

Application of *Challenge Based Learning* Model to Students' Critical Thinking Ability in Fiqh Learning

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ABSTRACT

This study aimed to investigate the application of the Challenge Based Learning (CBL) model in improving students' critical thinking skills in Fiqh learning. The CBL model utilizes environmental challenges as a learning resource. This quantitative study employed tests, observation, and documentation to collect data. Data analysis was conducted using descriptive statistics and the "t" test. The results showed that the CBL model can be effectively applied in Fiqh learning, particularly in zakat material. Students' critical thinking skills improved significantly, with an average score increase from 63.42 to 75.56. Statistical testing revealed that 65.0% of students' thinking abilities were influenced by the CBL model. Additionally, students were more active in participating in learning through the CBL model. The study suggests that the CBL model can be a valuable approach to enhancing critical thinking skills in Fiqh learning. The findings of this study can be used as a reference for educators and researchers to develop effective learning strategies that promote critical thinking skills in students. Furthermore, the study recommends that educators consider incorporating the CBL model into their teaching practices to improve student learning outcomes.

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INTRODUCTION

Education is a planned and conscious effort to develop students' potential. This effort is the first step that must be taken by educational institutions. This initiative aims to initiate the potential of students to create an intelligent nation's children who are aware of their needs, to realize their existence and what they do in their social environment.¹ Education is also one of the basic pillars of a nation's life. The future of the nation is known from the commitment of the community, people or state to the realization of national education. Education is also a cultural work that requires students to always develop their potential and creativity in order to survive in life. Therefore, students' souls must always be seen to have influence and willingness to participate. In the era of globalization, more and more people in Indonesia are trained to participate in existing educational trends, such as

¹ Mardeli Mardeli, "Problematika Antara Politik Pendidikan Dengan Perubahan Sosial Dan Upaya Solusinya," *Ta'dib: Jurnal Pendidikan Agama Islam* 1, no. 2 (2015):hlm.1.

the use of technology in teaching media as a tool and means to advance the field of education to answer the challenges of the twenty-first century.² Both formal and informal educational processes are expected to guide students in solving their own problems. Perhaps this is what is meant by student maturation, in other words students are not always guided but are expected to be independent. Learning activities are planned in such a way that students can remember and understand the knowledge and skills provided by the teacher.³

The National Education System Law No. 20 of 2003 states that education is a conscious and planned effort to create an atmosphere and learning process so that students realize their potential in the form of religious spiritual strength, self-control, personality and intelligence, actively developing noble morals and skills that they, society and the nation need. According to the National Education System Law, education is a way to realize and develop opportunities and skills needed by learners, society, nation and state.⁴ Learning is basically a process to organize and organize the environment that exists in learners. From this how can we instill in students to be able to realize it in everyday life through learning Islamic religious education and teacher interaction with students is also very influential because in addition to explaining, a teacher must also interact with students, such as questions and answers, giving direct examples related to Islamic religious education during learning at school.⁵

One of the problems of our education world is the weak learning process. Low cognitive abilities, lack of active involvement, and lack of ability to make strong arguments in our learning process are examples of these problems. Therefore, children lack the ability to develop their thinking skills. The purpose of learning in the classroom is to train children's ability to remember information, recall and collect it. Learners need to understand the information they remember in order to connect with their daily lives, that's why when students graduate from school they are good at both theory and practice. Therefore, educators or teachers should prioritize basic skills and encourage students' critical thinking so that they understand concepts systematically, both theoretically and practically.⁶

According to Abduhzen, an education observer, told Okezone, "thinking skills are not maximized because learning is more focused on filling the mind". Teachers forget to teach students to understand the concepts they learn, teachers do not optimize student participation in learning even though students must be involved. Therefore, learning should be open, allowing students to express their thoughts, express their bodies and emotions in a way that allows them to develop their thinking skills. A person's actions are based on what they think, unlike students who only receive information and have to remember it, they do not know how to express their feelings and thoughts properly. According to Suwarna, teaching is a teacher's activity to create an environment that allows learning to occur for students. Teachers do not only explain and convey certain topics to students, but teachers should always provide stimulation and encouragement so that the learning process occurs.⁷ Therefore, every teacher must master various learning methods and be able to lead the class to create a conducive atmosphere.

