

Design of Islamic Religious Education Learning Based on Problem-Based Learning

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ABSTRACT

Islamic Religious Education (IRE) learning in the 21st-century education era is required to develop critical thinking skills, problem-solving abilities, and the strengthening of students' character. However, in practice, IRE learning is still dominated by conventional, teacher-centered approaches, resulting in learning that tends to be theoretical and less contextual. This article aims to describe the design of Problem-Based Learning (PBL)-based Islamic Religious Education instruction, including its fundamental concepts, implementation stages, learning implications, and strategies for strengthening the PBL design in IRE learning. This study employs a qualitative approach with a library research method. Data were collected from various scientific journals, academic books, and previous studies relevant to Islamic Religious Education and Problem-Based Learning. Data analysis was conducted using content analysis techniques through the stages of data reduction, data display, interpretation, and conclusion drawing. The findings of the study indicate that a PBL-based IRE learning design can create active, contextual, and student-centered learning through the resolution of real-life problems related to theology (*aqidah*), Islamic ethics (*akhlaq*), jurisprudence (*fiqh*), and socio-religious life. The implementation of PBL in IRE learning contributes to improving critical thinking skills, social skills, collaboration abilities, as well as strengthening students' religious character and religious moderation. In addition, strengthening the PBL design can be achieved through teacher training, integration of digital media, flexible learning time management, and reinforcement of values and character orientation in learning objectives and assessment. Thus, Problem-Based Learning can serve as a strategic alternative in creating IRE that is relevant to the demands of 21st-century education.

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Introduction

Islamic Religious Education (IRE) is a compulsory subject taught at every level of education in Indonesia, from elementary school to higher education. The presence of IRE in the national education system plays a strategic role in shaping students' character, morals, and spirituality. However, in practice, IRE learning is still often perceived as monotonous, less engaging, and overly focused on theoretical aspects rather than practical application. This condition leads to low levels of students' interest and motivation in participating in IRE learning (Satria et al., 2024).

IRE holds a strategic position in the national education system because it functions to develop learners who possess not only intellectual competence but also spiritual, moral, and social competencies. In the context of contemporary education, IRE learning can no longer be understood merely as a process of transferring religious knowledge, but rather as an educational process that builds religious awareness, critical thinking skills, and students' ability to respond to various problems in modern life. Therefore, IRE learning is required to present active, contextual, and meaningful learning experiences so that Islamic values can be understood and implemented in daily life (Satria et al., 2024).

However, the reality of IRE learning in various educational institutions still shows a dominance of conventional teacher-centered approaches. The learning process tends to position students as passive recipients of information through lectures, memorization, and routine assignments. This condition causes IRE learning to emphasize cognitive aspects rather than the development of critical thinking skills, problem-solving abilities, and the internalization of Islamic values in students' social lives. As a result, students often experience difficulties in connecting learning materials with real-life situations they encounter daily (Satria et al., 2024).

The development of 21st-century education demands a transformation of learning paradigms that can foster higher-order thinking skills (HOTS), creativity, communication, collaboration, and digital literacy among students. In this context, IRE teachers are required to design innovative learning that is not only oriented toward mastery of content but also toward students' ability to analyze and solve life problems based on Islamic values. Contextual learning is essential because students live in a rapidly changing social environment, technological development, and increasingly complex moral and religious issues (Kusnandar et al., 2025).

One learning model that is relevant to addressing these challenges is Problem-Based Learning (PBL). PBL is a learning model that uses real-life problems as the starting point of learning to train students' critical thinking and problem-solving abilities through investigative processes and collaborative discussion. This model positions students as active learners, while teachers act as facilitators who guide students in finding solutions to the problems encountered. This approach aligns with constructivist theory, which emphasizes that knowledge is constructed through learning experiences and social interaction (Jacob & Issac, 2014).

