

Reconstruction of Islamic Religious Education Learning Oriented to Higher Order Thinking Skills (HOTS)

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Abstract

- Purpose** : Islamic Religious Education (IRE) in the 21st century faces challenges in developing students' Higher Order Thinking Skills (HOTS). The implementation of HOTS in IRE learning remains largely oriented toward memorization and knowledge transfer. This study aims to analyze the urgency of implementing HOTS and to formulate a conceptual model for reconstructing IRE learning in accordance with the demands of 21st-century education.
- Method** : The study employed a literature review method using a descriptive qualitative approach. Data were collected from 35 scientific articles, academic books, and relevant supporting documents, and were analyzed through data reduction, data display, verification, and thematic synthesis.
- Results** : The findings indicate that the reconstruction of IRE learning should be carried out through the integration of learning objectives, instructional strategies, learning media, and HOTS-based assessment. This study proposes a conceptual model of HOTS-based IRE learning that integrates Islamic values, contextual problems, higher-order thinking activities, religious reflection, and Islamic social action.
- Conclusion** : The model is expected to develop students who are religious, critical, creative, adaptive, and capable of addressing the challenges of the 21st century without losing their Islamic identity.

Keywords: Islamic Religious Education, Higher Order Thinking Skills (HOTS), Learning Reconstruction

1. Introduction

Islamic Religious Education (IRE) is one of the subjects that plays a strategic role in shaping students' character, morality, spirituality, and personality. Amid the rapid development of information technology, globalization, and the increasing complexity of 21st-century society, IRE learning is no longer sufficient if it merely focuses on the transfer of religious knowledge; it must also equip students with critical thinking, creativity, communication, and collaboration skills. Therefore, IRE learning is required to adapt to the paradigm of 21st-century education, which emphasizes the development of Higher Order Thinking Skills (HOTS) (Retnawati et al., 2018). The advancement of 21st-century education has brought significant changes to educational goals and learning processes. Students are expected not only to master learning materials but also to analyze information, evaluate various phenomena, and generate creative solutions to problems they

encounter. In this context, higher-order thinking skills have become one of the essential competencies that must be developed through education. Learning that merely emphasizes memorization and basic comprehension is no longer adequate to prepare students for future challenges.

The concept of HOTS refers to thinking skills involving analysis, evaluation, and creation, as outlined in the revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). HOTS encourages students not only to receive information passively but also to process, critique, and develop information into more meaningful knowledge. The implementation of HOTS in learning has become increasingly important because it enhances problem-solving, decision-making, and reflective thinking skills that are essential in modern life (Brookhart, 2010). Furthermore, HOTS-oriented learning in Islamic education is closely related to the development of critical and creative thinking skills through student-centered learning approaches, enabling learners to actively construct knowledge and respond to contemporary challenges (Amini et al., 2023). Nevertheless, various studies indicate that the implementation of HOTS in IRE learning still faces numerous challenges (Lestari and Suyadi, 2021). In many schools, IRE instruction continues to be dominated by lecture-based teaching, memorization of Qur'anic verses, and one-way delivery of content. Consequently, students tend to act as passive recipients of information and have limited opportunities to develop critical and reflective thinking skills regarding various life issues related to Islamic values. Findings from the Programme for International Student Assessment (PISA) indicate that Indonesian students' critical thinking and problem-solving abilities remain below the OECD average. These findings highlight the importance of strengthening HOTS across all subjects, including Islamic Religious Education.

This condition reflects a gap between the demands of 21st-century education and the actual practices of IRE learning. While educational curricula and national policies have increasingly emphasized the development of higher-order thinking competencies, their implementation remains suboptimal. Many teachers experience difficulties in designing instructional strategies, learning media, and assessment instruments that effectively facilitate HOTS development. Furthermore, the implementation of the Merdeka Curriculum reinforces the importance of developing critical thinking and problem-solving skills in the learning process. This curriculum emphasizes student-centered learning, project-based learning, and the strengthening of competencies relevant to 21st-century needs (Amiruddin et al., 2023). In this context, IRE learning needs to be reconstructed to align with national educational policies and produce graduates who are not only religious but also critical and adaptive to social change.