Classroom activities consist of three main activities, namely, pre-learning, learning implementation and post-learning activities.⁸ Learning becomes effective if the teacher can choose the right learning model. Learning is effective when it takes place in situations and conditions that are pleasant, warm, interesting, and appropriate. Effective learning is learning that successfully achieves students' learning goals. Effective learning can be achieved by choosing the right learning model and creating a pleasant learning atmosphere. Therefore, teachers should understand different

² Achmad Fadil, "Hubungan Gaya Mengajar Guru Fikih Terhadap Prestasi Belajar Siswa," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 11, no. 2 (2022):hlm.41.

³ Slamet Imam Santoso, *Psikologi Pendidikan* (Jakarta: Universitas Indonesia Pers, 1987).hlm.81.

⁴ Redaksi Sinar Grafika, *Undang-undang Sistem Pendidikan Nasional (UU RI No. 20 Tahun 2003)* (Jakarta: Sinar Grafika, 2011).

⁵ Ririn Eka Monicha and others, "Penanaman Nilai-Nilai Akhlak Dalam Pembelajaran Pendidikan Agama Islam Menghadapi Era Milenial Di SMA Negeri 2 Rejang Lebong," *Tadrib: Jurnal Pendidikan Agama Islam* 6, no. 2 (2020):hlm. 201.

⁶ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2018).hlm.1.

⁷ Suwarna, *Pengajaran Mikro Pendekatan Praktis Menyiapkan Pendidikan Profesional* (Yogyakarta: Tiara Wacana, 2006).hlm.5

⁸ Suwarna,ibid,hlm.55.

learning models, so that they can choose a variety of learning models and make students interested in the learning subject.⁹

Permendiknas No. 22 of 2006 concerning content standards, outlines that the scope of PAI includes aspects of Al-Qur'an Hadith, Fiqh, Aqidah Akhlak, and Tarikh.¹⁰ Fiqh is one of the learning subjects that gets more emphasis than other learning subjects, many students feel unable to learn fiqh. Until now, it is often seen in schools that fiqh learning takes place traditionally, where the teacher becomes the focus of student learning. The teacher's job is to motivate, guide and direct students in order to complete learning tasks, at the same time students are involved in learning and problem solving. During this time the teacher practiced more questions from the textbook, this resulted in students being less trained to develop thinking skills to solve problems and apply the concepts learned at school to their daily lives.

Student participation in the learning process is still lacking, only students who show activeness by expressing opinions and asking questions. Students' questions also do not show critical questions related to the material studied. In addition, you can also pay attention to factors that can affect student learning activeness, such as: health, interest in learning, motivation, talent, ability, attention, response, memory. Then the answers are still limited to memory and understanding, there is no attitude of students who show answers to their own analysis of the answers. The following is data on critical thinking in Indonesia according to several sources, among others:¹¹

Tabel 1.1 Critical Thinking Data in Indonesia

No.	Source/Agency	Description	Result
1	PISA (OECD)	Evaluation of 15-year-old students' abilities in reading, math, and science, including critical thinking.	Indonesia showed relatively low critical thinking skills, with lower rankings in math and science literacy in PISA 2018. ¹²
2	State University Research in Indonesia	Research on the development of critical thinking in primary and secondary education.	Many teachers still use traditional methods, which limit the development of students' critical thinking skills.

The learning development needed today is innovative learning that can increase students' creativity and critical thinking, in order to improve the quality of learning, the learning model chosen for this study is a challenge-based learning model with the material taught is zakat material. Zakat material is still considered difficult for students, this is evidenced by the low understanding of students in class VIII zakat material. So a model that can increase student participation in learning is needed. Challenge-based learning, based on the structure of real problems in everyday life and associated with the material under study, in this way it is expected that students gather information, experiment to solve the problems they face, in the hope that they know why they are learning the material.