In IRE learning, the implementation of PBL enables students to understand Islamic teachings in a more applicable and contextual manner. Various socio-religious issues such as intolerance, misuse of social media, bullying behavior, moral crises among adolescents, and problems related to worship and Islamic transactions can be used as learning materials. Through the analysis of these problems, students not only understand Islamic concepts theoretically but also develop reflective thinking and decision-making skills based on Islamic values. Thus, IRE learning becomes more relevant to students' needs and real-life contexts (Arianto et al., 2025).

Previous studies on the implementation of Problem-Based Learning (PBL) in IRE show

that this learning model significantly contributes to improving both the quality of the learning process and learning outcomes. Various studies have revealed that PBL can create more active, contextual, and student-centered learning, making it relevant to 21st-century education demands that emphasize critical thinking, creativity, communication, and collaboration skills. In addition, the implementation of PBL in IRE learning is also considered effective in helping students understand Islamic values more practically through problem-solving processes related to everyday life.

Previous research indicates that the implementation of PBL in IRE learning improves students' critical thinking and analytical skills. Hidayati et al (2024) found that the implementation of PBL in IRE learning increased students' engagement, critical thinking abilities, and collaboration skills during the learning process. Their findings show that discussion and investigation activities in PBL help students become more active in analyzing learning materials and developing solutions to given problems. Similar findings were reported by Feka et al. (2025), who stated that PBL improves students' analytical skills in IRE learning through group discussions and critical problem-solving activities. Furthermore, Mufidah and Subhi found that PBL enhances students' curiosity and creative thinking skills, as students are encouraged to seek information from various sources and actively ask questions during the learning process (Mufidah et al., 2023).

In addition to cognitive aspects, the implementation of PBL in IRE learning also contributes to improving students' learning outcomes. Pramesti et al. found that the application of PBL increased the average learning outcomes from 76.67 to 98.33, while learning mastery improved from 58% to 100%. Their study also showed that problem-based learning creates a more active and collaborative learning atmosphere, making it easier for students to understand the material. Similar findings were reported by Silmi, Fahyuni, and Astutik, who found that PBL in elementary IRE learning increased students' active participation and helped teachers create more effective and meaningful learning (Silmi et al., 2022). Thus, PBL can serve as an effective alternative learning model to improve the quality of IRE learning, which has traditionally been dominated by lecture-based methods.

Other studies indicate that PBL also contributes to strengthening students' character and social skills. Berutu, Setiawan, and Nurzannah found that IRE teaching materials based on PBL integrated with local culture improve students' understanding of Islamic moral values while fostering tolerance, cooperation, and appreciation of diversity (Berutu et al., 2025). In addition, Junaidin showed that integrating local wisdom values into IRE learning based on PBL strengthens contextual learning and supports the internalization of Islamic values among Generation Z students (Junaidin, 2025). These findings suggest that PBL is not only oriented toward academic achievement but also supports the development of religious character, social attitudes, and students' adaptability to social and cultural environments.

Nevertheless, various studies also indicate that the implementation of PBL in IRE learning still faces several challenges. Prayetno, Mazrur, and Hikmah found that the main obstacles include teachers' limited understanding of PBL syntax, difficulties in designing problem-based learning modules, low student participation, and limited learning time and facilities (Prayetno et al., 2025). Rudiyanto et al. also showed that differences in students' intellectual abilities and limited learning infrastructure hinder the implementation of PBL in IRE learning (Rudiyanto et al., 2022). In addition, Hidayati et al. (2024) reported that low participation of some students in group discussions is another challenge in implementing problem-based learning. These findings indicate that the success of PBL implementation is highly dependent on teacher readiness, learning management, and adequate learning environment support.

Based on the previous studies, it can be understood that Problem-Based Learning has

great potential to improve the quality of IRE, particularly in terms of critical thinking skills, learning outcomes, creativity, social skills, and character development. However, most previous studies have focused on the implementation and effects of PBL on learning outcomes, while studies that specifically examine the conceptual and systematic design of IRE learning based on PBL remain limited. Therefore, this article aims to describe the design of IRE learning based on Problem-Based Learning more comprehensively, including its basic concepts, implementation stages, learning strategies, and implications for developing critical thinking skills and strengthening students' character.

