

Islamic Religious Education (PAI) Learning In The Society 5.0 Era To Improve Critical Thinking Skills

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Abstract

The development of technology, information, and communication requires people in the era of Society 5.0 to have various life skills. One such skill is critical thinking skills. Critical thinking skills are useful for minimizing the occurrence of various negative impacts of technological advances. In addition, people who have critical thinking skills will easily solve various problems in life. This study aims to determine the implementation of Islamic Religious Education (PAI) learning in the era of Society 5.0, evaluate critical thinking skills, and analyze the implications of Islamic Religious Education (PAI) learning in the era of Society 5.0 in improving critical thinking skills. This research uses qualitative methods with questionnaire instruments, observation and interview guidelines, and documentation. The results showed that: 1) in the era of society 5.0, PAI teachers use a problem-based contextual learning model, utilize technology as a learning medium, and encourage students to actively seek information from various sources, 2) students' critical thinking skills are in a good category, 84% of students already have critical thinking skills in the medium and high categories, 3) Islamic Religious Education (PAI) learning in the era of society 5.0 has implications for skills critical thinking.

Keywords: *Era Society5.0; Islamic Religious Education (PAI); Critical Thinking*

Abstrak

Perkembangan teknologi, informasi dan komunikasi yang sangat cepat menuntut masyarakat era society 5.0 memiliki berbagai keterampilan hidup. Salah satu keterampilan tersebut adalah keterampilan berpikir kritis. Keterampilan berpikir kritis bermanfaat untuk meminimalisir terjadinya berbagai dampak negatif dari kemajuan teknologi. Selain itu, masyarakat yang memiliki ketrampilan berpikir kritis akan mudah menyelesaikan berbagai problematika dalam kehidupan. Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran PAI di era society 5.0, mengevaluasi keterampilan berpikir kritis, dan menganalisis implikasi pembelajaran PAI era society 5.0 dalam meningkatkan keterampilan berpikir kritis. Penelitian ini menggunakan metode kualitatif dengan instrumen angket, pedoman observasi dan wawancara, serta dokumentasi. Hasil penelitian menunjukkan bahwa: 1) di era society 5.0, guru PAI menggunakan model pembelajaran *problem-based learning* berbasis kontekstual, memanfaatkan media berbasis teknologi, dan mendorong siswa untuk aktif mencari informasi dari berbagai sumber, 2) keterampilan berpikir kritis siswa berada pada kategori baik, sebesar 84% siswa telah memiliki kemampuan berpikir kritis pada kategori sedang dan tinggi, 3) pembelajaran PAI era society 5.0 berimplikasi terhadap keterampilan berpikir kritis.

Keywords: *Era Society 5.0; Pembelajaran PAI; Berpikir Kritis*

A. Introduction

The era of Society 5.0 is an era where technology not only functions as a disseminator of news but has become part of people's lives.¹ Big data obtained from the Internet of Things will be a tool that helps improve human life. This era is a response to various challenges of technological progress in the era of revolution 4.0 which is considered to eliminate the role of humans in life. The era of Society 5.0 is no longer focused on technological progress alone. In this era, humans have an important role in utilizing technology to solve various life problems in society. Therefore, to create an intelligent society in the era of society 5.0, it is necessary to instill various skills.

Critical thinking skills are one of the skills that must be possessed in the era of Society 5.0.² Critical thinking is the ability to identify, analyze, and evaluate arguments

¹ Suherman et al., *Industri 4.0 vs Society 5.0*, Fakultas Teknik Universitas Gadjah Mada (Purwokerto: Pena Persada, 2020); Susilo Surahman, Mudofir Mudofir, and Baidi Baidi, "Response Of Islamic Educational Institutions Towards The Era of Society 5.0," *At-Tarbiyat: Jurnal Pendidikan Islam* 4, no. 3 (2021): 370–80.

