting data, communicating, solving problems, and reorganizing data to form new concepts. The learning process using the guided discovery model focuses on meaningful questions that lead to the achievement of learning objectives and a list of prepared activities (Nufus, 2021, p. 1171).

Duch defines problem-based learning as a type of learning that begins with solving problems, but in order to solve these problems, students need new information to complete them. Problem-based learning is a teaching method characterized by real-world problems in which students can learn critical thinking and problem-solving skills and acquire knowledge (Sofyan & Komariah, 2016, p. 48). According to Sanjaya, problem-based learning is a series of learning activities that emphasize the process of problem solving, so that students will actively think, communicate, seek solutions to problems, and solve them (Fauzan, 2020, p. 50).

Levin defines problem-based learning as a learning model that encourages students to apply critical thinking, problem-solving skills, and content knowledge to real-world problems and current issues. Furthermore, Tan also states that problem-based learning is an innovation in learning, because in problem-based learning, students' thinking skills are truly optimized through systematic teamwork, so that students can empower, hone, test, and develop their thinking skills continuously (Fauzan, 2020, p. 50). Based on this opinion, problem-based learning is a learning model that encourages students to think critically in solving problems to understand learning materials based on scientific logic.

The discovery learning model teaches students to apply their knowledge directly, enabling them to seek and evaluate knowledge, skills, and understanding as a form of change in their learning process, thereby fostering a more systematic, critical, and logical approach to learning. Discovery learning is a teaching model that helps students explore and understand their own knowledge, encouraging active learning and generating knowledge through direct experience (Munawarah, 2021).

The application of discovery learning in the Lesson Plan consists of several stages. These stages are stimulation, problem identification, data collection, demonstration, generalization, and conclusion. The stimulation stage begins the learning activity and raises questions. The stimulation stage encourages students to express their opinions and answers on the topic of discussion. The data collection stage involves related activities, the demonstration stage presents the results of information processing to students, and generalization forms conclusions with guidance from the teacher. The final stage is the final process, which includes reviewing the learning process. There are six steps in applying the discovery learning model, namely providing stimulation or stimulus; identifying problems; collecting data; processing data; verification, and drawing conclusions (generalization) (Fauzan, 2020, p. 56).

The application of discovery learning in the teaching and learning process of the Al-Qur'an Hadith subject at State Islamic Junior High School 1 South Tangerang City in

the seventh grade using the discovery learning model consists of three stages, as follows (Nuraini, 2023):

1. First Stage

   In the initial stage, teachers provide stimuli to students by presenting problem orientations and asking questions related to the learning material. These questions are asked by both teachers and students. At this stage, teachers present problems that confuse students, thereby arousing their curiosity and desire to investigate and find out more about the problems and seek solutions.

   Students are given the opportunity to explore the learning material with factual and current issues that occur in society, which they obtain from textbooks, news, print media, social media, and other sources by asking questions. These questions are developed during the learning process, and at the end of the lesson, students are expected to find answers to these questions.

   Next, the teacher organizes the students into discussion groups to facilitate the learning process. Each group consists of six to seven members and appoints one coordinator for each group. The teacher also provides guidance and assignments to each group according to the learning material. At this stage, the teacher guides the students in the learning process, both inside and outside the classroom. The teacher's guidance in the learning process is intended to enable students to search for data and learning resources and process the data so that students can focus on the material being studied (Nuraini, 2023).

2. Second Stage

   The next step is for students to gather as many problems as possible that are relevant to the learning material, then determine the formulation and make tentative answers (hypotheses) to the statements in the problems, and then collect and analyze the data either individually or in groups through discussion. Subject teachers act as facilitators who guide and direct students by providing advice and input in the process of collecting and processing data so that the discussion and data processing are in line with the learning material and objectives.

3. Third Stage

   In the third stage, students are given the opportunity to present their hypotheses in front of the class and comment on or ask questions related to the issue, as well as draw conclusions. At the end, the teacher gives students the opportunity to reflect, guided by the subject teacher (Nuraini, 2023).

