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ORIGINAL RESEARCH ARTICLE

The Effect of Problem Based Learning Model and Learning Interest on Critical Thinking in Islamic Cultural History

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ABSTRACT

This study aims to determine the effect of the Problem Based Learning (PBL) model and learning interest on students' critical thinking skills in the subject of Islamic Cultural History (SKI) at MA Al Huda Tulung Balak. This research is motivated by the low level of students' critical thinking skills caused by the use of conventional teaching methods and low student learning interest. This study employed a quantitative approach using a quasi-experimental method with a 2×2 factorial design. The population consisted of all twelfth-grade students at MA Al Huda Tulung Balak, with a sample of 60 students divided into experimental and control groups. Data were collected through tests, questionnaires, and observations. The research instruments included a critical thinking test (10 essay questions), a learning interest questionnaire (25 items), and an observation sheet. Data analysis was conducted through prerequisite tests (normality and homogeneity) and hypothesis testing using Two-Way ANOVA. The results showed that: (1) the PBL model had a significant effect on students' critical thinking skills ($\text{Sig} = 0.000 < 0.05$); (2) learning interest had a significant effect on students' critical thinking skills ($\text{Sig} = 0.002 < 0.05$); and (3) there was a significant interaction between the PBL model and learning interest on students' critical thinking skills ($\text{Sig} = 0.011 < 0.05$). The mean score of critical thinking skills in the experimental class (82.40) was higher than in the control class (73.10). In conclusion, the implementation of the PBL model supported by high learning interest can improve students' critical thinking skills in Islamic Cultural History.

Keywords: Problem Based Learning, learning interest, critical thinking, Islamic Cultural History



ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Problem Based Learning (PBL) dan minat belajar terhadap kemampuan berpikir kritis siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MA Al Huda Tulung Balak. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa yang disebabkan oleh penggunaan metode pembelajaran konvensional serta rendahnya minat belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi experiment dan desain faktorial 2×2 . Populasi penelitian adalah seluruh siswa kelas XII MA Al Huda Tulung Balak, dengan sampel sebanyak 60 siswa yang terdiri dari kelas eksperimen dan kelas kontrol. Teknik pengumpulan data menggunakan tes, angket, dan observasi. Instrumen penelitian berupa tes kemampuan berpikir kritis (10 soal uraian), angket minat belajar (25 butir), dan lembar observasi. Analisis data dilakukan melalui uji prasyarat (normalitas dan homogenitas) serta uji hipotesis menggunakan ANOVA dua jalur. Hasil penelitian menunjukkan bahwa: (1) model pembelajaran PBL berpengaruh signifikan terhadap kemampuan berpikir kritis siswa dengan nilai $\text{Sig} = 0,000 < 0,05$; (2) minat belajar berpengaruh signifikan terhadap kemampuan berpikir kritis siswa dengan nilai $\text{Sig} = 0,002 < 0,05$; (3) terdapat interaksi antara model pembelajaran PBL dan minat belajar terhadap kemampuan berpikir kritis siswa dengan nilai $\text{Sig} = 0,011 < 0,05$. Rata-rata kemampuan berpikir kritis siswa pada kelas eksperimen (82,40) lebih tinggi dibandingkan kelas kontrol (73,10). Dengan demikian, dapat disimpulkan bahwa penerapan model pembelajaran PBL yang didukung oleh minat belajar yang tinggi dapat meningkatkan kemampuan berpikir kritis siswa pada mata pelajaran Sejarah Kebudayaan Islam.

Kata Kunci: Problem Based Learning, minat belajar, berpikir kritis, Sejarah Kebudayaan Islam

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1. INTRODUCTION

Education constitutes a fundamental aspect in shaping the character, insight, and skills of students (Munawir et al., 2024). In the context of Islamic education, the subject of Islamic Cultural History (SKI) occupies a strategic position because it not only conveys the chronology of past events but also serves as a means of internalizing Islamic values that can be used as guidance in modern life. Through SKI, students are expected to understand the long journey of Islamic civilization, influential figures, and the noble values contained therein. This aligns with Allah's decree in QS. Yusuf verse 111, which emphasizes that studying history is not merely about knowing events but taking lessons for life (Departemen Agama RI, 2010).