The reconstruction of IRE learning is essential because Islamic education fundamentally aims not only to transmit religious knowledge but also to develop students' intellectual, behavioral, and practical capacities in accordance with Islamic values (Negara and Hidayati, 2021). The intellectual tradition of Islam since classical times has demonstrated the importance of reason, *ijtihad*, reflection, and analysis in understanding religious teachings (Alhayyani, 2024). Therefore, the integration of HOTS into IRE learning is fully consistent with the spirit of Islamic education, which promotes the balanced development of students' intellectual and spiritual potential. In practice, HOTS-based IRE learning can be implemented through various innovative instructional models, such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning, and Inquiry Learning

(Tazkiyah and Suryapermana, 2020). These models provide students with opportunities to identify problems, analyze alternative solutions, and relate Islamic values to real-life situations. As a result, IRE learning becomes more contextual and meaningful rather than merely textual and normative.

In addition, advances in digital technology have created broader opportunities for implementing HOTS in IRE learning (Mintasih et al., 2024). The use of information and communication technology can help teachers provide more diverse, interactive, and relevant learning resources (Sutisnawati et al., 2021). Digital media, online learning platforms, interactive videos, and various educational applications enable students to actively participate in the learning process and develop higher-order thinking skills more effectively. Nevertheless, reconstructing HOTS-based IRE learning requires a paradigm shift from teacher-centered learning to student-centered learning (Wulandari, 2021). Teachers are no longer viewed as the sole source of information but rather as facilitators who guide students in constructing knowledge and developing critical thinking skills. This paradigm shift is one of the key prerequisites for the successful implementation of HOTS in IRE learning.

Recent studies indicate that the implementation of HOTS has become increasingly relevant to the Merdeka Curriculum and the demands of 21st-century education. Hidayati et al. (2024) found that Problem-Based Learning effectively improves students' critical thinking skills in IRE. Studies conducted by Rohmah et al. (2025), Hasanah et al. (2026), and Abror & Asyari (2026) also emphasize the importance of integrating digital technology, critical thinking, and problem-solving skills into IRE learning. Nevertheless, most previous studies have focused on the implementation of specific learning models or the development of HOTS assessment instruments. Consequently, there is still limited research addressing the comprehensive reconstruction of IRE learning through the integration of learning objectives, instructional strategies, learning media, assessment systems, religious reflection, and Islamic social action.

Research on the implementation of Higher Order Thinking Skills (HOTS) in Islamic Religious Education has been widely conducted. Rohmah et al. (2025) demonstrated that Problem-Based Learning significantly improves students' critical thinking skills in IRE. Abror and Asyari (2026) found that the integration of digital technology enhances student engagement and supports the development of analytical and reflective thinking skills. Another study by Agista et al. (2026) emphasized that 21st-century IRE should integrate critical thinking, creativity, communication, and collaboration as key student competencies. Meanwhile, Insani et al. (2025) reported that HOTS development positively influences students' problem-solving and decision-making abilities in various learning contexts. However, most previous studies remain limited to specific instructional models or HOTS instrument development. Research specifically addressing the comprehensive reconstruction of IRE learning through the integration of learning objectives, instructional strategies, learning media, and HOTS-based assessment systems remains relatively scarce. Therefore, this study seeks to address this gap by formulating a more integrative conceptual model for HOTS-oriented IRE reconstruction in accordance with the demands of 21st-century education.

Although numerous studies have examined the implementation of HOTS in Islamic Religious Education, most focus on specific instructional approaches such as Problem-Based Learning, Project-Based Learning, or digital technology integration. These studies generally emphasize the enhancement of critical thinking skills without comprehensively integrating learning

objectives, instructional strategies, learning media, assessment systems, religious reflection, and the implementation of Islamic values into a unified conceptual framework.

