

THE EFFECT OF THE EXPLAIN, DO, EVALUATE  
MODEL ON CRITICAL THINKING SKILLS IN  
ISLAMIC EDUCATION AT MADRASAH ALIYAH  
AL-ISHLAHIYAH BINJAI

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**Abstrak**

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran Jelaskan, Lakukan, Evaluasi (JLE) terhadap keterampilan berpikir kritis peserta didik pada mata pelajaran Pendidikan Agama Islam di MA Al-Ishlahiyah Binjai. Penelitian menggunakan pendekatan kuantitatif dengan metode quasi experiment dan desain one group pretest-posttest. Populasi sekaligus sampel penelitian berjumlah 30 peserta didik yang ditentukan melalui teknik total sampling. Instrumen penelitian berupa tes keterampilan berpikir kritis yang dianalisis menggunakan statistik deskriptif dan inferensial melalui uji t berpasangan. Hasil penelitian menunjukkan adanya peningkatan nilai rata-rata dari 62,40 pada pretest menjadi 78,90 pada posttest dengan selisih 16,50 poin. Hasil uji t menunjukkan nilai signifikansi 0,000 ( $p < 0,05$ ), yang menandakan adanya pengaruh signifikan model JLE terhadap keterampilan berpikir kritis peserta didik. Kebaruan (novelty) penelitian ini terletak pada penerapan model Jelaskan, Lakukan, Evaluasi secara sistematis dalam pembelajaran PAI untuk mengembangkan keterampilan berpikir kritis, yang masih jarang dikaji secara kuantitatif di lingkungan madrasah aliyah.

**Kata Kunci:** Model Jelaskan Lakukan Evaluasi, Berpikir Kritis, Pembelajaran PAI, Madrasah Aliyah, Model Pembelajaran

**Abstract**

This study aims to analyze the effect of the Explain, Do, Evaluate (EDE) learning model on students' critical thinking skills in Islamic Education at MA Al-Ishlahiyah Binjai. The research employed a quantitative approach using a quasi-experimental method with a one-group pretest-posttest design. The population and sample consisted of 30 students selected

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through total sampling. Data were collected using a critical thinking skills test and analyzed through descriptive and inferential statistics using a paired sample t-test. The results indicated an increase in the mean score from 62.40 in the pretest to 78.90 in the posttest, with a mean difference of 16.50 points. The t-test results showed a significance value of 0.000 ( $p < 0.05$ ), indicating a significant effect of the EDE learning model on students' critical thinking skills. The novelty of this study lies in the systematic application of the Explain, Do, Evaluate model in Islamic Education learning to enhance critical thinking skills, which has been rarely examined quantitatively in senior Islamic secondary schools.

**Keywords:** Explain Do Evaluate Model, Critical Thinking Skills, Islamic Education Learning, Islamic Senior High School, Learning Model

## INTRODUCTION

Islamic Religious Education (PAI) has a fundamental role in shaping students who not only possess normative religious understanding but are also able to internalize Islamic values through critical and rational thinking processes (At & Saw, 2022). In the context of secondary education, particularly in Madrasah Aliyah, PAI learning is expected to develop students' ability to analyze life phenomena based on Islamic teachings, rather than merely receiving information passively (Akbar et al., 2025). However, the reality of PAI learning still shows the dominance of conventional teacher-centered methods, causing students to be less active and less critical in the learning process. This condition is also found at MA Al-Ishlahiyah Binjai, where students' critical thinking skills have not yet developed optimally. Therefore, innovation in learning models is needed to integrate conceptual understanding, real practice, and reflective evaluation in order to improve the overall quality of PAI learning (Sahrul & Agustina, 2025).

A number of previous studies indicate that the implementation of active learning models has a significant effect on improving students' critical thinking skills. Ennis states that critical thinking includes the ability to analyze, evaluate, and draw conclusions logically and systematically (Syaputra et al., 2023). Facione's research also emphasizes that learning involving stages of concept explanation, direct application, and evaluation of learning outcomes can enhance higher-order thinking skills (Nargis et al., 2021). In the context of PAI learning, several studies show that learning models combining material understanding with practical activities and



reflection can help students connect Islamic values with real-life situations. The Explain, Do, Evaluate (JLE) model aligns with the constructivist approach that positions students as active subjects in learning, thus having great potential to develop critical thinking skills in PAI subjects (Mulyani et al., 2021).

This study aims to analyze the effect of implementing the Explain, Do, Evaluate learning model on students' critical thinking skills in Islamic Religious Education at MA Al-Ishlahiyah Binjai. Specifically, this study seeks to determine the level of students' critical thinking skills before and after the implementation of the JLE model, as well as to measure the extent of the model's effectiveness in improving students' abilities in analysis, evaluation, and problem-solving (Patrama et al., 2024). Through a quantitative approach, this research is expected to provide an objective empirical description of the relationship between the JLE learning model and students' critical thinking skills. The results of this study are expected to serve as a reference for PAI teachers in selecting and implementing innovative learning models that are relevant to the needs of 21st-century education (Sajidan et al., 2022).