   At this stage, each group is also given the opportunity to deliver their group presentation, which is the result of their group discussion and data analysis. During the presentation process, there is mutual feedback between discussion groups and between students. It is in this learning process that specific skills will be observed, such as communication skills, critical thinking skills, discussion skills, cooperation, and other skills.

During the reflection, the teacher and students together draw conclusions related to the issues that have been discussed in the learning process. Meanwhile, issues that have not been resolved and answered are noted and will be followed up in the next meeting if it is not the last meeting. However, if the meeting is the last meeting for that material, the students immediately draw conclusions as the end of the learning process.

Furthermore, the learning process at State Islamic Junior High School 1 South Tangerang City uses guided discovery more often. The role of teachers in the Guided Discovery model is as learning companions for students in guided discovery learning. Teachers help students acquire the necessary knowledge by organizing problems, collecting data, communicating, solving problems, and reorganizing data to form new concepts. The learning process using the guided discovery model focuses on meaningful questions that lead to the achievement of learning objectives and a list of prepared activities. The use of the discovery learning model with the guided discovery model in the al-Qur'an Hadith subject for seventh grade students at State Islamic Junior High School 1 South Tangerang City provides space for students to develop personal and social competencies that foster critical thinking skills, mental strength, and a sense of responsibility.

Problem-Based Learning Construct in Learning

Elaine defines critical thinking as thinking that is used to systematically examine a person's thought processes using evidence and logic in the thinking process. Paul explains that one of the goals of critical thinking is to develop the perspectives of learners, and argues that dialogue or dialectical experiences are important materials that help develop judgments about how and where certain skills can be best used (Kusnawa, 2011, p. 22).

Glaser defines critical thinking as, first, an attitude of wanting to think deeply about problems and matters within the realm of experience; second, knowledge of methods of reasoning and proof; and third, some skill in applying these methods. Critical thinking is based on an effort to examine assumptions or knowledge based on supporting evidence and the conclusions drawn from it (Fisher, 2009, p. 3).

According to Lai, critical thinking involves analyzing arguments, using inductive or deductive reasoning to draw conclusions, making judgments and evaluations, and making decisions or solving problems. Bailin, on the other hand, defines critical thinking as a specific quality of thinking, which is essentially good thinking that meets criteria or standards of adequacy and accuracy. Meanwhile, according to Willingham, critical thinking involves looking at both sides of an issue, being open to new events that challenge your thinking, debating without emotion, making claims supported by evidence, and drawing conclusions from facts, solving problems, and so on (Zakiah & Lestari, 2019, pp. 3–4).

Problem-based learning develops thinking and problem-solving skills, teaches authentic roles, and helps students become independent learners (Nurdin & Adriantoni, 2016, p. 222). The most important aspect of problem-based learning is that learning begins with a problem, and that problem determines the direction of learning within the group. Supplementary teaching materials include familiar problems that can be easily solved by students, problems that contain conflict, problems that affect many people and are effective, problems that lead to appropriate student abilities, and the current effective curriculum (Sanjaya, 2013, p. 216).

The application of problem-based learning in the Lesson Plan is as follows (Sofyan & Komariah, 2016):

1. Orientation
   The teacher explains the learning objectives and the necessary suggestions or logistics. Next, the teacher motivates students to engage in selected real-world problem-solving activities.
2. Organization
   The educator helps students define and organize learning tasks related to the problem.
3. Guidance
   The teacher encourages students to gather relevant information and conduct experiments to obtain the clarity needed to solve the problem. Students are required to be active investigators.
4. Presentation
   Educators help students share tasks and plan or prepare appropriate work as a result of problem solving in the form of reports.
5. Analysis and Evaluation
   Teachers help students reflect on or evaluate the problem-solving process.

The basic principles of implementing problem-based learning are as follows (Sofyan & Komariah, 2016):

1. Learning is active and student-centered.
2. Learning is conducted through small group discussions, with the active participation of all group members.
3. Discussions are driven by problems that involve interdisciplinary integration based on real life/experiences.
4. During discussions, students are actively encouraged to utilize the knowledge they have previously acquired.
5. Students are trained to become independent learners and are expected to become lifelong learners.
6. Learning is considered efficient because the information gathered through independent learning is in line with the need to know.
7. Feedback can be provided during tutorials to improve students' learning efforts.