Challenge Based Learning is a learning model that is a combination of aspects of pre-existing learning namely problem-based learning, project-based learning, and contextual learning which was publicly introduced by Apple Inc. In 2008 which is also called Apple Classroom of Tomorrow-Today (ACOT²). Although it has been introduced and applied to several universities in 2001, this Challenge-Based Learning approach was only applied and researched in several high schools in California by Laurence Johnson and his team in 2009 so that the stages of Challenge-Based Learning in learning are standardized so that it is easy to apply.¹³ Through CBL, students develop higher-order thinking

⁹ Hamdan Husein Batubara, *Media Pembelajaran Efektif* (Semarang: Fatawa Publisher, 2020).hlm.16.

¹⁰ Baldi Anggara, "Pola Pembinaan Baca Tulis Al-Qur'an Mahasiswa PAI Fakultas FITK UIN Raden Fatah Palembang," *Tadrib: Jurnal Pendidikan Agama Islam* 5, no. 2 (2019):hlm.188.

¹¹ Ahmad Syafi'i and others, "Studi Tentang Prestasi Belajar Siswa Dalam Berbagai Aspek Dan Faktor Yang Mempengaruhi," *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018):hlm.115–23.

¹² OECD. (2019). PISA 2018 results: Are students ready to thrive in an interconnected world? Volume I: Results (PISA, Volume I). Organisation for Economic Co-operation and Development. hlm.

¹³ Saparuddin, *Implementasi Challenge Based Learning Dalam Pembelajaran Sains Biologi* (Jakarta: Rineka Cipta, 2023).hlm.1.

skills as they are encouraged to analyze, evaluate, and create solutions based on real-world contexts.¹⁴

Thus, learning innovations are needed that are able to encourage active student participation while improving critical thinking skills, especially in Fiqh learning which has tended to be theoretical. This research lies in the urgent need to find effective learning strategies in improving students' critical thinking skills to be better prepared to face the challenges of the 21st century. This research is the application of the *Challenge Based Learning* (CBL) model on zakat material in Fiqh learning at the madrasa level, which has rarely been studied empirically in the context of Islamic education in Indonesia.

RESEARCH METHOD

This type of research uses quantitative research in the form of numbers, and in this study using experimental research methods. Experiments are investigations that are planned in such a way that phenomena or events can be isolated from other influences. In this experimental research using a *Quasi Exsperimental Design* research design with the type of experimental design *Pretest-Posttest Control Group Design*.¹⁵ *Pretest-Posttest Control Group Design*, there are two groups selected randomly, then given a pretest to find out the initial state of whether there is a difference between the experimental group and the control group. The pretest results are good if the experimental group scores are not significantly different. The effect of treatment is (O2-O1) - (O4-O3) control.¹⁶

In this study, the data collection techniques used were tests, observation, and documentation. The types of instruments used are description and observation questions. This question is used to determine the critical thinking skills of students who are applied to the *Challenge Based Learning* model and those who are not applied to the *Challege Based Learning* model.¹⁷ The data analysis technique used in this research is descriptive statistical analysis.¹⁸ Data obtained from student observation sheets are calculated to find the score of student results according to indicators of the application of the *Challenge Based Learning learning* model to students' critical thinking skills using the *Karl Person Product Moment* correlation and the T test.

RESULT AND DISCUSSION

Research Results

Based on the results of the research conducted, the researcher will describe the application of the *Challenge Based Learning* model to students' critical thinking skills in fiqh learning, here are the results:

1. Application of *Challenge Based Learning* Model on Zakat Material in Fiqh Subjects

The *Challenge Based Learning* (CBL) or *Problem Based Learning* (PBL) model is a student-centered learning model that focuses on solving real problems. This model can be applied to improve conceptual understanding and practical application of the subject matter. The *Challenge Based Learning* (CBL) model is a student-centered learning approach that focuses on solving real challenges. In the subject of zakat in Fiqh, CBL is applied to improve conceptual understanding and practical application of zakat. The model is designed to link theory with real-life situations, encouraging students to think critically and solve problems collaboratively. The *Challenge Based Learning* (CBL) model applied refers to the standard stages in the model.¹⁹

In general, learning with the *Challenge Based Learning* (CBL) model applied at MTs Al Muhajirin Cinta Kasih begins with identifying challenges, formulating problems, research and

¹⁴ Marisol Galdames-Calderón, Anni Stavnskær Pedersen, dan David Rodriguez-Gomez, "Systematic Review: Revisiting Challenge-Based Learning Teaching Practices in Higher Education," *Education Sciences* 14, no. 9 (2024), <https://doi.org/10.3390/educsci14091008>. hlm. 7

¹⁵ Sugiono, *Metode Pendidikan (Pendekatan Kuantitatif, Kualitatif, & R n D)* (Bandung: CV. Alfa Beta, 2017), hlm. 113.