Based on this description, this article aims to explain the design of IRE learning based on Problem-Based Learning, including its basic concepts, implementation stages, learning strategies, and its implications for the development of critical thinking skills and character strengthening in IRE learning.

Method

This study employs a qualitative approach using library research design. The qualitative approach is used because this study is oriented toward an in-depth understanding of the concept of IRE learning design based on Problem-Based Learning (PBL) through the interpretation of various scientific literature sources. According to John W. Creswell, qualitative research is an approach used to explore and understand the meanings individuals or groups ascribe to social or human problems (Perreault, 2011).

The type of research used is library research, which involves collecting and analyzing various relevant literature sources related to the research focus. Library research is used to obtain theoretical, conceptual, and empirical foundations regarding the implementation of Problem-Based Learning in Islamic Religious Education. This method is chosen because the article focuses on conceptual analysis and learning design development rather than field research (Bowen, 2009).

The data sources in this study consist of primary and secondary data. Primary data are obtained from scholarly journal articles, academic books, and previous research studies discussing learning design, Islamic Religious Education, and Problem-Based Learning. Secondary data are obtained from proceedings, educational documents, and other relevant supporting references related to the research topic. The literature used is selected based on source credibility, topic relevance, and publication recency to ensure adequate academic validity (Bowen, 2009).

Data collection techniques are carried out through systematic documentation studies and literature searches. The researcher identifies, inventories, and classifies various references related to the implementation of Problem-Based Learning in IRE. The literature search is conducted through academic databases such as Google Scholar, DOAJ, and reputable national and international journals. Subsequently, the collected data is recorded and selected based on the research focus to obtain relevant and in-depth information (Bowen, 2009).

Data analysis in this study uses content analysis techniques. Content analysis is an analytical technique used to systematically examine and interpret the content of documents or literature to identify meanings, patterns, and specific concepts. According to Glenn A. Bowen, document analysis in qualitative research involves evaluating and interpreting documents to obtain empirical and conceptual understanding of a phenomenon (Bowen, 2009).

The data analysis process is carried out through several stages, namely data reduction, data display, data interpretation, and conclusion drawing. In the data reduction stage, the researcher selects data relevant to the design of IRE learning based on PBL. Next, the data are presented in a descriptive-analytical manner to obtain a comprehensive description of the concepts, implementation stages, and implications of Problem-Based Learning in IRE. These analytical steps are in line with Creswell's qualitative data analysis procedure, which includes organizing data, reading through all data, coding, developing themes, and interpreting meaning (Creswell, 2018).

To ensure data credibility, this study employs source triangulation by comparing various research findings and literature relevant to the research topic. This technique is applied to enhance the objectivity and validity of the analysis results in explaining the design of Islamic Religious Education learning based on Problem-Based Learning (Bowen, 2009).

Results and Discussion

1. The Basic Concept of Problem-Based Learning in IRE

Problem-Based Learning (PBL) is a learning model that positions real-life problems as the starting point of the learning process. This model is designed to develop students' critical thinking skills, problem-solving abilities, collaborative skills, and learning independence through scientific inquiry processes. According to Howard S. Barrows, PBL is a student-centered learning approach that uses authentic problems as the main stimulus for constructing knowledge. This model encourages students to actively seek information, discuss solutions, and reflect on learning outcomes independently or in groups (Jacob & Issac, 2014).

In the context of IRE, the implementation of PBL is highly relevant because IRE is not only oriented toward the transfer of religious knowledge but also toward character formation and students' ability to deal with the complexities of modern life based on Islamic values. Problem-based learning enables students to connect Islamic concepts with social realities such as religious tolerance, social media ethics, moral crises among adolescents, bullying behavior, and contemporary issues in Islamic transactions. Thus, IRE learning becomes more contextual and applicable (Putri Prawira et al., 2025).