² Muhammad Nasikin and Khojir, "Rekonstruksi Pendidikan Islam Di Era Society 5.0," *Cross-Border* 4, no. 2 (2021): 706–22; Sumarno, "Pembelajaran Kompetensi Abad 21 Menghadapi Era Society 5.0," in *Penguatan Pendidikan Dan Kebudayaan Untuk Menyongsong Era Society 5.0*, 2019, 272–87.

to find truth.³ In the context of Islam, a person who has critical thinking skills is called *Ulul Albab*. According to Yusuf Qordhawi in the research of Tengku, et al, *Ulul Albab* is defined as someone who has a healthy mind and brilliant understanding, so that he will avoid heresy and hoax information.⁴ A person who is said by *Ulul Albab* is not only faithful and pious, but he can use his intellect to study various phenomena that occur in nature. In addition, a person who has critical thinking skills can ask questions, answer questions, analyze arguments, solve problems, organize strategies and tactics, and make conclusions.⁵

This skill is not yet possessed by most students in Indonesia. Low thinking skills can be seen from the results of the Programme for International Student Assessment (PISA) international study which is not good. Based on PISA results in 2018, Indonesia was ranked 74 out of 79 countries.⁶ The skills possessed by high school students are very poor (21% are in the medium category, 64% are in the low category, and 15% are in the high category).⁷ This shows that the quality of students in Indonesia is still classified as low performance which means that students have not been able to solve various contextual problems whose solutions require higher-order thinking skills. Indonesian students are also not yet able to analyze various problems and use the knowledge they have gained.

In the context of PAI (Islamic Religious Education) subjects, the non-optimal development of critical thinking skills is caused by 3 factors. First, the use of a content-based curriculum. This type of curriculum focuses on providing quite a lot of material. The implication is that students tend to learn many things, but they lack a deep

³ Jhon Butterworth and Geoff Thwaites, *Thinking Skills_Critical Thinking and Problem Solving*, 2nd (United Kingdom: Cambridge University Pres, 2013); Zulvia Trinova et al., "The Implementation of Critical Thinking in 21 St Century Learning Fo Islamic Education," *Fitrah: Journal of Islamic Education* 6, no. 1 (2020): 81–94.

⁴ Tengku Nor et al., "Kemahiran Berfikir Aras Tinggi Melalui Pendekatan Tadzakkur High Order Thinking Skills through Tadzakkur Approach," *Journal of Islamic Social Sciences and Humanities* 19 (2019): 33–45.

⁵ Peter Facione and Carol Ann Gittens, *Think Critically*, 3rd (New York: Pearson, 2016); Kemas Imron Rosadi Dupni Dupni, "Faktor Yang Mempengaruhi Berfikir Kritis Dalam Tradisi Kesisteman Pendidikan Di Indonesia," *JMPIS: Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 2, no. 1 (2021): 180–92, <https://doi.org/https://doi.org/10.38035/jmpis.v2i1>; Syamsul Hadi Rohmadi, "Pengembangan Berfikir Kritis (Critical Thinking) Dalam Al-Qur'an: Perspektif Psikologi Pendidikan," *Jurnal Psikologi Islam* 5, no. 1 (2019): 27–36.

⁶ La Hewi and Muh Shaleh, "Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini," *Jurnal Golden Age* 4, no. 1 (2020): 30–41, <https://doi.org/10.29408/jga.v4i01.2018>.

⁷ Endang Susilawati et al., "Analisis Tingkat Keterampilan Berpikir Kritis Siswa SMA," *Jurnal Pendidikan Fisika Dan Teknologi* 6, no. 1 (2020): 11–16, <https://doi.org/10.29303/jpft.v6i1.1453>.

understanding, attitudes, and skills related to what they are learning. Second, is teacher-centered learning. In its implementation, the teacher has full control of the learning process, while students only listen and receive the material. The learning carried out is not focused on creating an environment and learning climate that requires students to be active and creative. Third, the evaluation used focused only on low-level cognitive domains. The instruments used as assessments are only multiple-choice questions, as well as short fill-ins. This is what causes students not accustomed to thinking critically, and not having the courage to express opinions that are different from others.

The paradigm of Islamic education in the era of Society 5.0 has changed. In this era, Islamic education does not only focus on aspects of knowledge transformation. Learning is designed to develop the potential that exists in students, namely conscience and reason.⁸ Both potentials will increase the intellectual and spiritual abilities of students. They will have personalities that obey Allah SWT, as well as have extensive knowledge that is used to increase faith in Allah SWT. In addition, the intellect is an instrument used to remember, analyze, infer, and distinguish between good and bad, thus strengthening one's faith and piety. With reason, man can accept new knowledge. He can use this knowledge to critically analyze problems and find something useful to solve various problems in life.⁹ So, it can be said that Islamic learning is designed to improve students' faith and ability to think critically.