Based on these conditions, a research gap exists in the absence of a conceptual model for reconstructing Islamic Religious Education that systematically integrates HOTS development with the internalization of Islamic values and Islamic social action. Therefore, the novelty of this study lies in the development of an integrative HOTS-oriented IRE reconstruction model that connects Islamic values, contextual problems, higher-order thinking activities, religious reflection, and Islamic social action within a single learning process. Theoretically, this study is expected to enrich the body of knowledge concerning the integration of HOTS in Islamic Religious Education. Practically, the findings may serve as a reference for teachers in designing IRE learning that is more contextual, critical, and relevant to the demands of 21st-century education.

Based on the foregoing discussion, it can be understood that IRE learning requires reconstruction to address the challenges of 21st-century education. Such reconstruction should encompass not only changes in instructional methods but also learning objectives, media utilization, instructional strategies, and assessment systems oriented toward the development of Higher Order Thinking Skills. Therefore, this study aims to analyze the urgency of HOTS in Islamic Religious Education and formulate a model for reconstructing IRE learning capable of fostering students' critical, creative, reflective, and problem-solving abilities in accordance with the demands of 21st-century education.

2. Method

This study employed a literature review method using a descriptive qualitative approach. A literature review was selected because the research focuses on a conceptual analysis of the reconstruction of Islamic Religious Education (IRE) learning oriented toward Higher Order Thinking Skills (HOTS) based on relevant scientific sources. In this study, no field data were collected. Instead, the researcher examined, reviewed, and synthesized various literatures related to IRE learning, HOTS, 21st-century education, and the Merdeka Curriculum. The qualitative approach was utilized to generate a comprehensive understanding of the urgency of implementing HOTS in IRE learning and to formulate a learning reconstruction model that aligns with contemporary educational needs. The focus of this study encompasses four main aspects: (1) the concept of Higher Order Thinking Skills (HOTS), (2) Islamic Religious Education (IRE) learning, (3) the characteristics of 21st-century learning, and (4) the reconstruction of HOTS-based IRE learning. These aspects served as the foundation for the analysis and synthesis of the literature to formulate a conceptual learning model relevant to contemporary educational demands.

The research data were obtained from both primary and secondary sources. Primary data consisted of scientific articles, accredited national journals, international journals, academic books, and scholarly documents specifically discussing Higher Order Thinking Skills (HOTS), Islamic Religious Education, 21st-century learning, and learning reconstruction. The literature was prioritized from publications issued between 2016 and 2026 to ensure relevance to current research developments. Secondary data were collected from supporting documents, including government regulations, Merdeka Curriculum documents, research reports, conference proceedings, and other relevant sources. These secondary sources functioned as complementary materials to strengthen the

analysis and interpretation of the primary data. The subjects of this literature review were not individuals or groups of respondents but rather literature sources that met the inclusion criteria. Following the selection process, ten scientific articles were identified as relevant and eligible for in-depth analysis. These articles discussed the implementation of HOTS in education, Islamic Religious Education learning, 21st-century learning, and various innovations and reconstruction models relevant to the objectives of this study.

The research instruments consisted of documentation sheets and a literature analysis matrix. The documentation sheets were used to record source identities, publication years, research objectives, methodologies, and key findings from each analyzed article. Meanwhile, the literature analysis matrix was employed to categorize data based on research themes, identify similarities and differences among previous studies, and construct a conceptual synthesis that served as the basis for formulating a HOTS-oriented reconstruction model of Islamic Religious Education learning. The literature search was conducted systematically through several academic databases, namely Google Scholar, Garuda, SINTA, and Scopus. The search process was carried out from January to March 2026 using the following keywords:

1. Higher Order Thinking Skills in Islamic Religious Education
2. HOTS in Islamic Education
3. 21st-Century Islamic Religious Education Learning
4. Islamic Religious Education and Critical Thinking
5. Reconstruction of Islamic Religious Education Learning

The retrieved literature was then screened based on thematic relevance, publication year, and source quality.

The literature selection process was conducted in several stages. Initially, 124 articles were identified from various academic databases. After screening titles and abstracts, 68 relevant articles remained. Subsequently, a full-text review was conducted, resulting in 10 articles that met the inclusion criteria. These articles were then analyzed in depth to produce a conceptual synthesis regarding the reconstruction of HOTS-oriented Islamic Religious Education learning.