The essence of Problem-Based Learning in IRE lies in the learning process in which students solve real-life problems related to aspects of creed (*aqidah*), Islamic ethics (*akhlaq*), jurisprudence (*fiqh*), and socio-religious life. Students are not only encouraged to understand Islamic concepts textually but also to reflect on life experiences and real-world conditions through investigation, discussion, and problem-solving processes. Through this process, students learn to connect Islamic teachings with concrete situations they encounter, making learning more contextual and meaningful. In addition, the reflection process in PBL helps students develop religious awareness and decision-making abilities based on Islamic values (Dasar et al., 2022).

The implementation of PBL in IRE learning has several main objectives. First, this model aims to improve students' critical and analytical thinking skills through activities such as problem identification, information analysis, and systematic solution development (Afifah & Lina, 2025). Second, PBL aims to connect Islamic values with real-life contexts so that students can understand Islamic teachings in a contextual and applicable manner (Syafaatunnisa & Zakiyah, 2025). Third, the implementation of PBL in IRE also aims to strengthen students' character, morality, and religious moderation through discussions, collaboration, and reflection on various socio-religious issues (Ratna et al., 2025). Thus, PBL-

based IRE learning is not only oriented toward cognitive aspects but also supports the holistic development of students' affective and social domains.

In addition, PBL is closely related to constructivist theory, which emphasizes that knowledge is constructed through experience and social interaction. In problem-based learning, students do not merely receive information from the teacher but construct their understanding through observation, discussion, investigation, and reflection. This approach is aligned with the demands of 21st-century education, which emphasizes the development of higher-order thinking skills (HOTS), creativity, communication, and collaboration (Kusnandar et al., 2025).

2. Design of IRE Learning Based on Problem-Based Learning

Instructional design is a systematic process of planning learning experiences so that learning objectives can be achieved effectively and efficiently. In the context of IRE, instructional design plays an important role in determining the quality of both the learning process and the learning outcomes achieved by students. IRE learning based on Problem-Based Learning (PBL) requires teachers to design instruction that is not only oriented toward mastery of religious content but also toward the development of critical thinking skills, problem-solving abilities, and students' character formation. Therefore, instructional design must be developed by considering learning objectives, students' characteristics, learning materials, instructional media, and the context of problems used in the learning process so that learning becomes more contextual and meaningful.

The first stage in PBL instructional design is determining the learning outcomes and objectives to be achieved. In IRE learning, learning objectives are not only focused on cognitive aspects but also include the development of critical thinking skills, problem-solving abilities, social attitudes, and the internalization of Islamic values in daily life. After determining the learning objectives, teachers need to select contextual problems that are relevant to students' lives as the main stimulus in the learning process. The problems used must be authentic, up-to-date, and closely related to students' social reality in order to foster curiosity, increase learning motivation, and encourage students to actively seek solutions based on Islamic teachings (Hidayati et al., 2024).

In the next stage, teachers design learning strategies, media, learning resources, and assessment instruments that are aligned with the characteristics of the PBL model. Learning strategies are designed so that students can actively engage in investigative processes, discussions, and collaborative problem-solving. In PBL-based IRE learning, instructional media may include videos, case studies, current news, or socio-religious phenomena occurring in society. The use of contextual media aims to increase students' engagement in the learning process so that learning becomes more active, reflective, and meaningful. In addition, teachers must also design assessment instruments that not only measure cognitive learning outcomes but also evaluate critical thinking skills, collaboration abilities, and students' attitudes throughout the learning process (Arianto et al., 2025).

The instructional design of IRE based on Problem-Based Learning (PBL) needs to be systematically structured so that the learning process can take place effectively, contextually, and oriented toward the development of students' competencies. In this learning model, the teacher does not merely deliver content but also designs learning experiences that encourage students to think critically, solve problems, collaborate, and internalize Islamic values in daily life. Therefore, PBL-based IRE instructional design includes several essential components, starting from needs analysis of learners, formulation of learning objectives, identification of contextual problems, to the development of assessment procedures. The PBL-based IRE instructional design is illustrated in the following figure.