¹⁶ Sugiono, *ibid.*, hlm. 114.

¹⁷ Kokom Komalasari, *Pendidikan Berpikir Kritis Di Sekolah: Teori dan Praktik* (Jakarta: Kencana, 2018), hlm.50.

¹⁸ Sugiono, *op. cit.*, p. 114.

¹⁹ S Rahma, S Suardi, and M Muhajir, "The Impact of Media Card Match Circle and the Challenge-Based Learning (CBL) Learning Model on the Learning Outcomes of Pancasila Education in Elementary School Students," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 2 (2024):hlm. 872–80.

investigation, developing solutions, implementation and reflection. The problem-based learning model is carried out by exposing students to real problems in everyday life, so that students can compile their own knowledge in solving problems and seeking various kinds of solutions, which encourage students to think creatively. The stages of the Challenges Based Learning (CBL) model include big ideas, important questions, challenges, guiding questions, guiding activities, guiding resources, solutions, assessment and publication. For details regarding the application of each stage undertaken, it is described below:²⁰

- a. Identification of challenges, at this stage the activities carried out are as follows:
 - 1) The teacher starts the learning by explaining the basic concepts of zakat, including the types of zakat, zakat calculation, and zakat distribution.
 - 2) A relevant challenge is given to the students, for example in the learning process by asking "How to calculate income zakat and distribute it to the rightful beneficiaries in our community?". Through this question, the challenge becomes real for students to be given a solution.
- b. Problem formulation, at this stage the activities carried out are described below:
 - 1) Students are divided into small groups and asked to formulate problems related to the challenge given. The students must understand the concept of zakat and its relevance in the context of real life.
- c. Each group discusses ways to address the identified problem, such as calculating zakat from one's salary or finding out who is entitled to receive zakat in the neighborhood. Research and investigation, through this stage the following is done:
 - 1) Students conduct research to gather data and information needed to solve the challenge. Activities may involve searching for information through books, the internet, interviewing zakat experts, or direct observation in the field.
 - 2) The Fiqh subject teacher acts as a facilitator, providing guidance and resources needed by the students.
- d. Solution development, through this activity, is as follows:
 - 1) Based on the research conducted, each group develops a solution to the challenge given. For example, what students do is to make a correct zakat calculation report and develop a zakat distribution plan to the rightful ones.
 - 2) Students present the solutions offered by their groups in front of the class, discussing the process and results achieved.
- e. Implementation and reflection, at this stage what is done by students and teachers is as follows:
 - 1) Some of the solutions presented can be implemented in real life. For example, students can organize zakat collection activities at school and distribute it to orphanages or communities in need.
 - 2) After the implementation, students reflect on their experience, discuss what they have learned, the challenges faced, and how they solved the problem.²¹

The various stages of activities carried out by teachers and students as described above, ultimately provide valuable benefits for students. The preparation stage is a series of initial activities before starting data collection and processing. At this stage of preparation, things are arranged that must be done so that the purpose of writing this final project becomes organized and structured, so that the time of writing this final project runs effectively and efficiently. The implementation stage is the culmination of the results of the preparations that have been made as well as the documentation of each activity. Monitoring Stage: This stage is a monitoring of the work program that has been carried out, this is useful to see the extent of the impact given by the results of the activities carried out. Through the review conducted, it is understood that the

²⁰ S Naim Suratman, Suhadi Ibnu, and Aman Santoso, "Model Challenge Based Learning Terhadap Kemampuan Berpikir Kreatif Mahasiswa," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 5, no. 4 (2020): hlm. 478–85.

