



Implementation of Problem Solving Method To Improve Student's Critical Thinking In Islamic Religious Education Learning

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Abstrak

Dalam proses pembelajaran siswa sering bertanya tentang cara kerja sesuatu atau mengapah-hal tertentu terjadi sebagaimana adanya atau bahkan cenderung memiliki keterampilan menyelesaikan masalah dengan baik mereka adalah orang-orang yang cermat menganalisis masalah perseorangan atau kelompok. Kemampuan anak dalam memecahkan masalah (Problem Solving) dapat meningkatkan kognitif baik dalam kemampuan berfikir maupun kreativitasnya. problem solving untuk dapat meningkatkan kemampuan kognitif siswa atau critical thinking skill siswa di SMP Surya Kencana Bhakti penelitian ini bertujuan untuk mengetahui bagaimana metode problem solving bagaimana, bagaimana critical thinking, bagaimana metode problem solving untuk meningkatkan critical thinking siswa. Penelitian ini menggunakan jenis penelitian kualitatif. Penelitian kualitatif adalah jenis penelitian yang menghasilkan penemuan-penemuan yang tidak dapat dicapai dengan menggunakan prosedur-prosedur statistik atau dengan cara kuantifikasi lainnya. Pentingnya critical thinking dan Problem Solving dalam pembelajaran PAI adalah agar peserta didik dapat merangsang, menganalisis, dan melakukan sintesis tepat dimana masalah itu berada, atas inisiatif sendiri. Dalam PAI peserta didik dituntut memiliki kemampuan melihat sebab akibat atau relasi dari berbagai informasi yang didapat sehingga dapat menemukan kunci pemecahan masalah.

Kata Kunci: *Problem Solving Method, Critical Thinking, Pembelajaran PAI*

Abstract

In the learning process students often ask about how something works or why certain things happen as they do or even tend to have good problem solving skills. They are people who carefully analyze individual or group problems. Children's ability to solve problems (Problem Solving) can improve cognitive abilities both in thinking and creativity. problem solving to be able to improve students' cognitive abilities or critical thinking skills of students at Surya Kencana Bhakti Middle School. This study uses a type of qualitative research. Qualitative research is a type of research that produces findings that cannot be achieved by using statistical procedures or by other means of quantification. The importance of critical thinking and problem solving in PAI learning is so that students can stimulate, analyze, and synthesize exactly where the problem is, on their own initiative. In PAI students are required to have the ability to see causation or relationships from various information obtained so that they can find the key to solving problems.

Keywords: *Problem Solving Method, Critical Thinking, PAI Learning*

Introduction

Education is a conscious and planned effort to educate the nation's children. Education is a very basic need for humans as well as eating and drinking. If eating and drinking are able to make a human grow, develop and even survive physically, then education (science) is able to maintain his spiritual health and can lead him to a peak consciousness, namely as a perfect, dignified, civilized and noble creature, or with In other words, education can inspire people to understand the function of their lives on this earth, namely as caliphs (Firdaus & Erihadiana, 2022). Without education the world will never develop and be pitch dark, with education all human beings can understand the essence of being human and the function of the creation of the creature itself. Allah SWT says in the Qur'an Surah An-Nahl verse 78 which means, "And God brought you out of your mother's womb in a state of ignorance, and He gave you hearing, sight and heart, so that you may be grateful" (Q.S An-Nahl:78).

According to Tafsir Al-Misbah regarding QS an-Nahl verse 78, that is, just as Allah brought you out of the wombs of your mothers based on His power and knowledge while you were not there, so He can bring you out of the stomachs of your mothers, all of you in a state of not knowing anything that is around you and He made good for you hearing, sight, and various hearts as provisions and tools to gain knowledge so that you are grateful and use these tools in accordance with the purpose of Allah bestowing them on you (Shihab, 2006).

