



The Use of Islamic Education Teaching Materials in Improving Students' Critical Thinking Skills

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Abstract

The use of Islamic Religious Education teaching materials to improve students' critical thinking skills is a strategic effort to develop students' critical thinking skills. This study aims to analyze the use of Islamic Religious Education teaching materials to improve students' critical thinking skills. This study employs qualitative research, with data sources drawn from books and articles. To make it more engaging, all themes from the research findings will be discussed in conjunction with the findings of previous researchers. The results of the study indicate that the use of appropriate teaching materials integrated with literacy not only enriches students' knowledge of Islam but also helps them develop critical thinking skills that are essential in everyday life. The role of Islamic Education teachers in using teaching materials for Islamic Education integrated with literacy is crucial in improving students' critical thinking skills. Islamic Education teachers act as facilitators who not only teach religious material but also develop students' literacy skills, such as reading, writing, speaking, and listening in the context of religious learning. The implication is that contextualizing Islamic values encourages students to actively analyze religious and social issues critically and systematically, thereby improving their critical thinking skills.

INTRODUCTION

Schools, as formal educational institutions, play an important role in instilling culture and fostering good character in students. At present, the rapid development of science and technology and intense competition require individuals to be able to quickly master various fields of knowledge and technology (Engkizar et al., 2018; Kalifah et al., 2023; Ziliwu et al., 2024).

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Otherwise, individuals will fall behind and lose out in competition in various fields. Science and technology can be learned by humans through the use of adequate literacy skills (reading and writing). High literacy skills can drive the development of science and technology to even higher levels. Literacy is the ability of an individual to use their potential and skills in processing and understanding information when performing reading and writing activities (Engkizar, et al., 2022; Ifrida et al., 2023).

Through literacy skills, a person not only gains knowledge but can also use their knowledge and experience as a reference for the future. Literacy skills have a significant impact on an individual's success. Good literacy skills will help an individual understand both verbal and written information. In life, literacy skills are very important in supporting the competencies that an individual possesses. These competencies can complement each other if an individual can master literacy and filter information that supports their success in life. In this regard, one of the competencies that a competent individual must possess is literacy. This means that the literacy skills (reading and writing) one possesses should be more dominant than their oral skills (listening and speaking) (Engkizar, Kaputra, et al., 2022; Hidayati et al., 2024).

High literacy skills greatly influence the acquisition of various information related to living life (competing). Having as much information as possible will enable a person not only to live their life but also to appreciate life and contribute to the progress of their nation. Currently, literacy issues are one of the problems that require special attention from the Indonesian nation. This is because, in recent decades, Indonesia's competitiveness among other nations has tended to be lacking (Irma Sari Daulay et al., 2023; Nudin, 2021).

Islamic Religious Education in elementary schools plays an important role in shaping students' character and skills. However, the challenge of improving students' critical thinking skills remains a major concern. One effective approach to overcoming this challenge is through the use of Islamic Religious Education teaching materials that are integrated with literacy. Critical thinking skills are highly essential and function effectively in all aspects of life. Therefore, these critical thinking skills are of great importance and must be instilled from an early age, both at school, at home, and in the community (Amrain et al., 2024; Fauzi, 2023).

In the learning process, active thinking is required to achieve optimal results. This means that an optimal learning process requires critical thinking from the learner. Therefore, critical thinking is very important in the learning process. Critical thinking is a deliberate effort that is carried out actively, systematically, and follows logical principles while considering various perspectives to understand and evaluate information with the aim of accepting, rejecting, or postponing judgment (Jami, 2022; Rohman, 2022).

Based on the researcher's observations of elementary schools in Indonesia, it appears that: first, there is a lack of interest among students in Islamic Religious Education, with many students feeling that the subject tends to be monotonous and uninteresting, especially when it focuses solely on memorizing religious teachings. This hinders the development of literacy and critical thinking skills, which could be fostered through more interactive and contextual approaches. Second, there are difficulties in integrating literacy with Islamic Religious Education content, as students find it challenging to connect literacy with the religious concepts being taught. This is because Islamic Religious Education teaching materials in many schools tend to focus on religious texts that are not always relevant for developing broader literacy skills.