²¹ Munawar et al., "Spatio and Temporal Analysis of Indonesia Land Surface Temperature Variation During 2001–2020," *Journal of the Indian Society of Remote Sensing* 51, no. 7 (2023): hlm.1671–86.

benefits felt by students are as follows:²²

- a. Deeper conceptual understanding, because students not only learn zakat theory but also apply it in real situations, so that their understanding becomes more in-depth and contextual.
- b. Development of critical thinking skills, through the process of problem formulation and solution development, students are trained to think critically, analyze information, and make decisions based on the data they collect.
- c. Cooperation and active engagement, challenge-based learning encourages cooperation among students, increases their active engagement in the learning process, and strengthens teamwork skills.
- d. Increased social and religious awareness, by linking zakat learning with real contexts, students better understand the importance of zakat in Islam and how zakat can help ease the burden of others.
- e. Development of communication skills, through group presentations and discussions, students hone their communication skills, learn to convey ideas clearly and work together in teams.²³

The various benefits felt are a form of achievement from the application of the *Challenge Based Learning* model. This model makes learning more meaningful and relevant to real life, encouraging students to become critical thinkers and effective problem solvers. The method of delivering content or learning materials is a form of strategy for implementing learning programs. Examining the various conditions that occurred during the research, it was realized that the *Challenge Based Learning* model could be applied properly in learning Fiqh, especially on zakat material conducted on students at MTs Al-Muhajirin Cinta Kasih.

2. Critical Thinking Ability of Students Before and After Applying the *Challenge Based Learning* Model

Based on the results of the review of the implementation of tests carried out in accordance with the components of critical thinking ability, the results are obtained as shown in the following:

Table 1.2 Recapitulation of Students' Critical Thinking Ability Before and After

***Challenge Based Learning* Model is applied**

Respondent	Pre-Test	Post-Test
1	61.00	84.00
2	55.00	81.00
3	53.00	81.00
4	55.00	78.00
5	75.00	81.00
6	45.00	78.00
7	55.00	81.00
8	61.00	78.00
9	75.00	81.00
10	53.00	81.00
11	48.00	81.00
12	53.00	81.00
13	61.00	78.00
14	55.00	78.00
15	58.00	81.00
16	58.00	81.00
17	70.00	78.00
18	45.00	81.00

²² Khusna Shilviana and Tasman Hamami, "Pengembangan Kegiatan Kokurikuler Dan Ekstrakurikuler," *PALAPA* 8, no. 1 (2020): hlm.159–77.

²³ Siswanto et al., "Spatio-Temporal Characteristics of Urban Heat Island of Jakarta Metropolitan," *Remote Sensing Applications: Society and Environment* 32 (2023): hlm21.

19	60.00	78.00
20	50.00	78.00
21	55.00	81.00
22	58.00	81.00
23	55.00	81.00
Average	57.13	80.09

Source: data processed by researchers, 2024

Examining the information presented in the table above, it is clear that there is an increase in critical thinking skills possessed by students. At the pre-test stage or before learning using the challenge-based learning model, the average score was 57.13; then the learning process was carried out with the challenge-based learning model so that the value of critical thinking skills achieved was an average of 80.09 (post-test). It is understood that there is an increase in students' critical thinking skills by 22.96 after learning is carried out using the challenge-based learning model. In addition, to see the improvement of critical thinking skills, observations were also made in each lesson.

Based on the results of the analysis that has been done from observation, it can be understood that there is an increase in students' critical thinking skills at each meeting. As seen in the picture above, that in the first observation the average value obtained was 63.42 then increased by 1.5 so that it became 64.92. Furthermore, in the third observation it became 72.41, which means that there was an increase in the average ability to think critically by 7.49 from the second observation. In the fourth observation, the average value of critical thinking skills was 75.56, which means an increase in the average critical thinking skills by 3.15.

This means that in each observation made related to students' critical thinking skills there was an increase. The increase is relatively diverse, and it is known that the biggest increase occurred between the second observation and the third observation. HOTS is the ability to think critically, logically, reflectively, metacognitively, and think creatively which is a high-level thinking ability". HOTS includes the ability to analyze, evaluate, and create. HOTS can encourage children to have the ability to think critically. So, it is understood that the use of challenge-based learning models is generally able to improve students' critical thinking skills, especially in Fiqh learning.²⁴

3. The Effect of the Application of *Challenge Based Learning* Model on Students' Critical Thinking Skills in Fiqh Subjects