Figure 1: Design of IRE Learning Based on Problem-Based Learning (PBL)

3. Stages of Implementing Problem-Based Learning in IRE Learning

The implementation of Problem-Based Learning (PBL) in IRE is carried out through several main stages designed to foster students' active engagement in the learning process. These stages are not only oriented toward cognitive achievement but are also directed toward the development of critical thinking skills, social skills, and the internalization of Islamic values in daily life. In the PBL model, students are positioned as the center of learning (student-centered learning), while the teacher acts as a facilitator who guides students in the problem-solving process. Therefore, each learning stage must be systematically designed to ensure an effective learning process and to create meaningful learning experiences for students (Satria et al., 2024).

The first stage of PBL implementation is problem orientation. At this stage, the teacher presents real-life problems relevant to the learning material to stimulate students' curiosity and motivation to learn. The problems presented must be authentic, current, and closely related to students' lives so that they can actively engage in the learning process. For example, in learning about Islamic ethics in social media use, the teacher may present cases such as the spread of hoaxes, hate speech, or cyberbullying as material for discussion and analysis. Through the presentation of such problems, students are encouraged to understand that Islamic teachings are closely connected to various social issues occurring in society.

The second stage is organizing students for learning. The teacher divides students into small groups to ensure that discussion and collaboration processes run more effectively. At this stage, the teacher explains the learning procedures, learning objectives, and the steps for solving the problems that students will undertake. Subsequently, students begin to discuss the given problem, identify its causal factors, and formulate alternative solutions

based on Islamic values. This group discussion activity helps students develop communication skills, teamwork, and mutual respect for differing opinions within the group.

The third stage is independent and group investigation. At this stage, students search for and collect relevant information from various sources such as the Qur'an, Hadith, books, journals, and digital media. The investigative process is conducted to obtain deeper data and understanding of the problem being discussed. In addition to developing literacy and critical thinking skills, this stage also trains students to select information objectively and responsibly. Through this investigative process, students learn to connect Islamic concepts with social realities in a more contextual and applicable manner (Rohmah et al., 2025).

The fourth stage is developing and presenting the results. After obtaining information and formulating solutions to the problem, students prepare their findings in the form of presentations, reports, posters, videos, or other creative media. This activity aims to train students' ability to communicate their ideas and thinking processes systematically. In addition, through presentations, students also learn to defend their arguments, respond to other groups' opinions, and respect different perspectives during discussions. Thus, the presentation stage functions not only as a means of delivering learning outcomes but also as a medium for strengthening students' communication and social skills.

The final stage is analysis and evaluation of the problem-solving process. At this stage, the teacher and students jointly reflect on the learning process that has taken place, from problem identification to the solutions produced. Evaluation is conducted not only on the final learning outcomes but also on students' thinking processes, collaboration skills, participation, and attitudes during learning. The teacher provides feedback on the strengths and weaknesses of the learning process as input for future improvement. Through this reflection and evaluation process, students are expected to gain a deeper understanding of the learning meaning and develop awareness to apply Islamic values in their daily lives (Soleha & Azizah, 2025).

The implementation of Problem-Based Learning (PBL) in IRE is carried out through a systematic learning sequence oriented toward contextual problem-solving. Each stage in the PBL model is designed to encourage students' active participation in the learning process, starting from understanding problems, conducting investigations, to formulating solutions based on Islamic values. Through these stages, students not only gain conceptual understanding of IRE materials but also develop critical thinking, collaboration, communication skills, and internalization of Islamic values in everyday life. The stages of implementing Problem-Based Learning in IRE learning are illustrated in the following figure.