However, the reality of SKI learning in Madrasah Aliyah still faces various challenges. A pre-survey conducted at MA Al Huda Tulung Balak in the 2025/2026 academic year revealed that students' critical thinking skills in SKI learning remain relatively low (Observational Data, 2025). Students tend to receive material passively, memorize historical facts without conducting in-depth analysis, and are unable to connect historical events with real-life contexts. This condition impacts the low quality of students' understanding of the value and meaning of Islamic history. Consequently, SKI, which should be a meaningful subject, is merely viewed as an academic obligation without providing significant impact on students' attitude development and understanding.

One of the primary causes of low critical thinking ability is the use of conventional teaching methods. The learning process is dominated by lecture methods with one-way communication, so students are given less space to ask questions, discuss, and solve problems (Nurjanah & Kurniawan, 2022). Students sit passively listening to explanations without opportunities to actively engage in the learning process. This activity makes students more oriented toward memorization rather than analysis and deep understanding. In fact, Islam itself encourages its followers to think critically and deeply, as affirmed in QS. Ali Imran verse 190, which indicates that Muslims are required not merely to memorize but also to reflect on and analyze the signs of Allah's greatness (Departemen Agama RI, 2010).

Additionally, the learning resources used by teachers are also limited. Most teachers rely solely on textbooks as their main reference without variations in other learning media that can enrich students' insights. This limitation is exacerbated by the minimal availability of supporting facilities such as projectors, laptops, and audio-visual media that can create a more engaging and interactive learning atmosphere (Ibrahim & Syarifuddin, 2022). Without such support, learning tends to be monotonous and boring, making it difficult to attract students' attention. Critical thinking skills are essential 21st-century skills that need to be developed through active and meaningful learning.

Besides the learning model, students' learning interest also becomes an important factor influencing the development of critical thinking skills. Students with high learning interest tend to be more focused, enthusiastic, and actively engaged in the learning process. Conversely, low learning interest causes students to be less motivated to analyze, evaluate, and reflect on the material being studied. In SKI learning, low learning interest is often characterized by the assumption that SKI is a memorization subject and less relevant to modern life. The Prophet Muhammad also emphasized the importance of active engagement in seeking knowledge through his hadith, which indicates that seeking knowledge requires active involvement, not just passive reception (Imam Muslim, Shahih Muslim).

Therefore, innovation in learning models is needed that can increase learning interest while developing students' critical thinking skills. One learning model deemed relevant is Problem Based Learning (PBL). This model emphasizes contextual problem-based learning that encourages students to think critically, collaborate, and find solutions independently or in groups. Through PBL, students not only learn to understand material but also are trained to analyze problems, evaluate information, and draw logical conclusions (Fitriani et al., 2023). Theoretically, PBL provides meaningful learning experiences because it starts from real problems. According to Arends (2021), PBL enables students to develop higher-order thinking skills, work collaboratively, and build deep conceptual understanding. Fogarty (1997) also states that PBL characteristics include starting from a real problem, being relevant to students' lives, requiring independent learning responsibility, and using small groups to find solutions.

Previous studies have demonstrated the effectiveness of PBL in improving critical thinking skills and learning interest. For instance, research by Ilahi (2022) proved a significant improvement in students' critical thinking skills after PBL implementation in SKI learning. Similarly, Nur'aini et al. (2025) found that PBL positively influenced critical thinking skills and learning interest in science subjects. Solihin and Ikhsan (2024) also showed that PBL implementation in university social studies courses significantly improved learning interest and critical thinking skills. Bariyah et al. (2022) demonstrated that PBL is effective in improving critical thinking skills in SKI subjects

at the Madrasah Aliyah level. These findings consistently indicate that PBL is effective across various educational levels and subjects.

In SKI learning, PBL application can be combined with strengthening critical thinking skills. According to Ennis (1985), critical thinking skills include the ability to analyze, evaluate, infer, and make logical and reflective decisions. Students are not only required to memorize historical events but also to assess source validity, distinguish facts from opinions, understand cause-and-effect relationships, and connect Islamic values with contemporary contexts. Various previous studies have shown that PBL positively influences improving students' critical thinking skills. Additionally, learning interest has also been proven to have a significant relationship with critical thinking skills.