To improve the critical thinking skills of Indonesian people, PAI learning in the era of Society 5.0 must be carried out by referring to 4 characteristics. First, knowledge work. Learning is required to produce graduates who can compete in the world of work. Therefore, the learning carried out must teach various skills needed in the world of work. Second, thinking tools. Thinking skills are very important abilities and must be possessed. These skills include; thinking creatively, thinking critically, collaborating, and communicating. Third, digital lifestyle. There has been an era of digitalization in this era. All aspects of life have become inseparable from technology. Learning in this century is based on the use of technology. Fourth, learning research. The learning model in this era is student-centered. They are required to be active in seeking

⁸ (Idris, ZA, & Sulaiman, 2018).

⁹ Himayatul Izzati, "Potensi Pembelajaran Manusia : Perspektif Neurosains Dan Islam," *JOURNAL OF ALIFBATA: Journal of Basic Education (JBE)* 1, no. 1 (2021): 64–77, <https://doi.org/10.51700/alifbata.v1i1.89>.

information, as well as solving various problems. The teacher only acts as a facilitator who helps the learning process of students.¹⁰

Some studies related to this research topic can be grouped into three categories. First, studies related to critical thinking skills. Critical thinking skills are one of the important skills in the era of society. The development of technology and information requires people to have critical thinking skills, so as not to cause negative impacts. Second, studies related to Islamic religious education in the era of Society 5.0. Education in the era of society focuses on active students by utilizing various technologies. Islamic religious education in the era of society is designed to produce students who have good personalities and various skills needed in this era. Third, studies related to the implementation of PAI learning in developing critical thinking skills.

Based on the analysis of the results of previous studies, research that focuses its studies on learning the era of society 5.0 in developing critical thinking skills, especially in the study of Islamic religious education, is limited in number. Therefore, this study aims to examine in depth the implementation of PAI learning in the era of Society 5.0, evaluate critical thinking skills, and analyze the implications of Islamic religious learning in the era of Society 5.0 in improving critical thinking skills. The results of this research are very useful for education stakeholders. For school principals, this research can be used as a reference in determining new policies related to the development of critical thinking skills and the implementation of Era Society 5.0 learning, especially in PAI subjects. For teachers, this research can be used as a reference in planning Islamic religious education learning that can improve critical thinking skills in the society 5.0 era.

B. Method

This research is field research with a qualitative approach. Researchers use a qualitative approach to reveal phenomena and data related to PAI learning in the society 5.0 era, critical thinking skills, and implications in-depth, then describe these results through the elaboration of words and the use of tables.¹¹ Researchers looked for

¹⁰ Bernie Trilling and Charles Fadel, *21st Century Skills Learning for Life in Our Times*, 1 st (San Fransisco: Jossey Bass, 2009).

¹¹ Nusa Putra and Santi Lisnawati, *Penelitian Kualitatif Pendidikan Agama Islam* (Bandung: Remaja Rosdakarya, 2012).

data related to research topics at State High School (SMAN) 1 Kendal which lasted for 6 months, namely from June 2022 - February 2023.

This study used 2 types of data, namely primary and secondary data. Primary data is data obtained directly from data sources, while secondary data is data collected from available sources.¹² The primary data in this study are PAI teachers, some students in MIPA classes, and PAI learning activities. The Secondary are learning tools, student learning outcomes, and previous research results in the form of books, journals, articles, etc.

This study used 4 types of data collection techniques. First, is observation. Researchers observe the learning process directly (observations include: classrooms, student and teacher conditions, activities of learning, strategies of learning, media of learning, etc.), but researchers are not directly involved in these activities. Both interviews. Before conducting an interview, researchers make instruments that contain various questions. Making instruments aims to make it easier for researchers to explore data in depth. Interviews with teachers and students are conducted online and offline. All three questionnaires. Researchers used a closed questionnaire presented in the form of a statement with 4 alternative answers (never, rarely, often, and always). The questionnaire instrument used is valid and reliable. The distribution of questionnaire instruments to all students utilizes the Google Forms platform. The fourth is documentation. Researchers use various documentation to obtain research data. These various documents include the curriculum, syllabus, Learning Implementation Design (RPP), and student learning outcomes.

Data analysis in this study used Miles and Huberman's theory. Based on this theory, there are three stages in analyzing data. First, data reduction. Researchers select data by reducing some unimportant data and selecting important data related to the focus of the research. Second, the presentation of data. Researchers present data using the elaboration of words. In addition, researchers use too tables and diagrams to describe numerical data. Third, the conclusion. The conclusions answer three problem formulations, namely: PAI learning in the era of society 5.0, critical thinking skills, and the implications of PAI learning on improving critical thinking skills.