Gambar 2: Stages of the Implementation of Problem-Based Learning in IRE

4. Implications of Problem-Based Learning for IRE Learning

The implementation of Problem-Based Learning (PBL) in IRE provides various positive implications for both the learning process and learning outcomes. This learning model can create a more active learning environment because students are directly involved in the processes of problem identification and problem-solving. Learning is no longer teacher-centered but instead places students as the main subjects who actively construct their own knowledge and learning experiences. Thus, the learning process becomes more participatory, contextual, and meaningful, enabling IRE learning objectives to be achieved more optimally.

First, the implementation of PBL enhances students' critical thinking skills. In this learning model, students are trained to analyze problems, evaluate information, identify cause-and-effect relationships, and develop systematic solutions based on Islamic values. The processes of investigation and discussion carried out during learning help students develop higher-order thinking skills (HOTS), which are essential competencies in 21st-century education. Various studies show that the implementation of PBL in IRE significantly improves students' critical thinking skills compared to conventional learning, which tends to rely on memorization and lectures. Therefore, PBL is considered an effective model for developing students' intellectual abilities in a deeper and more reflective manner (Kusnandar et al., 2025).

Second, PBL helps students understand Islamic teachings in a more contextual and applicable way. In problem-based learning, students do not only study Islamic concepts theoretically but are also encouraged to relate learning materials to real-life situations. Through reflection and problem-solving processes, students learn that Islamic values have practical functions in addressing various social, moral, and religious issues in society. This makes IRE learning more relevant to students' needs, as they can directly observe the connection between learning materials and real-life contexts. Thus, the implementation of PBL contributes significantly to building religious awareness, strengthening character, and

shaping students' social attitudes (Arianto et al., 2025).

Third, the implementation of PBL also improves students' social skills, such as communication, cooperation, responsibility, and tolerance. Group discussions and collaborative investigations provide opportunities for students to exchange ideas, present arguments, and respect others' perspectives. Collaborative group work helps students learn how to solve problems collectively and develop mutual respect during the learning process. In addition, presentation activities train students' confidence and ability to communicate ideas systematically in public. Therefore, PBL contributes not only to students' academic development but also to the development of essential social skills needed in societal life (Fazrin et al., 2025).

However, the implementation of PBL in IRE also faces several challenges. One of the main challenges is teachers' limited ability to design problem-based learning aligned with students' characteristics and learning materials. Some teachers are still accustomed to conventional lecture-based methods, making it difficult for them to implement active and collaborative learning approaches. In addition, PBL requires relatively longer learning time compared to conventional methods because it involves in-depth investigation, discussion, presentation, and reflection processes. Another challenge is the low participation of some students in group discussions, particularly those who lack confidence or communication skills. Therefore, teacher training and pedagogical capacity development are necessary to ensure that PBL can be implemented effectively and optimally (Kusnandar et al., 2025).

Thus, the implementation of Problem-Based Learning in Islamic Religious Education can serve as a strategic alternative in creating active, contextual, and student-centered learning oriented toward the development of critical thinking skills and character strengthening. This learning model helps students understand Islamic teachings more deeply through real-life problem-solving processes. In addition to supporting academic achievement, PBL also contributes to the development of students' social skills, communication abilities, collaboration, and responsibility. Therefore, the implementation of PBL in IRE is highly relevant to the demands of 21st-century education, which emphasizes higher-order thinking skills and adaptability to contemporary challenges.

5. Strategies for Strengthening Design of Problem Based Learning in IRE

The implementation of Problem Based Learning in IRE requires systematic strengthening strategies to ensure its optimal execution. Although PBL has various advantages in enhancing critical thinking skills, social skills, and character development, its implementation in practice still faces several challenges, such as limited teacher competence, classroom time management, and low student participation. Therefore, strengthening strategies are needed to ensure that PBL is not merely a theoretical approach but a truly effective model for creating active, contextual, and meaningful IRE learning. These strategies should be integrated comprehensively, including teacher competency development, use of learning technology, time management, and reinforcement of values and character orientation.