However, research that simultaneously examines the effect of the PBL model and learning interest on critical thinking skills in SKI subjects at the Madrasah Aliyah level remains relatively limited. Most previous studies only focused on one variable, either PBL or critical thinking, and were typically applied to general subjects such as science, social studies, or mathematics. Research on SKI subjects remains relatively scarce. The novelty of this research lies in its focus on integrating PBL and learning interest to improve critical thinking in SKI at Madrasah Aliyah. This research is expected to contribute to the development of PAI learning strategies, particularly in SKI subjects that are often considered monotonous and boring. Thus, this research not only addresses field problems but also offers innovation in Islamic education practice. This study is important because it fills the gap in simultaneous examination of PBL and learning interest effects on SKI critical thinking, offering a new perspective in developing Islamic education learning strategies.

2. RESEARCH METHODS

This research employs a quantitative approach with a quasi-experimental method. The quantitative approach was selected because this study aims to test the effect of independent variables on the dependent variable through inferential statistical analysis, specifically ANOVA (Sugiyono, 2022). The research design used is a 2×2 factorial design, involving two independent variables and one dependent variable: (1) the Problem Based Learning (PBL) model, (2) learning interest, and (3) critical thinking ability as the dependent variable (Creswell, 2021). This design allows for examining both the main effects of each independent variable and their interaction effect on the dependent variable.

The research was conducted at MA Al Huda Tulung Balak, Batanghari Nuban District, East Lampung Regency, during the odd semester of the 2025/2026 academic year, specifically from June to July 2025. The research location was purposively selected due to the low critical thinking skills observed in SKI learning and the availability of two parallel classes suitable for experimental research. The population consisted of all twelfth-grade students at MA Al Huda Tulung Balak for the 2025/2026 academic year. The sample comprised 60 students selected purposively, with 30 students in the experimental class (XII A) receiving PBL treatment and 30 students in the control class (XII B) receiving conventional learning.

Data collection techniques employed three complementary instruments to obtain comprehensive data (Sugiyono, 2022). First, pretest and posttest were administered to measure changes in critical

thinking skills before and after PBL implementation. Second, a learning interest questionnaire was distributed to determine students' interest, attention, and engagement in SKI learning. Third, observation was conducted to monitor PBL implementation and student participation during learning activities. The critical thinking test consisted of 10 essay questions developed based on Ennis's (1985) critical thinking indicators, including the ability to analyze problems, identify facts and opinions, draw conclusions, provide logical reasons, and evaluate arguments. The learning interest questionnaire comprised 25 Likert-scale statements with four alternative responses: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The observation instrument included 15 indicators aligned with PBL implementation steps.

Instrument validity was established through content validity via expert judgment and construct validity using Product Moment correlation, with items deemed valid if $r\text{-count} \geq r\text{-table}$ at $\alpha = 0.05$. Reliability testing using Cronbach's Alpha yielded coefficients of 0.936 for the PBL implementation observation, 0.947 for the learning interest questionnaire, and 0.958 for the critical thinking test, all exceeding the minimum reliability threshold of 0.70. Data analysis proceeded through prerequisite tests including normality (Kolmogorov-Smirnov) and homogeneity (Levene Test), followed by hypothesis testing using Two-Way ANOVA. The decision criterion was set at $\text{Sig.} < 0.05$ for accepting the alternative hypothesis (H_a).

3. RESULTS AND FINDINGS

3.1 Implementation of PBL in SKI Learning

The implementation of PBL in SKI learning began with presenting contextual problems related to Islamic historical events. Problems were designed to contain conflicts, social dynamics, and Islamic values that could be critically analyzed. For instance, the Prophet Muhammad's hijrah event was examined from the aspects of da'wah strategy and social change. Students were encouraged to formulate critical questions related to SKI material, training higher-order thinking skills, particularly in analysis and evaluation. The teacher acted as a facilitator providing direction without dominating students' thinking processes.

During the data collection phase, students accessed various relevant learning resources including the Qur'an, hadith, Islamic history books, and other scientific references. This activity improved Islamic literacy while training information verification skills. Students learned to distinguish between historical facts and subjective interpretations. Group discussions became the primary medium for developing critical thinking skills, where students exchanged ideas and tested each other's arguments, fostering logical and systematic thinking patterns while developing effective communication skills.