Humans are born in a state of not knowing anything, so humans are required to find and know everything with the help of the senses that God has given. Utilizing the senses that God has given is a form of human gratitude to the creator, with these provisions then humans are given the widest opportunity to seek knowledge.

Knowledge can be pursued through education, education requires a long time, this is called long life education or lifelong education. Likewise Ki Hajar Dewantara's opinion that education starts from birth until later (Rosdiana, 2012).

In essence, the concept of education delivers and guides humans to become caliphs fial-ardl and guides humans as manifestations of God (Ritonga & Irwan, 2013). As a caliph on earth who must utilize and manage humans, they have been given basic potential.

The learning process is a process of transferring knowledge, with knowledge humans can understand various kinds that exist in this world, including their nature as humans, so with the learning process humans can know anything. Education can be done through informal, formal or non-formal education. Given the learning process, it cannot be separated from how an educator/tutor imparts knowledge to students, of course, in ways that can develop students' thinking patterns, this is called a method in learning.

Success in learning cannot be separated from strategies and methods, because in realizing a goal success cannot stand alone, but there are other elements to its existence. Thus the basic object of the success of a learning process, in essence, can be seen how the strategies used and the methods and which are applied.

In the learning process students often ask about how something works or why certain things happen as they do or even tend to have good problem solving skills. They are people who carefully analyze individual or group problems. Children's ability to solve problems (Problem Solving) can improve cognitive abilities both in thinking and creativity. But in reality there are still many students who have not been able to solve their own problems, they still need the help of adults or teachers in implementing problem solving to be able to improve students' cognitive abilities.

Increasing students' thinking power is certainly inseparable from how the teacher provides stimulus in a fun learning process. It is hoped that educators will be able to present learning in accordance with teaching materials so that students can be prepared carefully. Besides that, the teacher seems to still use the conventional learning paradigm, especially the lecture method (Desyandri, 2016).

Where the learning method can be interpreted as a starting point or our perspective on the learning process, which refers to the view of the occurrence of a process in the world of education including education in elementary schools. The method chosen must be in accordance with the subject matter to be conveyed, because choosing the right method will help students and teachers carry out learning. One method that is suitable for use in learning mathematics for solving broad story questions, flat shapes, kites and trapezoids is the polya model problem solving method. This is in line with the opinion (Firdaus, 2022) that problem solving is "the process of accepting a challenge to solve a problem in an orderly manner".

The problem solving method is a way to solve problems based on problems that occur in everyday life so that students are faced with a real problem so that students are able to solve these problems individually or in groups. This is in line with the opinion (Taufina & Muhammadi, 2012) the advantages of this problem solving method are: a) train students to plan in making discoveries, b) invite students to think and act creatively, c) solve problems faced by students based on real life, d) identify the problems faced by students, e) conduct and evaluate the results found by students based on the problems faced, f) stimulate students to solve the problems they face appropriately, and g) make school education more relevant to students' real lives.

By applying the problem solving polya method it can make students active, critical, creative, and encourage students to carry out their own evaluation of the results and learning process. So that later student learning outcomes will experience changes towards the better. This is in line with the opinion

(Sanjaya, 2008) which are: 1) is a pretty good technique for understanding learning content. 2) can challenge students' abilities and provide satisfaction to find new knowledge again for students. 3) can increase student learning activities, 4) can help students how to transfer their knowledge to understand problems in real life, 5) can help students develop their new knowledge and be responsible in the learning they do, besides that problem solving can also Islamic religious education is one of the PAI subjects in junior high schools to form morals, ethics for students. It is hoped that this will become the foundation and can overcome moral decadence which is increasingly rampant, but it turns out that it cannot meet the expectations of society, but it is our collective duty (Marimba, 1987).

Islamic religious education is often considered an abstract understanding but in fact it can be absorbed by human logic and reason, thus an understanding of Islamic religious education needs to be applied in the learning process using problem solving methods with the aim of increasing students' critical thinking in understanding Islamic religious education learning. Apart from that, the purpose of this paper is to find out how the problem solving method works, to find out how students think critically in Islamic Religious Education subjects, then to find out how to apply problem solving methods to increase students' critical thinking in Islamic Religious Education lessons.