One of the main strategies for strengthening PBL design in IRE is providing regular training for IRE teachers on problem-based learning design. Teachers need to be equipped with skills to formulate contextual problems, design learning tools such as PBL-based lesson plans, and develop appropriate authentic assessment systems. This training is essential because the success of PBL implementation is highly dependent on teachers' ability to design learning that actively engages students. In addition, training helps teachers better understand PBL syntax so they are not overly reliant on traditional lecture methods in IRE learning (Munada et al., 2025). With strengthened pedagogical competence, teachers

are expected to create more innovative, reflective, and higher-order thinking-oriented learning environments.

The next strategy is the integration of digital media in PBL-based IRE learning (Mochtar et al., 2024). The use of technologies such as learning videos, the internet, presentation tools, and digital platforms can help teachers present more realistic and contextual problems to students. Digital media also enables students to access broader and more diverse learning resources, making the investigation process in PBL more effective. In addition to increasing student engagement, the integration of technology aligns with the characteristics of digital-native learners who are accustomed to using technology in their daily lives. Thus, the use of digital media in PBL-based IRE learning not only enhances interactivity and engagement but also improves students' digital literacy in using technology responsibly.

Strengthening PBL design in IRE also requires flexible learning time management (Prayetno et al., 2025). One of the main challenges in PBL implementation is time constraints, as this model involves stages such as problem orientation, investigation, discussion, presentation, and reflection, which require more time than conventional methods. Therefore, teachers must apply effective time management strategies to ensure that all stages of PBL are implemented optimally without reducing learning quality. Time management can include distributing learning stages across multiple sessions, assigning independent tasks outside the classroom, or integrating blended learning approaches. With effective time management, students have more opportunities to explore, discuss, and reflect deeply on the problems being studied.

In addition to technical aspects, strengthening PBL design in IRE should also focus on reinforcing students' values and character (Ratna et al., 2025). PBL implementation should not only aim at improving academic performance but also serve as a means of developing moral character, religious moderation, and *ulul albab* character among students. Therefore, these values should be explicitly integrated into learning objectives and assessment rubrics. For example, during group discussions, teachers should assess not only students' critical thinking skills but also their tolerance, responsibility, cooperation, and respect for others' opinions. In this way, PBL-based IRE learning produces students who are not only intellectually capable but also possess religious character, moderation, and noble ethics in accordance with the core objectives of Islamic education.

Conclusion

The design of IRE learning based on Problem-Based Learning (PBL) is one of the instructional approaches that is highly relevant in addressing the challenges of 21st-century education. This learning model places students at the center of the learning process through contextual, collaborative, and reflective problem-solving activities. As a result, learning is not merely oriented toward the transfer of religious knowledge but also toward the development of critical thinking skills, social skills, and students' character strengthening. In the context of IRE learning, the implementation of PBL helps students understand Islamic teachings in a more applicable manner by linking learning materials to the social, moral, and religious realities they encounter in their daily lives.

The findings of this study indicate that the design of PBL-based IRE learning is systematically implemented through several stages, namely determining learning objectives, selecting contextual problems, developing learning strategies, conducting investigations, presenting results, and carrying out evaluation and reflection. These stages enable students to actively engage in the learning process, making learning more meaningful, participatory, and contextual. In addition, the implementation of PBL also has positive implications for improving students' critical thinking skills, communication skills,

collaboration abilities, responsibility, as well as strengthening religious character and attitudes of religious moderation.

However, the implementation of PBL in IRE learning still faces several challenges, such as teachers' limited competence in designing problem-based learning, limited instructional time, and low participation of some students in discussion and investigation activities. Therefore, it is necessary to strengthen the learning design strategy through IRE teacher training, development of problem-based learning instructional tools, integration of digital media, more flexible time management, and reinforcement of values and character orientation in both learning objectives and assessment. Thus, Problem-Based Learning can serve as a strategic alternative in creating Islamic Religious Education that is active, contextual, and capable of producing students who are critical, religious, moderate, and adaptive to the challenges of modern life.

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