¹² Husein Umar, *Metode Penelitian Untuk Skripsi Dan Tesis Bisnis* (Jakarta: PT. Raja Grafindo Persada, 2014).

C. Findings and Discussion

1. Implementation of PAI Learning in The Society 5.0 Era to Develop Students' Critical Thinking Skills at SMAN 1 Kendal

The concept of learning in the era of society has several differences compared to previous learning.¹³ The four pillars (learning to know, learning to do, learning to be, and learning to live to gather) that have been initiated by UNESCO illustrate that learning in this era does not focus on knowledge alone, but also on the development of various skills that can make it easier for someone to live in society. Trilling and Fadel revealed four characteristics of learning in the era of society 5.0, namely: knowledge, thinking tools, digital lifestyle, and learning research.¹⁴ This reflects that learning in society 5.0 era must be centered on student activity and based on technology, so it can produce graduates who have thinking skills and can compete in the world of work. The learning of the social era is expected to improve the quality of superior human resources who have various skills needed in society.

Teachers have carried out PAI learning by the characteristics of the society 5.0 era and focused it on developing critical thinking skills. Learning success indicators can be seen from the teacher's ability to manage learning management.¹⁵ The management of learning, among others: planning, process, and evaluation. These three components are a unity that influences each other.

First, is lesson planning. Planning is the initial stage that serves as a guide, control, and direction in the learning process. Before designing learning, teachers analyze students' characteristics and learning needs. Some of the teacher's efforts are discussing with other teachers, observing students during learning, interviewing several students regarding the desired learning model, etc. In addition, teachers also analyzed

¹³ Usmaedi, "Education Curriculum for Society 5.0 in The Next Decade," *Jurnal Pendidikan Dasar Setia Budi* 4, no. 2 (2021): 63–79; Fitriani Nur Alifah, "Pengembangan Strategi Pembelajaran Afektif," *Tadrib: Jurnal Pendidikan Agama Islam* 5, no. 1 (2019): 68–86, <https://doi.org/10.19109/tadrib.v5i1.2587>; Sulastri Harun, "Pembelajaran Di Era 5.0," in *Merdeka Belajar Dalam Menyambut Era Society 5.0*, 2020, 265–76.

¹⁴ Trilling and Fadel, *21st Century Skills Learning for Life in Our Times*.

¹⁵ Abdul Halik, *Manajemen Pembelajaran Berbasis Islam*, ed. Hamzah Upu, *Jurnal Penelitian*, vol. 13 (Makassar: Global Research and Consulting Institute, 2019); Tatang Hidayat and Makhmud Syafe'i, "Filsafat Perencanaan Dan Implikasinya Dalam Perencanaan Pembelajaran Pai Di Sekolah," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan* 21, no. 2 (2018): 188, <https://doi.org/10.24252/lp.2018v21n2i5>.

various components contained in the 2013 curriculum (revised 2018). Teachers make lesson planning by the characteristics of the 2013 curriculum. Some of these characteristics are character-based learning, learning based on local insights, and learning based on ease and meaning.¹⁶ Therefore, lesson planning is carried out by analyzing student characteristics, learning needs, and the characteristics of the curriculum used.

Three important points in lesson planning are objectives, implementation, and assessment of learning.¹⁷ These points are contained in the lesson plan document. The learning objectives of PAI at SMA 1 Kendal have reflected the learning characteristics of the society 5.0 era. The learning objectives focus on practicing religious teachings, improving morals, and improving 4C skills (critical thinking, creativity, collaboration, and communication). The lesson planning implementation has used student-centered learning models, technology-based methods, and contextual learning materials. The assessment instruments have three domains. It is cognitive, affective, and psychomotor. Therefore, the three important components contained in RPP have reflected learning in the Society 5.0 era.¹⁸

Second, the implementation of learning. In this era, teachers use digital media to encourage students to be critical, creative, innovative, and dynamic¹⁹. Some of the media used by PAI teachers in SMAN 1 Kendal, among others: 1) the use of search engines to find sources of information widely, 2) the use of social media as a tool to communicate, discuss and coordinate related tasks and learning materials, 3) the utilize of web-based assessment as a platform to conduct Test-Based Assessments, 4) the use of projectors, sounds, mics, and PowerPoint applications as media to facilitate delivering material, 5) the use of digital-based learning resources. The development of information and communication technology in the society 5.0 era makes it easier for students to access various learning digitally. The forms of digital-based learning resources are e-books, information from the internet, and soft files like encyclopedias and dictionaries.