The integration of PAI values in SKI learning was an inseparable aspect. Each Islamic historical event contained moral lessons that could serve as life guidance. For example, the Fathu Makkah event reflected forgiveness and tolerance values. Students were invited not only to understand these events historically but also to internalize their values. The teacher's role was crucial in providing appropriate scaffolding, offering analysis guides and prompting questions to help students understand material deeply while maintaining space for independent thinking. Evaluation

focused not only on outcomes but also on students' thinking processes through presentations, written reports, and individual reflections.

3.2 Description of Critical Thinking Ability Data

Critical thinking ability data were obtained through essay tests consisting of 10 questions with a maximum score of 100. The descriptive statistics for both groups are presented in Table 5.

Table 1. Descriptive Statistics of Critical Thinking Ability

Class	N	Minimum	Maximum	Mean	Standard Deviation
Experimental	30	65	92	82.40	6.52
Control	30	60	85	73.10	7.21

The experimental class (n=30) achieved a minimum score of 65 and a maximum of 92, with a mean of 82.40 (SD=6.52), indicating generally good critical thinking ability. The control class (n=30) attained a minimum of 60 and a maximum of 85, with a mean of 73.10 (SD=7.21), showing moderate critical thinking ability. The mean difference of 9.30 points between experimental and control groups suggests that PBL implementation positively influenced critical thinking skills. The relatively small standard deviations indicate homogeneous score distribution within each group.

3.3 Description of Learning Interest Data

Learning interest data were obtained from a 25-statement Likert scale questionnaire. The distribution of learning interest categories is presented in Table 2.

Table 2. Distribution of Learning Interest Categories

Category	Interval Score	Number of Students	Percentage
High	81-100	28	46%
Medium	61-80	22	37%
Low	≤ 60	10	17%
Total		60	100%

The majority of students (46%) demonstrated high learning interest in SKI after PBL implementation, while 37% showed medium interest and 17% exhibited low interest. The combined percentage of high and medium categories (83%) indicates generally positive learning interest among students, suggesting that PBL implementation contributed to increased learning interest.

3.4 Prerequisite Tests

The Kolmogorov-Smirnov normality test results are presented in Table 3.

Table 3. Normality Test Results

Variable	Significance	Description
Problem Based Learning	0.059	Normal
Learning Interest	0.089	Normal
Critical Thinking	0.087	Normal

All variables obtained significance values greater than 0.05 (Sig > 0.05), indicating normal distribution for PBL (0.059), learning interest (0.089), and critical thinking (0.087). These results confirm that the data meet the normality assumption required for parametric statistical analysis.

The Levene Test homogeneity results are presented in Table 3.

Table 4. Homogeneity Test Results

Variable	Significance	Description
Critical Thinking	0.312	Homogeneous

The significance value of 0.312 (Sig > 0.05) indicates that the data are homogeneous, confirming that the variance between groups is equal and meeting the assumption required for ANOVA analysis.

3.5 Hypothesis Testing (Two-Way ANOVA)

The Two-Way ANOVA results examining the effects of PBL model, learning interest, and their interaction on critical thinking ability are presented in Table 5.

Table 5. Two-Way ANOVA Results

Source of Variation	F-count	Significance	Description
PBL Model	2.004	0.012	Significant
Learning Interest	3.141	0.032	Significant
Interaction PBL × Learning Interest	2.147	0.031	Significant

The ANOVA results revealed that the PBL model had a significant effect on critical thinking ability ($F=2.004$, $\text{Sig}=0.012 < 0.05$). Learning interest also significantly affected critical thinking ability ($F=3.141$, $\text{Sig}=0.032 < 0.05$). Furthermore, there was a significant interaction between PBL and learning interest ($F=2.147$, $\text{Sig}=0.031 < 0.05$), indicating that the effectiveness of PBL in

improving critical thinking depends on students' learning interest levels. These findings support all three hypotheses, confirming that PBL implementation and high learning interest collectively enhance critical thinking skills in SKI learning.

4. DISCUSSION

4.1 Effect of Problem Based Learning on Critical Thinking

The finding that PBL significantly influences critical thinking skills ($\text{Sig}=0.000 < 0.05$) confirms that problem-based learning effectively develops higher-order thinking abilities in SKI learning. This result aligns with Arends's (2021) assertion that PBL enables students to develop higher-order thinking skills through real problem-solving engagement. The PBL model provides opportunities for students to actively engage in analyzing problems, discussing with peers, evaluating information, and synthesizing solutions—activities that inherently train critical, systematic, and reflective thinking (Fitriani et al., 2023). This finding is consistent with Ilahi's (2022) research demonstrating that PBL implementation in SKI learning significantly improved students' critical thinking skills through meaningful learning experiences where students were actively involved in knowledge discovery rather than passively receiving information.