The literature included in this study met the following criteria:

Inclusion Criteria

1. Discusses HOTS in education.
2. Discusses Islamic Religious Education.
3. Discusses 21st-century learning.
4. Published between 2016 and 2026.
5. Published in accredited journals, international journals, academic books, or official documents.

Exclusion Criteria

1. Articles irrelevant to the research topic.
2. Non-peer-reviewed popular articles.
3. Literature without clear source identification.
4. Duplicate articles retrieved from different databases.

Data collection was conducted through a library research technique. This process involved identifying, collecting, and reviewing various literature sources related to the research topic. The stages of data collection included:

1. Identifying literature relevant to the research topic.
2. Selecting sources based on credibility, relevance, and publication year.

3. Reading and comprehending the literature thoroughly.
4. Recording important information related to HOTS, IRE learning, and learning reconstruction.
5. Categorizing data according to predetermined research themes.

Through this process, comprehensive data were obtained to address the research objectives and formulate a conceptual model for HOTS-based Islamic Religious Education learning reconstruction. Data analysis was conducted using the interactive analysis model developed by Miles et al. (2014), which consists of three stages:

a. Data Reduction

At this stage, the researcher selected, focused, simplified, and organized the data obtained from various literature sources. Data irrelevant to the research focus were eliminated, while data related to IRE learning and HOTS were retained for further analysis.

b. Data Display

The reduced data were systematically organized in the form of descriptive narratives, tables, and thematic classifications to facilitate understanding of relationships among concepts. Data presentation was conducted based on subthemes such as the concept of IRE, the concept of HOTS, the urgency of HOTS in IRE learning, and forms of HOTS-based learning reconstruction.

c. Conclusion Drawing and Verification

The final stage involved interpreting the analyzed data to obtain a comprehensive understanding of HOTS-oriented IRE learning reconstruction. The conclusions were continuously verified through repeated examination of the utilized sources to ensure valid and scientifically accountable findings.

In addition to data reduction, display, and conclusion drawing, this study also employed thematic synthesis. This technique involved identifying major themes emerging from the literature, grouping similar themes, and constructing conceptual relationships among them to formulate a reconstruction model for HOTS-oriented Islamic Religious Education learning. To ensure data trustworthiness, source triangulation was applied. This process involved comparing and reviewing various literature sources addressing similar themes to obtain consistent and reliable information. Furthermore, the quality of sources was evaluated based on publisher credibility, journal reputation, and substantive relevance to the research focus. Through these procedures, the study is expected to provide a comprehensive analysis of the reconstruction of Islamic Religious Education learning oriented toward Higher Order Thinking Skills (HOTS) as an effort to address the challenges of 21st-century education.

3. Result

Based on a literature review of various studies on Islamic Religious Education (IRE), Higher Order Thinking Skills (HOTS), and 21st-century learning, it was found that IRE learning still faces numerous challenges in developing students' higher-order thinking skills. Most instructional practices remain focused on content mastery, concept memorization, and the achievement of lower-order cognitive learning outcomes. This condition limits students' opportunities to analyze, evaluate, and solve various life problems based on Islamic values. The synthesis of the literature indicates that the implementation of HOTS in learning can improve students' critical thinking, creativity, problem-solving, and decision-making skills. Furthermore, several studies emphasize the

importance of problem-based learning, project-based learning, and the utilization of digital technology in supporting the development of higher-order thinking skills.