Examining various information obtained through research, especially in the implementation of tests on students' critical thinking skills in Fiqh subjects using the Challenge Based Learning model, a positive correlation was found. The statement about the existence of a positive correlation is based on the results of the analysis which can be seen in the following table:

Table 1.3 Correlation of Challenge Based Learning Model with Critical Thinking Ability Correlations

	Challenge Model Based Learning Model	Skills Critical Thinking Skills
Pearson Correction	1	,806**
Model Challenge		
Sig. (2-tailed)		,000
Based Learning		
N	45	45
Pearson Correction	,806**	1
Keterampilan		
Sig. (2-tailed)	,000	
Critical Thinking		

²⁴ Tofan Agung Eka Prasetya et al., "Land Surface Temperature Assessment in Central Sumatra, Indonesia," *Indonesian Journal of Geography* 53, no. 1 (2021):hlm.41–51.

N	45	45
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**. Correlation is significant at the 0.01 level (2-tailed).

Source: data processed by researchers, 2024

Based on the results obtained as shown in the table above, it is understood that there is a positive relationship between the use of the challenge-based learning model and students' critical thinking skills. especially in Fiqh learning. This is evidenced by the correlation value obtained of $r_{count} 0.806 > r_{table}$ of 0.2940, which means that there is a positive relationship between the challenge-based learning model and students' critical thinking skills. As for proving the effect of using the model on improving students' critical thinking skills, regression testing or the "t" test is carried out with the results which can be seen in the following table:

**Table 1.4 Regression Test Results of Challenge Based Learning Model
Against Critical Thinking Ability Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	72.409	,614		117.847	,000
1 Model Challenge Based Learning	7.678	,859	,806	8.934	,000

Source: data processed by researchers, 2024

Examining the results of data analysis as contained in the table above, the focus is on the "t" column and Sig. In the "t" column which shows the t_{count} value obtained which is $117.847 > t_{table}$ of 2.0167, it is proven that the use of the challenge-based learning model can improve students' critical thinking skills. To emphasize these results, it can also be seen in the Sig column which means that the significance value of the test conducted is obtained at $0.000 < 0.05$. Therefore, it is clear that the use of this model can make students' critical thinking skills increase with the assumption that other variables are not examined or considered constant. Furthermore, to determine the magnitude of the effect of using the challenge-based learning model in improving students' critical thinking skills, the coefficient test was conducted as shown in the following table:

Table 1.5 Correlation Coefficient and Determinant Coefficient of Challenge Based Learning Model on Critical Thinking Ability Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	,806 ^a	,650	,642	2.888196

a. Predictors: (Constant), Model Challenge Based Learning

b. Dependent Variable: Keterampilan Berpikir Kritis

Sumber: data diolah peneliti, 2024

Based on the results of the analysis conducted, as seen in the table above, it is known that the R value (correlation coefficient) obtained is 0.806 or the relationship between the challenge-based learning model and students' critical thinking skills is 80.6%. The coefficient of determination contained in the R Square column shows a value of 0.650, which means that 65.0% of students' critical thinking skills are influenced by the use of the challenge-based learning model in learning. The relationship that occurs is included in the strong category, and the effect of using the challenge-based learning model on students' critical thinking skills is included in the high enough category.²⁵

Discussion

1. Application of Challenge Based Learning Model on Zakat Material in Fiqh Subjects

²⁵ Hendra Sumaryana, Imam Buchori, and Anang Wahyu Sejati, "Green Infrastructure Modeling for UHI Control to Urban Thermal Comfort: A Case Study of Temanggung Urban Area," *IOP Conference Series: Earth and Environmental Science* 1030, no. 1 (2022): pp.12001.

Challenge Based Learning (CBL) model is a learning model that focuses on student involvement in solving real-world challenges that are relevant to the subject matter. Therefore, the learning process that is organized also follows the stages or steps of the learning model. In relation to its application, it is understood that this model has run well in accordance with the appropriate stages.²⁶ The learning process pays attention to learning steps to make learning more meaningful. It is understood that *Challenge Based Learning* is a learning model that focuses on real-world challenges for students to solve. In this context, the model is applied to learning about zakat in Fiqh subject. The application of CBL on the topic of zakat involves students in identifying problems related to zakat in society, designing solutions, and implementing these solutions on a small scale.²⁷