Methods

This study uses a type of qualitative research. Qualitative research is a type of research that produces findings that cannot be achieved by using statistical procedures or by other means of quantification. Qualitative research can be used to examine people's lives, history, behavior, organizational functionalism, social movements, or kinship relations. Qualitative research is an approach that emphasizes the observations of researchers. So that the role of humans as research instruments becomes a must. Because this research prioritizes observational findings on existing phenomena as well as interviews

conducted by researchers as instruments. Even in qualitative research the position of the researcher is to become a key instrument (Sugiyono, 2022).

In qualitative research, researchers must be present in the field to find the necessary data that relate directly or indirectly to the problem to be studied. In this study the authors conducted field observations. Besides that, the emphasis is on the direct involvement of researchers in the field with information and data sources. The researcher as the instrument went straight into the field so that he could deal directly with the informants.

The focus of this research is the Application of the Problem Solving Method to improve students' critical thinking in PAI subjects. Data collection techniques used in this study were interview techniques, observation and literature study. The theories in question are the theory of the problem solving Method, the theory of Critical Thinking of Students. Exploration of these theories is carried out by exploring existing data in written sources, be it books, journals, archives and so on. While extracting a general description of the Application of the Problem Solving Method through field observations, While the observation technique is carried out by observing the research process and the experience of the author. Of course the application of the Problem Solving Method to improve Students' Critical Thinking has changed from time to time. Therefore this observation technique is very important as an effort to complete and improve research data.

Interview techniques were carried out for more in-depth exploration both for the committee as operators, resource persons, participants and related parties related to research. Data analysis starts from the stages of data collection, data reduction and categorization, data display, and drawing conclusions. Qualitative data analysis integrates the activities of data collection, data reduction, data presentation, and conclusion of research results.(Sugiyono, 2017).

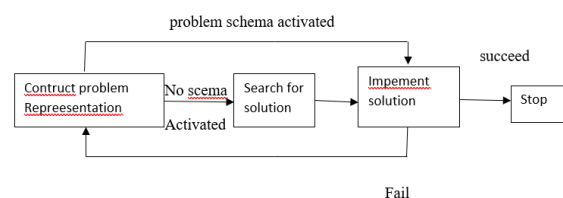
Results and Discussion

Problem Solving Method

According to Walgito in (Maulidya, 2018) a problem is something that arises because of a conflict between one situation and another. Problem can also be interpreted as a discrepancy between what should happen with something real. Problem solving is defined as a mental process in finding problems and solving them based on accurate data and information, so that appropriate conclusions can be drawn. (Kartono & Kartini, 1985) suggests the principles of problem solving are: 1. Success in solving problems. 2. Use of information in solving problems. 3. Look for alternative solutions as a starting point for problem solving. 4. Recognize the cause of the problem first. 5. Generate new ideas. 6. Make the problem situation a situation of choice. Factors that influence problem solving include: motivation, beliefs and attitudes, habits, emotions, mistakes. Problem solving steps include recognizing a problem, collecting data, evaluating hypotheses, investigating literature, experimenting and drawing conclusions. The main focus in learning is to teach students to think, use rationally, and become good problem solvers. Problem solving as a result of learning is very important for life, because humans are always filled with problems in their daily lives. Jonassen in (Susiana, 2010) states the importance of problem solving, including:

1. Authenticity, problem solving is an activity that can be found anywhere
2. The relevance of the problem specifically given to students to solve.
3. Problem solving requires in-depth analysis.
4. Learning that is built from problems is meaningful learning.