Table 1 Previous Studies and Research Position

No.	Author(s)	Research Focus	Main Findings	Research Gap
1	Fatimah et al. (2022)	PBL and HOTS in Islamic Religious Education (IRE) Learning	The Problem-Based Learning (PBL) model produced higher-order thinking skills that were superior to the Contextual Teaching and Learning (CTL) model in IRE learning.	Did not comprehensively discuss the reconstruction of IRE learning.
2	Pratiwi and Maharani (2020)	HOTS-Based Islamic Religious Education Learning	The implementation of HOTS in IRE improved students' critical thinking skills and reduced the dominance of rote learning.	Did not integrate curriculum, learning media, and assessment aspects.
3	Lestari and Suyadi (2021)	HOTS in Neuroscience-Based Islamic Religious Education	HOTS was effective in developing students' critical and creative thinking skills in IRE learning.	Focused on conceptual and neuroscience perspectives rather than learning reconstruction.
4	Fadholi et al. (2022)	Scientific Approach and HOTS in IRE	The scientific approach effectively supported the development of HOTS in IRE learning.	Did not discuss a comprehensive IRE instructional design.
5	Hidayati et al. (2024)	PBL to Improve Critical Thinking in IRE	PBL improved students' critical thinking skills and supported the implementation of the Merdeka Curriculum.	Focused on model implementation without examining the reconstruction of the IRE learning system.
6	Fazrin et al. (2025)	PBL as a Strategy to Strengthen Critical Thinking in IRE	PBL made IRE learning more contextual and enhanced critical thinking and problem-solving skills.	Did not discuss the integration of objectives, content, media, and assessment.
7	Kusnandar and Mirza, (2025)	Implementation of PBL in IRE	PBL effectively transformed IRE learning into a more active, contextual, and authentic problem-based process.	Limited to the implementation of PBL in a single school setting.
8	Simanulan g et al. (2025)	Development of HOTS-Based Assessment Items in IRE	HOTS-based assessment items encouraged critical thinking and the application of Islamic values in real-life contexts.	Focused on assessment and did not address the overall learning process.
9	(Hasanah et al., 2026)	Integration of Critical Thinking	Critical thinking and problem-solving have strong foundations	Did not propose a comprehensive

		and Problem Solving in IRE	in Islam and should be integrated into IRE learning.	HOTS-oriented IRE learning reconstruction model.
10	This Study	HOTS-Oriented Reconstruction of Islamic Religious Education Learning	Integrates learning objectives, instructional strategies, learning media, assessment, religious reflection, and Islamic social action into a conceptual HOTS framework.	Proposes an integrative model for HOTS-oriented reconstruction of Islamic Religious Education learning.

Based on Table 1, previous studies generally focused on the implementation of specific learning models, the development of critical thinking skills, the use of digital technology, and the application of HOTS in the context of Islamic Religious Education. However, most of these studies examined learning components separately and did not integrate learning objectives, instructional strategies, learning media, assessment systems, and the internalization of Islamic values into a comprehensive conceptual framework.

Table 2 Analysis of the Reconstruction of HOTS-Oriented Islamic Religious Education Learning

Learning Aspect	Conventional Learning	HOTS-Oriented Learning
Learning Objectives	Memorizing and understanding content	Analyzing, evaluating, and creating solutions based on Islamic values
Learning Methods	Lecturing and question-and-answer sessions	Problem-Based Learning (PBL), Project-Based Learning (PjBL), Discovery Learning, Inquiry Learning
Teacher's Role	Primary source of information	Facilitator and mentor
Student's Role	Recipient of information	Actively seeking information, analyzing, and solving problems
Learning Media	Textbooks and whiteboards	Digital media, e-modules, and interactive videos
Assessment	Memorization tests and multiple-choice questions	Case studies, projects, portfolios, and presentations

Table 2 illustrates a paradigm shift from teacher-centered learning to student-centered learning. This shift serves as the primary foundation for developing higher-order thinking skills required in the 21st century.

The results of the analysis indicate that the reconstruction of IRE learning should be carried out in terms of learning objectives, instructional strategies, learning media, and assessment systems. This reconstruction aims to develop students' abilities to analyze, evaluate, and create solutions based on Islamic values.

Table 3 Transformation of Learning Objectives in Islamic Religious Education

Before Reconstruction	After Reconstruction
Memorizing Qur'anic verses and Hadiths	Analyzing the meaning and relevance of Qur'anic verses and Hadiths in daily life
Understanding learning materials	Evaluating social phenomena based on Islamic teachings
Answering theoretical questions	Designing solutions to problems based on Islamic values

Based on Table 3, IRE learning objectives are no longer solely oriented toward mastering religious content but also toward enabling students to understand, analyze, evaluate, and apply Islamic values in daily life.