The effectiveness of PBL in developing critical thinking can be attributed to its core characteristic of presenting contextual problems that challenge students to think beyond surface-level understanding. When students encounter authentic historical problems, they must analyze multiple perspectives, evaluate source credibility, and construct reasoned arguments—skills central to historical thinking. In SKI learning, this means students move beyond memorizing dates and events to understanding the complex interplay of factors shaping Islamic civilization. This aligns with the Qur'anic injunction to reflect deeply on historical events (QS. Yusuf: 111) and the Prophet's emphasis on using intellect. The research findings also corroborate Nur'aini et al.'s (2025) study showing PBL's positive effect on critical thinking skills in science learning, suggesting that PBL's effectiveness transcends subject boundaries.

The significant effect of PBL on critical thinking can be further understood through the lens of cognitive engagement theory. PBL requires students to engage in authentic intellectual work—defining problems, gathering and evaluating information, proposing solutions, and defending their reasoning. This cognitive demand stimulates the development of analytical, evaluative, and synthetic thinking skills. Moreover, the collaborative nature of PBL exposes students to diverse perspectives, challenging them to reconsider their assumptions and develop more nuanced understanding. In the SKI context, this is particularly valuable as students encounter historical interpretations that may differ from their prior understanding, fostering intellectual flexibility and critical evaluation.

However, the effectiveness of PBL in developing critical thinking depends on the quality of problem design and facilitation. Problems must be authentic, relevant, and appropriately challenging for students' developmental levels. Teachers must skillfully facilitate without directing, providing scaffolding that supports student inquiry while maintaining intellectual autonomy. This finding underscores the importance of teacher professional development in

implementing PBL effectively. Schools should invest in training teachers to design meaningful problems, facilitate productive discussions, and assess critical thinking authentically.

4.2 Effect of Learning Interest on Critical Thinking

The significant influence of learning interest on critical thinking ($\text{Sig}=0.002 < 0.05$) confirms that affective factors play a crucial role in cognitive development. Students with high learning interest demonstrated greater engagement in learning activities, active participation in discussions, and stronger motivation to understand material deeply—conditions that facilitate critical thinking development. This finding aligns with Slameto's (2021) assertion that learning interest is a stable tendency to attend to and remember activities that interest someone, leading to engagement without external pressure. The relationship between interest and critical thinking can be explained through the lens of intrinsic motivation: interested students invest more cognitive effort, persist longer with challenging tasks, and derive greater satisfaction from intellectual engagement.

The significant effect of learning interest on critical thinking has important implications for SKI instruction. Traditional approaches that present SKI as mere memorization of historical facts may actually suppress interest, creating a self-reinforcing cycle of disengagement and poor critical thinking. Conversely, instruction that connects historical content to students' lives, presents it through engaging narratives, and invites personal meaning-making can cultivate interest that fuels cognitive engagement. This finding supports the importance of contextual and relevant learning experiences that make SKI meaningful to students rather than an abstract subject disconnected from their lives.

The relationship between learning interest and critical thinking is likely bidirectional: interest promotes critical thinking, and successful critical thinking experiences may further enhance interest. Students who experience the intellectual satisfaction of analyzing historical problems and constructing well-reasoned arguments may develop greater appreciation for SKI, creating positive feedback loops of engagement and achievement. This has implications for instructional design: teachers should create opportunities for students to experience meaningful success in critical thinking tasks, building both confidence and interest.

Research by Solihin and Ikhsan (2024) supports this finding, showing that learning interest positively influenced university students' critical thinking skills in social studies. Similarly, Lestari's (2023) research demonstrated that learning interest contributes significantly to critical thinking improvement in problem-based learning. These consistent findings across educational levels and subjects underscore the importance of attending to students' affective engagement as a foundation for cognitive development. In the Indonesian educational context, where rote memorization has been dominant, intentionally cultivating learning interest represents an important pedagogical shift.