8. Vocational training will also be provided at the same time.

The fiqh learning process for grade 7 at State Islamic Junior High School 1 South Tangerang City using the Problem Based Learning model is divided into three activities, as follows:

1. Introductory activity

   In the introductory activity, the teacher provides and explains the learning material and learning objectives as well as the problems to the students to be used as material in the learning process. Next, the teacher informs the students of the materials and tools needed to solve the problems and explains the problem-based learning model. In addition, the teacher also prepares worksheets for the students and learning material related to the topic.

2. Core Activity

   At this stage, the teacher helps explain and describe the problem, divides the tasks, and organizes the students to learn how to solve the problem. The teacher motivates and stimulates students to find relevant information and explanations for the problem, as well as providing learning materials that students can obtain from various sources. The teacher guides students to analyze the data they have obtained, develop alternative solutions to the problems, and present their work. At this stage, the teacher continues to stimulate students to be active and involved in the learning process.

3. Closing Activities

   In the final stage, students summarize the learning material and provide answers to the problems that have been given and discussed in the learning process. Together with the students, the teacher reflects on the results of the exploration and the learning process that has been carried out. The fiqh learning process for grade 7 using the problem-based learning model provides opportunities for students to be active in the learning process because there is interaction between students working in groups through discussion.

Arif Achmad has twelve indicators grouped into five critical thinking skills, as follows (Musdalifa, 2016, p. 13):

1. Delivering explanations focused on questions, analyzing questions, asking and answering clarification questions.
2. Building important skills such as considering whether someone is trustworthy or not, observing and reporting on the results of observations.
3. Draw conclusions by summarizing and considering the results of the discussion, and making and determining the results of the discussion.
4. Provide additional explanations such as defining terms and defining aspects in three dimensions, and identifying assumptions.
5. Determine strategies and tactics for how a person interacts with others.

Based on the five groups of critical thinking indicators, learning the Qur'an, Hadith, and Fiqh using the discovery learning and problem-based learning models can improve students' critical thinking skills, as indicated by their active participation in the learning process to make plans in finding solutions, conducting analyses, and reflecting.

Efforts to improve the critical thinking skills of students at State Islamic Junior High School 1 South Tangerang City using the discovery learning and problem-based learning models did not necessarily run smoothly. This was because it depended on supporting and inhibiting factors. Factors that influence students' critical thinking include (Zafri, 2016):

a. Physical Condition: A student's physical condition affects their critical thinking skills. If they are sick, it will have a significant impact on their mind. They will not be able to concentrate and think quickly because their body cannot respond to stimuli.
b. Motivation: Kort says that motivation is the result of internal and external factors. High motivation is characterized by the ability or willingness to learn, take risks, answer questions, challenge situations that are not desirable to change for the better, use mistakes as learning conclusions, achieve something faster, show confidence and satisfaction, determination, a constructive attitude, enthusiasm and curiosity, and a willingness to accept the consequences of one's actions.
c. Anxiety, According to Freud, anxiety arises automatically when a person receives excessive stimuli (internal or external) that exceed their ability to process them.

Intellectual development is a person's mental ability to respond to and solve problems, connect one thing to another, and respond appropriately to every stimulus. Everyone's mental development varies depending on their age and developmental behavior. Lacetal argues that one factor that can influence the development of critical thinking skills is the interaction between teachers and students. Students need an academic atmosphere that provides freedom and a sense of security in expressing opinions and making decisions while participating in learning activities (Zafri, 2016).

The results of research on the application of discovery learning and problem-based learning in Islamic Education subjects at State Islamic Junior High School 1 South Tangerang City show that the application of discovery learning and problem-based learning greatly influences the improvement of students' critical thinking skills. The use of discovery learning and problem-based learning models provides many opportunities for students to be active in the learning process. The discovery learning and problem-based learning models are student-centered learning models. In the learning process, students train themselves to discuss, work in groups, lead groups, listen to and respect the opinions of others, think critically, and develop presentation skills. Thus, the discovery learning and problem-based learning models can be an alternative for Islamic Religious Education teachers in training and improving students' critical thinking skills.