¹⁶ Dwi Noviatul Zahra, "Development of Islamic Education Curriculum Model Curriculum 2013 (K13)," *AL-HAYAT: Journal of Islamic Education* 3, no. 1 (2019): 38, <https://doi.org/10.35723/ajie.v3i1.50>.

¹⁷ Farida Jaya, *Perencanaan Pembelajaran* (Medan: Fakultas Tarbiyah dan Keguruan UIN Sumatra Utara, 2019).

¹⁸ (Mardhiyah, Aldriani, Chitta, & Zulfikar, 2021)

¹⁹ (Bahri, 2022).

The implementation of PAI learning in the era of Society 5.0 is based on the principles of 21st-century learning. In this era, teachers are required to apply student-centered learning, collaborative learning, contextualized learning, and integrating learning materials in schools with society's requirements²⁰. The learning model used requires students to find various information, formulate problems, think analytically, and collaborate in solving problems. PAI teachers combine several learning models, such as; PBL (*Problem-Based Learning*), CTL (*Contextual Teaching, and Learning*), and CL (*Collaborative Learning*). These various learning models develop students' critical thinking skills. Learning that is carried out requires students to ask questions, answer questions, analyze problems, discuss problems, and conclude an argument.

Third, evaluate learning. Evaluation of learning in the era of Society 5.0 using HOTS (*Higher Order Thinking Skills*).²¹ HOTS is a learning assessment that can lead students to think critically and produce creative answers. The instrument used by PAI teachers in the HOTS-type assessment is an essay-shaped test. The various questions given require students to analyze, evaluate, conclude, and provide solutions. In addition, some questions contained in the instrument lead to problems in everyday life. Students can provide answers to their experiences and find solutions to these problems. Therefore, PAI teachers use essay-shaped assessments so that students are accustomed to thinking critically and creatively.

Evaluation in the learning of society 5.0 era also utilizes digital-based platforms.²² Various platforms are Quizziz, Google Forms, and Microsoft 363. The use of this technology aims to make the assessment can be effective, and efficient. Digital platforms will make it easier for teachers to correct students' answers. In addition, test results can be known quickly and automatically. Student assignments in the form of portfolios, videos, and projects also be automatically saved in the application. That makes making easier for teachers to archive these assignments. The use of digital applications in assessment can also increase student interest and motivation so that it can affect the improvement of student learning outcomes.²³ The assessment using

²⁰ (Karim & Daryanto, 2017).

²¹ Dina Oktaviana and Ahmad Barizi, "The Challenges of The Society 5.0 Era : The Evaluation of Learning in Primary Education," *Al-Adzka : Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah* 12, no. 1 (2022): 10–17, <https://doi.org/10.18952/aladzkapgmi.v12i1.5831>.

²² (Laksana, Subakti, Bhoke, & Firmansyah, 2022; Syahria, 2019)

²³ (Amarulloh, Surahman, & Meylani, 2019)

digital applications makes it easier for teachers to check answers, save student assignments, and improve student outcomes.

2. Students' Critical Thinking Skills in PAI Learning of Society 5.0 Era at SMAN 1 Kendal

Critical thinking is one of the most important skills to be developed in the era of Society 5.0.²⁴ Critical thinking is defined as a person's skills in identifying, analyzing, and evaluating an argument, which is supported by various pieces of evidence.²⁵ Thinking is a human nature that can be used to solve various problems. Critical thinking is highly recommended so that people can distinguish between good and bad, but what is criticized must not violate God's provision. Someone who has critical thinking skills will not easily accept various new information. He will test the veracity of the information by comparing other information from various sources. In addition, someone who has critical thinking skills is also able to find solutions to various problems that occur.

In the context of Islam, critical thinking becomes an important point that Muslims must have. Critical thinking skills must be supported by various sources of valid information, and sourced from the Qur'an and Hadith.²⁶ It aims to enable a person to find the truth, and reject heresy. In addition, a person who has good critical thinking skills will understand knowledge in complex ways, as well as use that knowledge in life. Therefore, the development of critical thinking in each needs to be done.