After conducting an in-depth review related to various aspects of the application of the *Challenge Based Learning* model, it is understood that this model has been well implemented in the implementation of Fiqh learning, especially with zakat material for students. The learning process becomes more interesting with the use of this model.²⁸ The *Challenge Based Learning* model is learning that uses various thinking abilities of students individually and in groups as well as the real environment to solve problems so that they are meaningful, relevant, and contextualized which are arranged in a sustainable systematic manner.²⁹

2. Critical Thinking Ability of Students Before and After Applying *Challenge Based Learning* Model
- Critical thinking ability is a very important skill for students to evaluate information, make decisions, and solve problems effectively. The application of the *Challenge Based Learning* (CBL) learning model is believed to be able to improve students' critical thinking skills. After reviewing the research results or various findings in this study, the students' critical thinking skills became better after the learning was carried out with the *Challenge Based Learning* model. To emphasize the improvement of critical thinking skills, researchers have compiled a comparison as shown in the following table:

**Table 1.6 Comparison Before and After Learning
with *Challenge Based Learning* Model**

N o.	Before Applied Model <i>Challenge Based Learning</i>	After Applying the Model <i>Challenge Based Learning</i>
1.	Students tend to have a limited and shallow understanding of concepts. They focus more on memorizing the material rather than understanding and applying the concepts in real situations.	Students show a deeper understanding of the concepts learned. They not only memorize the theory but are also able to apply it in a real context.
2.	Learning is often one-way with the lecture method, so student engagement is low. Students are rarely given the opportunity to ask questions or actively participate in discussions	The CBL model encourages students to be more involved and actively participate in the learning process. Students work in groups, discuss and collaborate to solve challenges
3.	Students show weak analytical skills. They struggle to identify problems, analyze information and evaluate various solutions	Students become more skilled in analyzing problems. They are able to identify key issues, gather and evaluate information, and develop alternative solutions.

²⁶ Munawar, Tofan Agung Eka Prasetya, et al., "Spatio and Temporal Analysis of Indonesia Land Surface Temperature Variation During 2001–2020," *Journal of the Indian Society of Remote Sensing* 51, no. 7 (2023):hlm.1671–86.

²⁷ Mark Nichols, Karen Cator, and Miguel Torres, "Challenge Based Learner in Practice: How Education Leaders Use CBL to Improve Student Learning," *International Journal of Educational Technology in Higher Education* 13, no. 1 (2016):hlm.1–17.

²⁸ M Ortiz, R Salazar, and E Morales, "Challenge Based Learning to Develop Critical Thinking in Higher Education," *Journal of Technology and Science Education* 8, no. 3 (2018):hlm.171–80.

²⁹ Marie Leijon et al., "Challenge Based Learning in Higher Education– A Systematic Literature Review," *Innovations in Education and Teaching International* 59, no. 5 (2022):hlm 609–18.

4.	Students tend to be passive and show little initiative or creativity in solving problems. They rely more on existing answers rather than looking for new solutions	Students show increased initiative and creativity. They are more courageous to propose new ideas and seek innovative solutions to the challenges faced
5.	In situations where decision-making is required, students often hesitate and are unsure. They have difficulty considering various relevant factors and choosing the right solution	Students are more skilled in decision-making. They are able to consider various relevant factors, evaluate the options available, and select the most appropriate and effective solution.

The implementation of *Challenge Based Learning* significantly improves students' critical thinking skills.³⁰ Through an approach that prioritizes active engagement, collaboration, and real problem solving, students become more skilled at analyzing information, developing creative solutions, and making informed decisions. Thus, CBL not only enriches students' conceptual understanding but also develops important skills that will be beneficial in their daily lives. Stages of CBL learning model: Students gather information to solve the problem, Investigate: Students investigate the problem, Act: Students make actions to solve the problem.³¹

3. The Effect of the Application of the *Challenge Based Learning* Model on Students' Critical Thinking Skills in Fiqh Subjects

Modern education demands learning that not only focuses on mastering material, but also on developing critical thinking skills. *The Challenge Based Learning* (CBL) model is an innovative approach that aims to improve critical thinking skills through solving real challenges relevant to the subject matter.³² Fiqh subject is one of the important components in the Islamic education curriculum. However, Fiqh learning is often theoretical, so students have difficulty linking the concepts learned to real life. The CBL model can address this problem by integrating Fiqh learning into a more practical and challenging context.³³