Third, inadequate teaching materials, where some of the teaching materials available in schools may not be adequate in supporting the development of critical thinking skills. Teaching materials that are more oriented towards memorization than

analysis and reflection may not be challenging enough for students to think critically. The lack of teaching materials that connect religious values with everyday situations makes it difficult for students to apply religious teachings in a broader context. Fourth, varying levels of student understanding. Each student has a different level of understanding of Islamic Religious Education material, and the development of critical thinking skills requires a strong foundation of understanding. Students who lack a deep understanding of religious material may find it difficult to analyze and think critically about the teachings provided.

Fifth, limitations in students' critical thinking skills. Many students are not trained to think critically. They may be accustomed to accepting information at face value without questioning or analyzing it further. A lack of practice and stimulation in critical thinking hinders the development of this skill, which should be honed through more reflective and analytical learning activities. Sixth, students' limited perception of religion. Some students may have narrow or limited views on religion, especially if they only receive religious information without the opportunity to explore and understand religious concepts critically. Learning that is too dogmatic and does not allow room for questions or discussion can hinder the development of students' critical thinking.

Seventh, lack of critical thinking skills in daily life: Although Islamic Religious Education teaches moral and religious values, critical thinking skills are often not explicitly practiced in the daily lives of students. Therefore, integrating literacy into Islamic Religious Education teaching is a challenge in bridging theory and practice. Eighth, limited time for critical thinking learning. In many schools, the time allocated for Islamic Religious Education subjects is limited, making it difficult for teachers to delve into integrated literacy teaching and develop critical thinking skills. Many curricula emphasize achieving basic competencies in a short time, without allowing space for in-depth discussion or reflection.

Based on the above issues, integrating literacy into Islamic Religious Education subjects in elementary schools can be an effective strategy to enhance students' critical thinking skills, although improvements are needed in terms of resources, teaching methods, and evaluation to ensure optimal implementation.

METHODS

This study uses a qualitative method through a case study approach. This method is appropriate when researchers want to observe and explore the results of a program or activity that has been implemented. The research data was collected from twenty informants consisting of school principals and Islamic Education teachers. The research instrument was a set of structured interview protocols (Akmal et al., 2024; Engkizar et al., 2023; Ikhlas et al., 2025; Khairunisa et al., 2025; Mahira et al., 2024; Mustafa et al., 2025; Wulandari et al., 2024). According to Krueger, in order for the interview to be organized neatly and for the informants to easily understand the flow of the conversation, it is important for the researcher to organize the interview protocol into several parts, namely opening questions, introduction, transition, key questions, and closing questions. The researcher must continue to guide the conversation with the informants so that the data sought aligns with the research objectives. All data collected through in-depth interviews are subsequently analyzed thematically. Thematic analysis is one of the more flexible methods for identifying, analyzing, and reporting qualitative research data. Before all data are entered into the analysis tool (Aryanti et al., 2022; Engkizar et al., 2024; Febriani et al., 2022; Muthatahirin et al., 2025; Rahman et al., 2024; Sabrina et al., 2024; Wati et al., 2025).

RESULT AND DISCUSSION

The use of teaching materials for Islamic Religious Education with an integrated literacy approach has great potential to improve students' critical thinking skills. With the right strategies, relevant teaching materials, and support from schools and the government, students' critical thinking skills can be improved, which is not only beneficial in the context of Islamic Religious Education but also in their daily lives. However, challenges such as limited resources and teacher training need to be addressed to ensure the optimal implementation of integrated literacy in Islamic Education learning. To make it more engaging, the author begins by explaining the terminology, followed by expert opinions and related theories. The author also discusses the findings of this study alongside the results of recent educational research addressing similar issues and contexts (Engkizar, Muslim, et al., 2025; Guspita, 2025; Sabrina et al., 2024; Zahidah et al., 2022).