Table 4 HOTS-Based Learning Strategies in Islamic Religious Education

Learning Model	Implementation in Islamic Religious Education (IRE)
Problem-Based Learning (PBL)	Analyzing cases of juvenile delinquency based on Islamic values
Project-Based Learning (PjBL)	Developing a project on Islamic social media ethics campaigns
Inquiry Learning	Investigating the causes of low levels of tolerance among students
Discovery Learning	Identifying moral and ethical values from a particular event or phenomenon

The analysis reveals that Problem-Based Learning, Project-Based Learning, Inquiry Learning, and Discovery Learning are effective strategies for developing students' higher-order thinking skills because they provide opportunities for learners to solve real-life problems related to social and religious issues.

Table 5 Forms of HOTS-Based Assessment in Islamic Religious Education Learning

HOTS Level	Assessment Form
Analysis (C4)	Case study analysis
Evaluation (C5)	Evaluating social phenomena based on Islamic values
Creation (C6)	Designing solutions or religious social projects

The literature review also indicates that assessment systems need to be reconstructed through the use of case studies, projects, portfolios, and presentations that can measure students' higher-order thinking skills more comprehensively than conventional assessments.

4. Discussion

The Paradigm Shift in HOTS-Based Islamic Religious Education Learning

The shift from teacher-centered learning to student-centered learning is a logical consequence of the demands of 21st-century education. In the conventional paradigm, teachers serve as the primary source of knowledge, and learning activities are largely focused on information transmission. In contrast, HOTS-based learning positions students as active participants who construct knowledge through processes of analysis, evaluation, and creation. The findings of this

study are consistent with those of Fatimah et al. (2022), Pratiwi & Maharani (2020), and Hidayati et al. (2024), who found that the implementation of HOTS and Problem-Based Learning significantly enhances students' critical thinking skills in Islamic Religious Education. However, this study differs fundamentally from previous research because it does not merely focus on the implementation of a specific instructional model. Instead, it proposes a comprehensive reconstruction of learning that includes learning objectives, instructional strategies, learning media, assessment systems, religious reflection, and Islamic social action. These findings also support Brookhart's (2010) argument that HOTS contributes significantly to students' problem-solving and decision-making abilities. In the context of Islamic Religious Education, these skills are essential because students are expected not only to understand religious concepts textually but also to apply them in addressing various contemporary life challenges.

An Integrative Model for HOTS-Oriented Reconstruction of Islamic Religious Education Learning

Based on the synthesis of various literature sources, this study proposes an integrative model for the reconstruction of Islamic Religious Education learning oriented toward Higher Order Thinking Skills (HOTS). The model integrates the development of higher-order thinking skills with the internalization of Islamic values and character development.