The research process conducted has confirmed that there is an increase in critical thinking skills. The experimental group showed a significant increase in critical thinking skills after the application of the CBL model. This is indicated by the increase in scores on the critical thinking skills test. The control group also showed improvement, but not as significant as the experimental group. In the aspect of student involvement and participation, the observation showed that students in the experimental group were more involved and active in the learning process. They asked questions more often, discussed, and collaborated in solving the challenges given.³⁴

There are several aspects that contribute to the improvement of critical thinking using the *Challenge Based Learning* model, including collaboration and discussion (students learn to work together and discuss with a group of friends, which improves their ability to analyze and evaluate information); real problem solving (challenges relevant to everyday life make students better understand the importance of Fiqh concepts and encourage them to think more critically); reflection and feedback (students are given the opportunity to reflect on their learning process and receive constructive feedback from the teacher and groupmates).

The application of *Challenge Based Learning* model has a significant positive influence on students' critical thinking skills in Fiqh subject. This model not only improves students' critical thinking skills, but also increases engagement in learning. Thus, CBL is an effective approach to

³⁰ M Ortiz, R Salazar, and E Morales, "Challenge Based Learning to Develop Critical Thinking in Higher Education," *Journal of Technology and Science Education* 8, no. 3 (2018):hlm. 171–80.

³¹ Adi Satrio Ardiansyah et al., "Upaya Mengembangkan Keterampilan 4C Melalui Challenge Based Learning," in *PRISMA, Prosiding Seminar Nasional Matematika*, vol. 5, 2020,hlm.627–37.

³² Nichols, Cator, and Torres, "Challenge Based Learner in Practice: How Education Leaders Use CBL to Improve Student Learning." p22.

³³ Nadiya T Utami and Bitta Pigawati, "The Correlation Between Urban Development and Land Surface Temperature Change in Palembang City," *Geoplanning: Journal of Geomatics and Planning* 9, no. 2 (2022):hlm.249–62.

³⁴ Lotta C Larson and Timothy N Miller, "21st Century Skills: Prepare Students for the Future," *Kappa Delta Pi Record* 47, no. 3 (2011):hlm.121–23.

develop critical thinking skills and other relevant skills in the context of learning Fiqh. In learning Fiqh, CBL can be applied by: 1) Preparing a semester learning plan (SSP), SSP planning matrix, and critical thinking observation sheet; 2) Carrying out observations, interviews, literature review of teaching materials, and group discussions; and 3) Evaluating learning with cognitive, affective, and psychomotor assessments.

CONCLUSIONS

In classes where the *Challenge Based Learning* model is not applied, namely the control class, the recapitulation of students' critical thinking skills has an average value of 57.13, while in the experimental class learning has been carried out using the *Challenge Based Learning* model, there is an increase in the average critical thinking skills of students who have an average value of 80.09 and there is also an increase in learning activities in accordance with indicators of critical thinking skills, students tend to be active in the learning process, students can analyze problems, develop various alternative solutions, students are more courageous in proposing new ideas, and students are more skilled in decision making.

The increase in students' critical thinking from the application of the *Challenge Based Learning* model has a very good effect, seen from the research results in the experimental class that is applied clearly seen to have an increase in critical thinking compared to the control class that is not applied, meaning that experimental class students who are treated using the *Challenge Based Learning* model have a significant difference with students in the control class. The CBL model is a learning model that involves challenges, questions, big ideas, and guiding activities. Good critical thinking skills can help students analyze information, evaluate, and make the right decisions. The characteristics of students who have critical thinking skills are able to make decisions, respect the opinions of others, and solve problems.

Based on the review of various research findings from the application of the *Challenge Based Learning* model to students' critical thinking skills in fiqh teaching, it shows an increase in concept understanding, positive attitudes and student participation. This means that the *Challenge Based Learning* model can be used as an alternative learning that connects theory with real practice, which can encourage students to more actively understand and practice Islamic teachings in everyday life. The CBL model is a learning approach that involves students in applying their knowledge to real-world scenarios to real-world scenarios

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