The importance of Islamic Religious Education for students

Solving problems related to the importance of using teaching materials for Islamic Religious Education with integrated literacy to improve critical thinking skills involves several strategic steps that can be taken to overcome various challenges. The following are some of the problems that may arise along with the solutions that can be applied:

Limited access to relevant and engaging teaching materials

Researchers identified a problem: Schools still have limited access to relevant and engaging teaching materials to improve students' literacy in the context of Islamic Religious Education. The available teaching materials are often limited to textbooks that are not interactive and do not align with contemporary developments. As a result, researchers identified the following solutions: Diversification of teaching materials: Schools and teachers need to seek out and utilize various types of teaching resources, such as articles, videos, or even educational apps that can help integrate literacy with Islamic Religious Education. i.) Use of technology: Leveraging technology and digital media, such as online learning platforms or e-books, to provide more engaging and easily accessible materials for students. ii.) Creating teaching materials: If existing teaching materials are limited, teachers can create or compile their own teaching materials that are more suitable for students' needs and more interesting in the form of stories, infographics, or illustrations that can facilitate understanding of the material.

Lack of teacher training in integrating literacy with Islamic Religious Education

Problem: Islamic Religious Education teachers do not yet have adequate understanding or skills in integrating literacy into learning. This can hinder the desired effectiveness of learning.

Solution: Teacher training: Conduct training and workshops for Islamic Religious Education teachers so that they have the skills and knowledge to integrate literacy into Islamic Religious Education learning. This training can also include the use of technology and digital resources in learning. Collaboration with other subject teachers: Develop literacy skills through collaboration with other subject teachers, such as Indonesian Language or Mathematics, to create a more integrated learning experience (Engkizar, et al., 2025; Putri et al., 2025).

Difficulties students face in connecting Islamic Religious Education concepts with everyday life

Problem: Students often find it difficult to connect Islamic religious education with the challenges of everyday life. This can reduce the relevance of learning and hinder the development of critical thinking skills.

Solution: Contextual learning: Teachers can use problem-based learning methods and case studies relevant to students' daily lives. For example, discussing

social or ethical issues in society and connecting them to Islamic teachings. Guided discussions: Hold class discussions that allow students to analyze real-world problems and find solutions based on Islamic principles, so that they can be more critical in their view of an issue.

Challenges in increasing student participation

Problem: Not all students have the same level of participation in learning. Some students may be more passive and reluctant to speak or express their opinions, which can hinder the development of critical thinking skills (Engkizar, et al., 2025; Mutathahirin et al., 2022).

Solution: Active learning methods: Implement learning methods that directly involve students, such as group discussions, presentations, or educational games. This will encourage students to participate more actively and think critically. Providing praise and positive feedback: Give positive and constructive feedback to students who participate, to encourage them to be more confident in expressing their opinions and ideas. Collaborative learning: Implement collaborative learning where students work together in groups to complete tasks, so they can share ideas and analyze problems together.

Limited time and resources

Problem: Many Islamic Education teachers in elementary schools are limited in terms of time and resources to implement more creative and innovative learning strategies.

Solution: Utilization of existing resources: Maximize the use of existing resources, such as library books, the internet, and social media, to provide varied and interesting teaching materials. Effective time management: Developing an efficient learning schedule by utilizing limited time to focus on critical aspects of literacy and critical thinking. By implementing these solutions, the use of integrated teaching materials for Islamic Religious Education that incorporate literacy can be optimized, enabling students to develop critical thinking skills that are beneficial not only in the context of religion but also in their daily lives

Islamic Education Learning Strategies

Solving problems related to learning strategies for using integrated literacy teaching materials for Islamic Education to improve critical thinking skills in elementary schools requires a systematic and adaptive approach so that learning can be effective. The following are some problems that may arise along with practical solutions that can be applied:

Limited access to varied and relevant teaching materials

Issue: Limited resources or relevant and engaging teaching materials to integrate literacy into Islamic Education learning often pose a challenge. Existing resources are often too theoretical and fail to encourage student engagement.