The development of critical thinking skills is carried out by teachers through classroom learning. The teacher directs students to make conclusions from what is learned (*istinbath*) by referring to relevant sources (*ijtihad*). In other words, the learning carried out directs students to become critical individuals, so that they always seek truth/policy, and avoid being fanatical, selfish, and arrogant. In addition, students' critical awareness must be based on the principle of humans as servants of God, humans as individuals, and human awareness of their relationships with others.²⁷ So it

²⁴ (van Laar, van Deursen, van Dijk, & de Haan, 2020)

²⁵ (Idris et al., 2018).

²⁶ Aminurrashid Ahmad Dahari, Asmawati Suhid, and Fathiyah Fakhruddin, "Implementation Critical Thinking in Teaching Islamic Education," *International Journal of Academic Research in Progressive Education and Development* 8, no. 4 (2019): 805–23, <https://doi.org/10.6007/ijarped/v8-i4/6756>.

²⁷ (Idris et al., 2018).

can be said that students' critical thinking must be based on faith in God, and the essence of the purpose of human creation. Therefore, students who have good critical thinking skills will not make new arguments that contradict the teachings of Allah SWT.

Students' critical thinking skills in PAI learning of society 5.0 era in classes XI MIPA 1 – XI MIPA 4 show good results. 84% of students have critical thinking skills in the medium and high categories. Critical thinking skills can be seen through students' activeness in asking, discussing, solving problems, and finding various solutions. In addition, the development of critical thinking causes students not only to understand various learning concepts but also to be able to connect concepts to produce a complete understanding.²⁸ This shows that students who have critical thinking skills have been able to think in HOTS (High Order Thinking Skills). Students are not only able to understand the material but also can analyze, evaluate, and find various solutions to problems.

3. Implications of PAI Learning of Society 5.0 Era on the Development of Students' Critical Thinking Skills at SMAN 1 Kendal.

The implementation of the PAI learning society 5.0 era at SMAN 1 Kendal has reflected learning that can develop students' critical thinking skills. PAI teachers have implemented these seven steps, namely: 1) setting goals that focus on improving students' understanding, skills, and critical thinking skills, 2) using questioning methods that encourage students to think complexly, 3) using an active student learning approach, 4) directing students to validate ideas/ideas and answers before making conclusions, and to review various sources of information, 5) guide students to integrate theory into problems, so that students will find solutions, 6) carry out feedback and evaluation, 7) encourage students to make conclusions.

Three learning indicators have implications for the development of critical thinking, namely technology-based media, active student learning models, and varied learning resources.

a. Technology-based media

Various digital technologies in the era of Society 5.0 can be used as media in learning. Digital-based learning media not only helps improve

²⁸ (Trinova et al., 2020).

student understanding but can help students find a wide range of information. Fitriani, et al, explain that learning media in the era of Society 5.0 must be based on technology to match the characteristics of students who are digital natives.²⁹ The characteristic of students in this era is a generation that is accustomed to interacting, communicating, and managing information from cyberspace or social media. The use of digital media in learning can help students get a wide range of information. The availability of various information can encourage them to analyze information, consider the truth of the information, and make conclusions from various existing information. Using digital media in learning has an impact on the development of students' critical thinking skills.

Digital-based interactive learning affects students' critical thinking skills compared to conventional learning media.³⁰ Using digital-based learning media makes learning more dynamic, and interesting, so it can increase students' understanding and activeness in the learning process. Motivation has a significant effect on students' critical thinking skills.³¹ Students who have a high level of motivation and understanding will help them to be actively involved in learning. That encourages them to actively ask, respond to questions, provide conclusions, and find various solutions to existing problems.

b. Learning Model based on active students

PAI learning of society 5.0 era at SMAN 1 Kendal uses an active student approach. This learning emphasizes active student involvement in learning. The role of the teacher is only as a facilitator who helps with various difficulties of students and stimulates them to participate in learning. The activeness of students in the learning process will encourage them to use their intellectual abilities so that they can find the main ideas in learning, solve various problems, and apply theory in social life.³² For this reason, the implementation of learning with an active student approach will

²⁹ (Fitriani, Suwarjo, & Wangid, 2021)

³⁰ (Sastrakusumah, Suherman, Darmawan, & Jamilah, 2018).