According to Gick in (Susiana, 2010) There are three stages in problem solving, namely constructing the problem, looking for a solution, and using/implementing the



solution. The schematic can be seen in the following figure:

Figure 1. Giek's problem solving scheme

Polya in (Suherman & Dkk, 2003) revealed that there are 4 stages in problem solving, including understanding the problem, planning the solution, implementing the plan, and evaluating all actions. Problem Solving according to David Johnson and Johnson in (Winarso, 2014) can be done in learning through groups with procedures including:

1. Identification of problems
 - a. Convey to students about the problems that occur in the surrounding environment, then students are asked to formulate the problem.
 - b. Ask students to provide an explanation of their opinion. Thus, the less relevant problem formulations can be removed, then choose the most appropriate problem formulation.
2. Diagnose the problem Discuss the causes of the problem.
3. Formulate alternative strategies
4. Finding various alternative ways of solving the problem.
5. Determine and implement strategy.
6. Evaluate the success of the strategy.

Critical Thinking

Critical thinking or critical thinking not only explains human thinking, in critical thinking there is also a learning process, power in thinking, and also an attitude of not easily believing. According to (Angelo, 1995) critical thinking is realizing logical thinking, high critical thinking, by analyzing, recognizing, combining, exploring problems and how to solve them, and making conclusions and evaluations related to a problem. In addition, Johnson's opinion in (Winarso, 2014) explains that the ability to think well is a critical thinking ability, and part of thinking well is to explore how to think well. Critical thinking skills need to be

developed since students are still in elementary school education and other education at the same level.

According to Facione in (Filsaime, 2008) states there are 6 skills in critical thinking which are the main ones in critical thinking in a problem. These skills are interpretation, analysis, evaluation, inference (conclusion), explanation, and self-regulation. The six skills are not simultaneously taught to students, skills need to be taught one by one to obtain maximum critical thinking.

Critical thinking is an understanding that was initially unknown to the community, but recently this understanding of critical thinking has begun to be highlighted, especially in teaching and learning activities. Quoting the journal "Improving Critical Thinking Skills in Elementary School Students" written by Bilqis Waritsa Firdausi, Warsono, and Yoyok Yermiandhoko in the journal explains the importance of instilling thinking skills in students, especially in the scope of elementary school education. Critical thinking skills need to be developed from an early age, especially since children enter elementary school. If developed, critical thinking skills will train students to have the ability to analyze and provide evaluations regarding information or opinions before determining whether to accept or reject that information. Therefore, education in schools must be able to teach students the ability to think critically (Susanti & Arista, 2019).

However, the reality is that students' critical thinking skills in Indonesia are still relatively low and an increase in critical thinking skills is needed through learning. There are several experts who explain the meaning of critical thinking or the ability to think critically. There are several experts who explain the meaning of critical thinking or the ability to think critically. The first according to Beyer in (Zubaidah, 2010) argues that the criteria used to assess a quality, from activities carried out daily to the activity of compiling conclusions from a writing are used to evaluate definite truths such as statements, ideas, arguments, research and others. The second according to (Ennis, 1996), critical

thinking is thinking that has certain reasons and is reflective with an emphasis on making decisions about what to believe or do. According to Ennis (1996), there are 5 critical thinking statements, namely someone who can think critically, is able to formulate the main issues, besides that, critical thinkers are able to provide the facts needed to solve a problem. Critical thinking is also proven. with the ability to choose arguments that are logical, relevant, and accurate, people who think critically can find the best ideas based on different points of view, and finally someone who is able to think critically, can determine the consequences of a statement taken as a decision.

Critical Thinking and Problem Solving in Islamic Religious Education Learning.

Tarbiyah, ta'lim and ta'dib are three familiar words that we read or hear and are later associated by experts with the concept of education in Islam. Those three words are found in the Qur'an and have been an inspiration for the birth of the concept of education in Islam (Nata, 2009).