Solution: Diversify teaching materials: Teachers can seek additional materials such as articles, videos, infographics, and short stories relevant to the learning theme. Utilizing digital teaching materials, such as applications and online learning platforms, can enrich the material presented. Creating your own teaching materials: Teachers can develop problem-based or case study-based teaching materials that are more contextual and can be used to encourage critical thinking, utilizing topics that are close to the lives of students.

Time constraints in intensive learning

Problem: Limited time in learning activities in elementary schools can be an obstacle to implementing learning strategies that require more time for critical thinking and in-depth study of Islamic Religious Education material.

Solution: Structured learning with a focus: Teachers can plan structured and focused learning activities by creating a schedule that prioritizes activities that hone critical thinking skills, such as discussions, group assignments, and case studies.

Project-based learning: Implement project-based learning that utilizes the available time to combine literacy and Islamic Religious Education in a project that involves in-depth research and analysis, so that students can be more involved in the critical thinking process.

Challenges in increasing student participation

Problem: Students find it difficult to actively participate in discussions or think critically, especially if they lack confidence or are unfamiliar with learning methods that encourage active participation.

Solution: Creating a supportive learning environment: Teachers should create a safe and supportive environment for students to express their opinions and engage in discussions. This can be achieved by acknowledging every student's contribution and fostering an inclusive atmosphere. **Engaging learning methods:** Using engaging and enjoyable learning methods, such as educational games, role-playing, or quizzes, can encourage students to participate more actively in discussions and engage in critical thinking. **Study groups:** Dividing students into small groups to discuss and complete tasks together can boost their confidence to think and speak in front of their peers.

Limited technological resources

Problem: Not all schools have adequate access to technology to support digital literacy-based learning and more interactive learning.

Solution: Utilization of existing resources: Use learning tools that are already available in schools, such as books or interactive whiteboards. Teachers can utilize other media, such as educational radio or television, to deliver material in a more engaging way. **Hybrid learning:** Combining face-to-face learning with distance learning, such as using WhatsApp groups or Google Classroom to share teaching materials and discuss online, so that students can still access learning materials at any time.

Fostering a sense of relevance in Islamic Religious Education.

Problem: Students may feel that Islamic Religious Education material is irrelevant to their lives, making them less interested in thinking critically about religious teachings.

Solution: Connecting the material to students' lives: Teachers should link Islamic teachings to contemporary issues and daily life challenges, such as ethics in technology, interfaith harmony, or other social issues, which can stimulate critical thinking among students. **Case studies:** Use case studies related to students' real lives to show how religious teachings can be applied to solve social or personal problems. By implementing the above solutions, the learning strategy of using integrated literacy Islamic Religious Education teaching materials will be more effective in improving students' critical thinking skills in elementary school, thereby not only enriching their understanding of religion but also strengthening their ability to face challenges in daily life.

The Role of Islamic Education Teachers

Solving problems related to the role of Islamic education teachers in using teaching materials for Islamic education subjects with integrated literacy to improve critical thinking skills in elementary schools involves several challenges that need to be overcome to optimize the role of teachers in integrating literacy and critical thinking in learning. The following are some of the problems that may arise along with practical solutions that can be applied: **Lack of teacher skills in integrating literacy into Islamic Education learning** **Problem:** Islamic Education teachers do not yet have the skills or experience to integrate literacy into their teaching, which can affect their ability to develop critical thinking skills in their students. **Solution:** **Training and professional development:** Hold training sessions or workshops for Islamic Education teachers on how to integrate literacy into their teaching. This

training could include the use of digital media, the development of creative teaching materials, and teaching methods that involve active literacy. Collaboration with other teachers: Islamic Education teachers collaborate with teachers of other subjects, such as Indonesian Language or other teachers, to design more integrated learning and provide a broader literacy experience for students. Improving technological knowledge: Teachers need to be provided with training on the use of technology in learning to make learning more interactive and improve students' critical thinking skills.