The suggestions from the results of this study are, first, that madrasahs should develop learning models that can improve students' critical thinking skills because critical thinking is one of the skills that students must have. Second, teachers should continue to develop learning models that can improve students' critical thinking skills, including discovery learning and problem-based learning models, and provide opportunities for students to develop their potential, especially in critical thinking skills.

D. CONCLUSION

Based on the results of research on the application of discovery learning and problem-based learning on students' critical thinking skills in Islamic Education at State Islamic Junior High School 1 South Tangerang City, the author concludes as follows:

The application of discovery learning in Islamic Education at State Islamic Junior High School 1 South Tangerang City in the subjects of Qur'an Hadith and Fiqh for grade 7 by implementing six steps, namely: Providing stimulation or stimulus (Stimulation), Problem identification (Problem Statement), Data collection, Data processing, Verification, and Drawing conclusions (Generalization). The discovery learning model used is the guided discovery model. The application of problem-based learning in Islamic Education at State Islamic Junior High School 1 South Tangerang City in the subject of Fiqh for grade 7 students involves four steps, namely: orienting students to the problem, orienting students to learning, guiding individual and group investigations, developing and presenting work results, and analyzing and evaluating the problem-solving process.

The application of discovery learning and problem-based learning models in teaching the Qur'an, Hadith, and Fiqh in the seventh grade at State Islamic Junior High School 1 South Tangerang City can improve the critical thinking skills of students at State Islamic Junior High School 1 South Tangerang City. Critical thinking skills in Qur'an Hadith and Fiqh learning in the seventh grade at State Islamic Junior High School 1 South Tangerang City help students better understand and solve problems they face in analyzing, evaluating, and interpreting their thoughts.

Supporting and inhibiting factors in the implementation of discovery learning and problem-based learning in Islamic Education at State Islamic Junior High School 1 South Tangerang City in improving students' critical thinking skills include three factors, namely: First, teachers' competence in mastering learning materials and applying learning models and the ability to manage learning in the classroom. Second, students' ability to search for and analyze information and data, as well as their courage to explore their abilities and potential. Third, an educational environment that continuously provides space and opportunities for students to explore themselves and develop their abilities and potential.

.

REFERENCES

Abdurrahmansyah. (2014). Kontribusi Pendekatan Pembelajaran Konstruktivisme dalam Meningkatkan Kualitas Pembelajaran PAI Di Sekolah. *Ta'dib*, *11*(01), 111–122.

Ainiyah, N. (2013). Pembentukan Karakter Melalui Pendidikan Agama Islam. *Jurnal Al-Ulum*, *13*(01), 25–38.

Alawiyah, T. (2011). Pendidikan Agama Islam dalam Keluarga. *Tibyan*, *16*(02), 58.

Berland, L., Steingut, R., & Ko, P. (2014). High School Student Perceptions of the Utility of the Engineering Design Process: Creating Opportunities to Engage in Engineering Practices and Apply Math and Science Content. *Journal of Science Education and Technology*, *23*(06), 705–720. https://doi.org/https://doi.org/10.1007/s10956-014-9498-4

Carpenter, J. M. (2006). Effective Teaching Methods for Large Classes. *Journal of Family & Comsumer Sciences Education*, *24*(02), 18.

Faraji, M. A. A. and E. (2011). Basic Principle of Critical Pedagogy. *International Conference on Humanities, Historical and Social Science*, *34*(04), 77.

Fauzan. (2020). *Microteacing di SD/MI*. Kencana Prenada Media Group.

Fisher, A. (2009). *Berpikir Kritis Sebuah Pengantar*. Erlangga.

Galloway, S. (2012). Reconsidering Emancipatory Education Staging A Conservation Between Paulo Freire and Jacques Rancere. *Educational Theory*, *62*(02), 163.

Giesler, M., & Veresiu, E. (2014). Creating the Responsible Consumer: Moralistic Governance Regimes and Consumer Subjectivity. *Journal of Consumer Research*, *41*(03), 840–857.

Jamaluddin, D. (2013). Character Education in Islamic Pespective. *International Journal of Scientific & Technology Research*, *12*(02), 2277–2283.

Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-Model Pembelajaran. *Fondatia: Jurnal Pendidikan Dasar*, *04*(01), 1–27.

Kusnadi, E. (2008). *Metodologi Penelitian*. Ramayana Press.

Kusnawa, W. S. (2011). *Takstonomi Berpikir*. Remaja Rosdakarya.

Laghi, F., & Trimarco, B. (2020). Individual Planning Starts At School. Tools And Practices Promoting Autonomy And Supporting Transition To Work For Adolescents With Autism Spectrum Disorder. *International Journal of Early Childhood Special Education*, *56*(02), 222–229.

Liow, J. C. (2011). Muslim Identity, Local Networks, and Transnational Islam in Thailand's Southern Border Provinces. *Modern Asian Studies*, *45*(06), 1383–1421. https://doi.org/https://doi.org/10.1017/S0026749X11000084

Majid, A. (2016). *Strategi Pembelajaran*. Remaja Rosdakarya.

Mckitrick, S. A., & Barnes, S. M. (2012). Assessment of Critical Thinking. *Journal of Assessment and Institutional Effectiveness*, *02*(01), 1–29.

Moleong, L. J. (2007). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.

Munawarah, S. (2021). Strategi Discovery Learning dalam Pembelajaran Anak Usia Dini. *Kaisa: Jurnal Pendidikan Dan Pembelajaran*, *01*(02), 106–116.

Musdalifa. (2016). *Perbandingan Kemampuan Berpikir Kritis Siswa Kelas XII IPA*. UIN Alaudin Makasar.

Nufus, A. (2021). Penerapan Model Discovery Learning Untuk Meningkatkan Partisipasi Aktif Peserta Didik Pada Pembelajaran PAI. *Jurnal Fakultas Tarbiyah Dan Ilmu Keguruan*, *01*(01), 1168.

Nuraini. (2023). *Interview with the 7th Grade Qur'an Hadith Teacher*.

Nurdin, S., & Adriantoni. (2016). *Kurikulum dan Pembelajaran*. Rajawali Pers.

Owodally, A. M. A. (2011). Multilingual Language and Literacy Practices and Social Identities in Sunni Madrassahs in Mauritius: A Case Study. *Reading Research Quarterly*, *46*(02), 134–155. https://doi.org/https://doi.org/10.1598/RRQ.46.2.3

Rayan, S. (2012). Islamic Philosphy of Education. *International Journal of Humanities and Social Science*, *19*(01), 150.

Sanchez-Elez, M., Pardines, I., Garcia, P., Minana, G., Roman, S., Sanchez, M., & Risco, J. L. (2014). Enhancing Students' Learning Process Through Self-Generated Tests. *Journal of Science Education and Technology*, *23*(01), 15–25.

Sanjaya, W. (2013). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana Prenada Media Group.

Saputra, H. (2020). *Kemampuan Berpikir Kritis*. IAI Agus Salim Metro Lampung.

Sholeh, A. (2016). Meretas Jalan Memberdayakan Pendidikan Islam. *Edukasi*, *04*(02), 62.

Soepono. (2016). Pendidikan Agama dan Pengembangan Etika Sosial; Sebuah Upaya Untuk Efektivitas Pendidikan Budi Pekerti. *Jurnal Cendikia*, *04*(02), 58–79.

Sofyan, H., & Komariah, K. (2016). Pembelajaran Problem Based Learning Dalam Implementasi Kurikulum 2013 Di SMK. *Jurnal Pendidikan Vokasi*, *06*(03), 260–271.

Sugiono. (2006). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. Alfabeta.

Suryabrata, S. (2000). *Metodologi Penelitian*. Raja Grafindo Persada.

Sutrisno. (2003). *Metodologi Research*. Bumi Aksara.

Tampio, N. (2013). Promoting Critical Islam: Controversy, Civil Society, Revolution. *Politics and Religion*, *06*(02), 823–843.

Zafri. (2016). Berpikir Kritis Pembelajaran Sejarah. *Jurnal Diakronika*.

Zakiah, L., & Lestari, I. (2019). *Berpikir Kritis dalam Konteks Pendidikan*. Erzatama Karya Abadi.