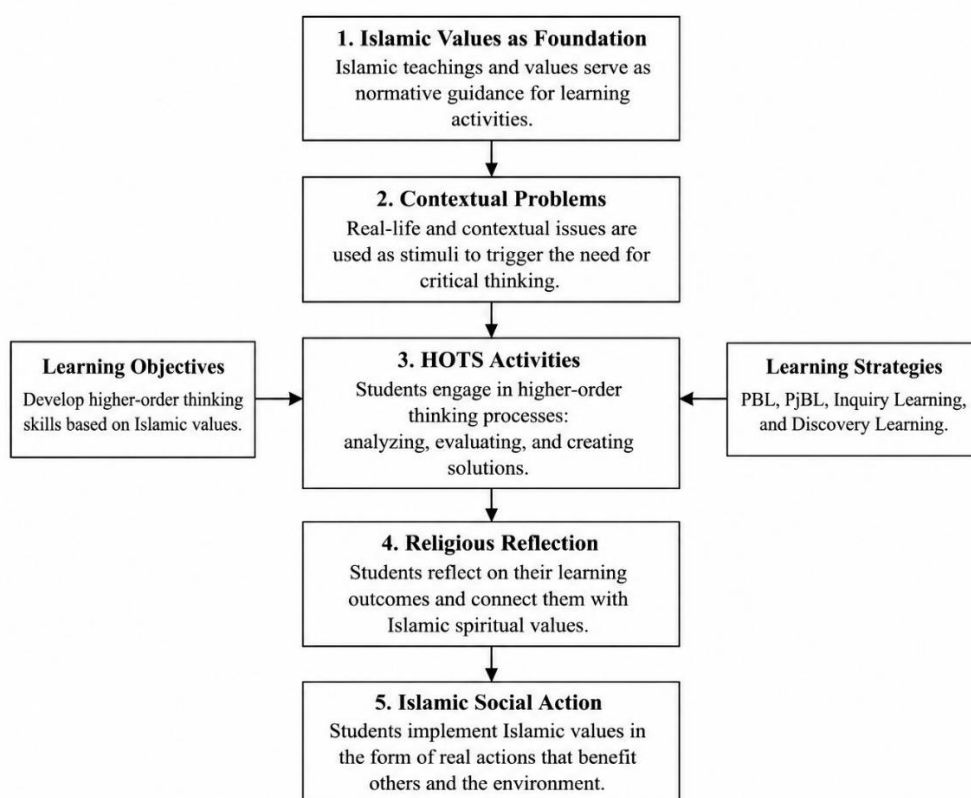


Figure 1. Integrative Model of HOTS-Oriented Islamic Religious Education Learning Reconstruction

The model demonstrates that HOTS should not be viewed as the ultimate goal of learning but rather as a means of developing students who are critical, creative, reflective, and socially responsible based on Islamic values. The first stage begins with the reinforcement of Islamic values as the foundation of thinking. The second stage involves presenting contextual problems relevant to students' lives. The third stage focuses on developing HOTS through analytical (C4), evaluative

(C5), and creative (C6) activities. Subsequently, students engage in religious reflection on the learning outcomes they have achieved. The final stage is manifested through Islamic social action as a practical implementation of the values learned.

Unlike previous studies, which primarily emphasized the implementation of specific instructional models or the development of HOTS assessment instruments, this study offers a conceptual model that integrates learning objectives, instructional strategies, learning media, assessment systems, religious reflection, and Islamic social action into a unified learning framework. Therefore, the novelty of this study lies in the development of an integrative HOTS-based reconstruction model that connects higher-order thinking skills with the internalization of Islamic values and character development. Theoretically, this model enriches the literature on the integration of HOTS into Islamic Religious Education. Practically, it can serve as a reference for teachers in designing learning experiences that are more contextual, meaningful, and responsive to the demands of 21st-century education while preserving students' Islamic identity.

5. Conclusion

Based on the literature review, Islamic Religious Education (IRE) learning still faces challenges in developing students' higher-order thinking skills because instructional practices remain largely dominated by memorization-oriented and knowledge-transmission approaches. Meanwhile, the demands of 21st-century education require students to possess critical thinking, creativity, problem-solving, and decision-making skills that are aligned with Islamic values. Therefore, the integration of Higher Order Thinking Skills (HOTS) into IRE learning has become an essential requirement to enable students to understand and apply Islamic teachings in a more contextual and meaningful manner. This study concludes that the reconstruction of HOTS-oriented Islamic Religious Education learning should encompass learning objectives, instructional strategies, learning media, and assessment systems that support students' abilities to analyze, evaluate, and create. The main contribution of this study is the development of an integrative conceptual model that combines Islamic values, contextual problems, HOTS activities, religious reflection, and Islamic social action within a unified learning framework. This model demonstrates that HOTS development in IRE should not be limited to cognitive achievement but should also foster students' religious character and social responsibility. Theoretically, the findings enrich the discourse on HOTS integration in Islamic Religious Education. Practically, the proposed model may serve as a reference for teachers in designing more contextual and meaningful learning experiences. However, this study is limited to a literature review approach and remains conceptual in nature. Therefore, future research is recommended to empirically test and implement the proposed model across different educational levels to evaluate its effectiveness in improving students' critical thinking, creativity, and religious character.

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