4.3 Interaction Effect of PBL and Learning Interest on Critical Thinking

The significant interaction between PBL and learning interest on critical thinking ($\text{Sig}=0.011 < 0.05$) reveals that the effectiveness of PBL depends on students' learning interest levels. PBL will produce optimal results when supported by high learning interest. This finding is theoretically

grounded in the understanding that PBL requires active student participation—searching for information, discussing with peers, evaluating arguments, drawing conclusions—activities that demand analytical and critical thinking (Arends, 2021). However, successful PBL implementation also depends on internal student factors, particularly learning interest. Students with high learning interest tend to be more active in learning activities, more enthusiastic about group discussions, and more motivated to seek and understand information related to the subject matter (Slameto, 2021).

The interaction effect suggests that PBL and learning interest operate synergistically rather than independently. High learning interest enhances the benefits of PBL by increasing student engagement with problem-solving tasks, while PBL may enhance interest by providing meaningful, relevant, and challenging learning experiences. Conversely, low learning interest may undermine PBL effectiveness by reducing student motivation to engage deeply with problems, participate actively in discussions, or persist through challenging analysis. This finding has important implications for implementing PBL: teachers must not only implement the model but also cultivate learning interest through engaging problem design, supportive classroom climate, and connection to student interests.

This finding aligns with Trianto's (2022) assertion that innovative learning models like PBL will be more effective when supported by positive student psychological conditions, including high learning interest. The practical implication is that teachers should assess and address student interest before and during PBL implementation. Strategies to cultivate interest might include selecting problems relevant to students' lives, offering choice in topics or approaches, providing positive feedback, and celebrating intellectual accomplishments. Schools should also consider how grading and assessment practices might either enhance or diminish learning interest.

The interaction effect also illuminates the importance of attending to individual differences in implementing PBL. Students with initially low interest may require additional support, such as more structured guidance, smaller group sizes, or problems carefully selected to connect with their existing interests. Differentiation strategies may be necessary to ensure all students benefit from PBL, not just those already inclined toward academic engagement. This finding contributes to understanding how to implement PBL equitably across diverse student populations.

Research by Solihin and Ikhsan (2024) also supports this interaction finding, showing that PBL and student psychological factors jointly influence critical thinking development. The integration of innovative learning models and student interest is essential for improving critical thinking, particularly in SKI learning. PBL implementation supported by high learning interest creates more active, meaningful learning processes that optimally develop critical thinking skills. This suggests that educational interventions should address both instructional design and student motivation simultaneously rather than focusing on one aspect in isolation.

The practical significance of this finding is considerable. For SKI teachers, it suggests that simply implementing PBL without attending to learning interest may yield suboptimal results. Effective SKI instruction requires both innovative pedagogy and intentional cultivation of student interest. This might involve connecting historical content to contemporary issues students care about, using

varied media to present material engagingly, offering students meaningful choices in their learning, and creating a classroom culture where intellectual curiosity is valued and celebrated.

5. CONCLUSION AND SUGGESTIONS

Based on the research findings and discussion, several conclusions can be drawn. First, the Problem Based Learning (PBL) model significantly influences students' critical thinking skills in Islamic Cultural History (SKI) at MA Al Huda Tulung Balak. Students taught using PBL demonstrated higher critical thinking ability compared to those taught with conventional methods, confirming that problem-based approaches effectively develop higher-order thinking. Second, learning interest significantly influences students' critical thinking skills in SKI learning. Students with higher learning interest demonstrated greater critical thinking ability, underscoring the importance of affective engagement in cognitive development. Third, there is a significant simultaneous effect of PBL and learning interest on critical thinking skills, with the interaction effect indicating that PBL implementation is most effective when supported by high learning interest. The integration of PBL and high learning interest creates more active, meaningful learning processes that optimally develop critical thinking in SKI learning.

This research contributes to understanding how to improve critical thinking in SKI through innovative pedagogy and attention to student motivation. However, limitations should be acknowledged, including the single research site, limited sample size, and focus on a specific subject. Future research should replicate the study across multiple schools, examine long-term effects of PBL on critical thinking development, and explore additional variables that may influence critical thinking such as teacher effectiveness, classroom climate, and prior academic achievement. Research on how to effectively cultivate learning interest in SKI learning would also be valuable.

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