³¹ (Sucipta, Ahman, & Budiwati, 2018; Yunita, Rosyana, & Hendriana, 2018)

³² (Zaman, 2020)

improve understanding, skills, attitudes, and values, as well as critical thinking skills, solving problems, and finding various solutions.

The active student learning models used by PAI teachers at SMAN 1 Kendal are PBL (*Project-Based Learning*) and CTL (*Contextual Teaching and Learning*). PBL is a learning model that uses real-world problems as a context for students to develop critical thinking skills, and coping skills, and to improve understanding and essential concepts of learning material.³³ CTL is a learning model that integrates theory with real-world situations, thus encouraging students to connect their knowledge with application in everyday life.³⁴ The implementation of these two models causes students in the classroom to be able to understand the material correctly and thoroughly and be able to use it to solve various problems in life. It can be concluded that the use of PBL and CTL learning models affects improving critical thinking skills, understanding, and the application of theory in life.³⁵

c. Variable teaching material

Learning materials in the era of Society 5.0 can be obtained through various sources. In this era, information related to learning materials is widely disseminated, both in print and digital form. Various kinds of learning resources that can be used in learning are newspapers, magazines, radio, internet, television, field trips, as well as various activities that are socially integrated with learning. Various information related to learning materials helps them solve various problems and encourages students to

³³ Nurman Ginting, "Problem Based Learning Implementation in Pai Learning," in *Proceeding International Seminar on Islamic Studies*, vol. 2, 2021, 620–25.

³⁴ Andri Afriani, "Pembelajaran Kontekstual (Contextual Teaching and Learning) Dan Pemahaman Konsep Siswa," *Al Muta'aliyah STAI Darul Kamal NW Kembang Kerang I*, no. 3 (2018): 80–88; Rosniati Hakim, Mahyudin Ritonga, and Wetti Susanti, "Implementation of Contextual Teaching and Learning in Islamic Education at Madrasah Diniyah," *Jour of Adv Research in Dynamical & Conrol Systems* 12, no. 02 (2020): 3326–32, <https://doi.org/10.5373/JARDCS/V12I2/S20201455>; Hosaini, A Zukin, and M Firdaus, "Development Of Islamic Religious Education Books With Contextual Teaching And Learning," *At-Tarbiyat: Jurnal Pendidikan Islam* 05, no. 01 (2022): 113–25, <https://doi.org/https://doi.org/10.37758/jat.v5i1.404>.

³⁵ Mochamad Cholik et al., "Problem-Based Learning to Improve Students' Critical Thinking Skill," *At-Tarbiyat: Jurnal Pendidikan Islam* 5, no. 3 (2022): 358–67, <https://doi.org/10.20961/shes.v3i4.53288>.

identify, analyze, and follow various theories.³⁶ This shows that varied learning resources affect the development of critical thinking skills.

D. Conclusion

There are three important points related to the results of this study, namely: 1) PAI learning in the era of society 5.0 in developing critical thinking skills using the 2013 curriculum (revised 2018). In the implementation of learning, teachers use contextual and problem-based learning models, utilize digital-based media, and encourage students to actively seek information from various learning sources. 2) 84% of students have critical thinking skills in the medium and high categories. Most of them have been able to ask questions, conduct discussions, solve problems, find various solutions, and connect concepts to produce a complete understanding. 3) PAI learning era society 5.0 influences students' critical thinking skills. The learning variables that affect critical thinking skills are student-centered and problem-based learning models, varied learning resources, and learning media based on digital technology.

This research only focuses on PAI learning in the Society 5.0 era using the 2013 curriculum (revised 2018). In addition, the critical thinking skills of students were only measured using questionnaires and observation instruments. Therefore, researchers recommend conducting research focused on learning that uses a new curriculum (independent curriculum) and using test instruments to measure critical thinking skills.

³⁶ Dede Ramdani et al., "Ideal Character of Muslim Generation of Industrial Revolution Era 4.0 and Society 5.0," *Jurnal Iqra': Kajian Ilmu Pendidikan* 5, no. 1 (2020): 171–82, <https://doi.org/10.25217/ji.v5i1.644>; Abizard Rafli et al., "Problem Posing Method In Establishing Students' Creative Thinking Ability In Islamic Education Subjects," *At-Tarbiyat :Jurnal Pendidikan Islam* 5, no. 3 (2023): 476–82, <https://doi.org/https://doi.org/10.37758/jat.v5i3.476>.

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