Limited availability of varied and interesting teaching materials.

Problem: The teaching materials available are often limited, especially those that integrate literacy and religious education. This can reduce the effectiveness of learning in developing students' critical thinking skills. **Solution:** Seek out and use diverse teaching materials: Islamic Education teachers should be able to find diverse teaching materials, such as articles, videos, books, or digital resources that can enrich students' learning experiences. These materials should be relevant to the learning topic and can stimulate discussion and critical analysis. **Creating their own teaching materials:** Teachers can create teaching materials that are more suited to the needs of students, such as stories based on Islamic values that can encourage students to think more critically about moral and social issues. **Utilizing digital media:** Using digital learning platforms or applications that can help students access teaching materials easily and enjoyably, such as e-books or educational videos.

Challenges in increasing student participation, **Problem:** Students are not very active in learning, either because they lack motivation or do not feel comfortable speaking and participating in discussions that can stimulate critical thinking. **Solution:** Creating an open learning environment: Islamic Education teachers create a supportive and safe environment for students to speak and express their opinions without fear of judgment. This can be done by giving praise and appreciation to students who participate. **Varied teaching methods:** Using enjoyable and active teaching methods, such as group discussions, problem-based learning, or role-playing, to encourage students to think critically and actively participate. **Assigning literacy-based tasks:** Assigning writing, presentation, or project tasks that involve analyzing and synthesizing information so that students can delve deeper into the topics being studied and develop critical thinking skills.

Limited learning time Problem: Limited learning time often poses a challenge in integrating literacy with Islamic Religious Education material, as well as providing sufficient time for students to think critically and analyze the material in depth. **Solution:** Efficient time management: Teachers must plan their time effectively to ensure that activities that foster critical thinking skills, such as discussions, case analyses, or projects, receive adequate attention. **Flexible learning:** Implement flexible learning that allows students to continue discussions or homework related to literacy and Islamic Religious Education after class hours, such as through online discussion forums or independent assignments.

Difficulties in fostering a sense of relevance in Islamic Religious Education learning **Problem:** Students may feel that Islamic Religious Education learning is irrelevant to their lives, which reduces their motivation to think critically and deeply about the material. **Solution:** Connecting the material to everyday life: Islamic Religious Education teachers link religious teachings to contemporary issues that are relevant to students, such as morality in the digital age, interfaith tolerance, or how to apply Islamic teachings in social life. **Case studies and contextual learning:** Teachers can use case studies related to real-life situations so that students can see how Islamic principles can be applied in solving social or personal problems.

Limited resources in schools **Problem:** Not all schools have sufficient resources to support the use of varied and adequate teaching materials to improve

students' critical thinking skills. Solution: Utilization of existing resources: Islamic Education teachers utilize existing resources in schools, such as libraries, multimedia tools, and other learning devices to enhance students' learning experiences. Use of digital resources: Utilizing the internet and social media to access a wider variety of articles, videos, and teaching materials without incurring significant additional costs. Through these problem-solving steps, the role of Islamic Education teachers in utilizing integrated Islamic Education literacy teaching materials can be optimized to develop students' critical thinking skills and enhance the quality of learning that is more relevant and comprehensive.

CONCLUSION

The learning strategy for using Islamic Religious Education teaching materials with integrated literacy plays a very important role in improving the critical thinking skills of elementary school students. This strategy combines various in-depth approaches, actively involves students, and connects religious learning with literacy skills. The role of Islamic Education teachers is key in shaping a generation that not only understands Islamic teachings but is also capable of thinking critically and intelligently in facing various life challenges. The role of Islamic Education teachers in using teaching materials for Islamic Education subjects with integrated literacy is crucial in improving students' critical thinking skills at the elementary school level. Islamic Education teachers act as facilitators who not only teach religious content but also develop students' literacy skills, such as reading, writing, speaking, and listening, within the context of religious education.

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