(Mujib & Muhaimin, 1993), 1993) cites two figures, Karim al-Bastani and alQurtubi, to explore the meaning of tarbiyah from the origin of the word al-Rabb. Karim al-Bastami defines the word al-rabb as master, owner, repair, maintenance, add, collect, and beautify. Meanwhile, al-Qurtubi defines the word al-Rabb as the owner, master, caretaker, the Most Repairing, the Most Regulating, the Most Adding and the Most Accomplishing.

Razi (1981) expands the understanding of al-rabb from the meaning of its phonemes. According to him, the word al-rabb is the same root as the word al-tarbiyah which means al-tanmiyah which means growth or development. For this reason, the term rabbayâni implies not only the development of human potential which is purely intellectual development, but includes development in the form of behavior. For Qutb (1986), the phoneme of the word rabbayâni is nurturing children and growing maturity of mental attitude, and in order to be able to perform such tasks broad scientific competence, personal and social competence (kindness and

compassion). Whereas for Attas and Ashraf (1979) the word adab is seen as more appropriate to mention education in Islam. Adab is the totality of body, soul and spirit. For them, the word tarbiyah is a relatively new term in modern thought.

PAI is built by two essential meanings namely "education" and "Islamic religion". One of the meanings of education according to Plato is to develop the potential of students, so that their moral and intellectual development so as to find true truth, and the teacher occupies an important position in motivating and creating the environment (Musyafa'Fathoni, 2010). In Aristotle's ethics, education is defined as educating people to have an appropriate attitude in all actions (Bunyamin, 2018).

In al-Ghazali's view, education is an educator's effort to eliminate bad morals and instill good morals in students so that they are close to Allah and achieve happiness in the world and the hereafter (Hamim, 2014). Whereas Ibn Khaldun views that education has a broad meaning. According to him, education is not limited to the learning process with space and time as its limits, but means the process of human awareness to capture, absorb, and experience natural events throughout the ages (Akbar, 2015)

Majid and Andayani (2004) suggest seven functions in PAI. The seven functions are development, instilling values, mental adjustment, improvement, prevention, teaching, and channeling. The development function is related to students' faith and devotion to Allah SWT. that has been instilled in the family environment. The function of instilling values is interpreted as a way of life.

Masykur (2015) introduces the function of preparing students to become members of society who understand and practice the values of Islamic teachings. These values are relatively fixed on patterns of behavior, roles, and relationships that are directed at binding individuals who have formal authority and legal sanctions, in order to achieve basic needs. The functions of some of these authors provide us with some important information. First, PAI has the function of instilling Islamic

values through quality learning. Second, PAI has a function of excellence in both learning and the resulting output, namely students with human beings. Third, PAI with the function of rahmatan li al'amin which means that students, both in their personal and social lives, are able to spread peace as the essence of Islamic teachings.

The importance of critical thinking and problem solving in PAI learning is so that students can stimulate, analyze, and synthesize exactly where the problem is, on their own initiative. In PAI students are required to have the ability to see causation or relationships from various information obtained so that they can find the key to solving problems.

In pie learning at schools research on critical thinking has been carried out by (Iyasa et al., 2023) using the discovery model. The discovery model is a recommended model in 21st century learning. In addition to discovery and problem solving, there are also project-based models that can improve cognitive learning outcomes and critical thinking (Firdaus et al., 2023).

Conclusion

By implementing a learning process based on critical thinking and problem solving, then PAI learning will be carried out has the following advantages:

1. Learning is increasingly relevant to life (contextual).
2. Students will be accustomed to dealing with and solving problems skillfully.
3. The learning that is carried out is not only limited to memorization but is more meaningful for students.
4. Give challenges to students and they will be satisfied with new ideas.
5. Students have the ability to think critically and easily adapt to new environments.
6. Students evaluate understanding and identify the flow of thinking.

From the description above, it can be understood that critical thinking and problem solving in PAI learning enable students to have an in-depth understanding of problems, synthesize, and draw conclusions to be able to solve social problems in a directed, evaluative, and reflective manner to answer the challenges of the 21st century

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