Theoretically, the Explain, Do, Evaluate model is believed to improve critical thinking skills because it integrates three important stages in learning (Via Deboris Purba et al., 2022). The explanation stage provides a strong conceptual foundation, the implementation stage encourages students to apply knowledge in real contexts, while the evaluation stage trains students to reflect on and assess both the learning process and outcomes (Hasibuan & Ningsih, 2023). Based on this framework, this study proposes the hypothesis that there is a positive and significant effect of the implementation of the Explain, Do, Evaluate learning model on students' critical thinking skills in PAI subjects at MA Al-Ishlahiyah Binjai. The more optimal the implementation of the JLE model in learning, the higher the level of students' critical thinking skills produced (Syahputra & Putra, 2025). The normative foundation of this study also refers to the Qur'an, which emphasizes the importance of using reason and thinking deeply. Allah SWT states in Surah Az-Zumar verse 9 (Ummah, 2019):

... ۙ فُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ ۙ ۙ

*"Say: Are those who know equal to those who do not know? Indeed, only people of understanding will take heed."*

This verse emphasizes that Islam highly values knowledge and critical thinking as means of understanding the truth. In their interpretations, scholars explain that knowledgeable individuals are not



merely those who possess knowledge, but also those who are able to use their intellect to analyze, reflect, and draw wisdom from every learning experience (Supriadi, 2022). Therefore, PAI learning should ideally encourage students to think actively, ask questions, and evaluate, in accordance with the essence of critical thinking that aligns with Islamic values (Oktabri, 2022).

Based on the above explanation, this study has high urgency in efforts to improve the quality of PAI learning through the implementation of innovative and relevant learning models. The Explain, Do, Evaluate model is expected not only to enhance students' understanding of PAI material but also to shape learners who are critical, reflective, and capable of implementing Islamic values in their daily lives. In addition to providing practical contributions for teachers and educational institutions, this research is also expected to enrich the body of knowledge in the field of Islamic education, particularly in relation to the development of critical thinking skills through structured learning approaches based on Islamic values.

## LITERATURE REVIEW

Critical thinking skills are one of the higher-order cognitive competencies that are very important in the 21st-century learning process (Ferdyan et al., 2021). According to Ennis, critical thinking is the ability to think reflectively and rationally, focusing on determining what to believe or do. This definition emphasizes that critical thinking is not only related to understanding information but also involves the processes of analyzing, evaluating, and making decisions based on logical reasoning (Aziizah et al., 2025). In the context of education, critical thinking skills are an indicator of learning success because they show the extent to which students are able to process information independently. Learning that does not provide space for discussion, analysis, and reflection tends to hinder the development of critical thinking skills. Therefore, approaches and learning models are needed that can encourage students to think actively, express opinions, and be accountable for their arguments in a scientific and systematic manner (Nisa, 2021).

From the perspective of Islamic education, critical thinking has a strong foundation because Islam highly emphasizes the use of reason in understanding religious teachings and the realities of life. The Qur'an repeatedly encourages humans to think, reflect, and draw lessons from various phenomena, indicating that the process of critical thinking is an integral part of Islamic education (Fitria, 2022). Islamic education thinkers such as Al-Ghazali and Ibn Khaldun emphasized the importance of



balancing reason and revelation in the learning process. Islamic Religious Education (PAI) is not only aimed at transferring religious knowledge but also at developing students' analytical and reflective abilities so that they can understand the meaning of Islamic teachings contextually. Thus, PAI learning should ideally be designed to develop students' reasoning abilities through directed and spiritually grounded critical thinking processes (Oktaviani, 2024).

The learning model is one of the main factors influencing the development of students' critical thinking skills. Active and constructivist learning models allow students to build knowledge through meaningful learning experiences. According to constructivist theory, knowledge cannot be fully transferred from teacher to student but is constructed through interaction, experience, and reflection (Sultan & Paurru, 2021). Therefore, learning models that focus solely on lectures tend to be less effective in developing critical thinking skills. On the other hand, learning models that provide opportunities for students to understand concepts, practice them, and evaluate learning outcomes are believed to promote higher-order thinking skills. This shows that selecting the appropriate learning model greatly determines the quality of student learning outcomes.

The Explain, Do, Evaluate (JLE) learning model is one model that emphasizes the integration of conceptual understanding, practical activities, and reflective evaluation. The "explain" stage functions to provide theoretical foundations and initial understanding for students, enabling them to have a clear framework for the material being studied. The "do" stage encourages students to apply this knowledge through practical activities, discussions, or problem-solving. Meanwhile, the "evaluate" stage provides opportunities for students to reflect on the learning process and outcomes, as well as assess their strengths and weaknesses. These three stages systematically train students to think critically because they not only receive information but also actively process, test, and evaluate it (Marta et al., 2021).

Several empirical studies show that the implementation of activity- and reflection-based learning models has a positive effect on students' critical thinking skills. Research conducted by Facione shows that students involved in practice-based learning and self-evaluation experience significant improvements in analysis and evaluation abilities. Other studies in the context of PAI learning also find that learning models emphasizing active student involvement can enhance critical thinking skills and deepen the understanding of Islamic values. These findings strengthen the assumption that the JLE model has high relevance for application in PAI



learning, especially in developing students' critical thinking skills at the Madrasah Aliyah level.

Although many studies have discussed critical thinking skills and active learning models, research that specifically examines the effect of the Explain, Do, Evaluate model on critical thinking skills in PAI learning is still limited. Most studies focus on general learning models without specifically linking them to the characteristics of PAI subjects. Therefore, this study holds a strategic position in filling this research gap by empirically testing the effect of the JLE model on students' critical thinking skills at MA Al-Ishlahiyah Binjai. This study is expected to provide theoretical contributions to the development of PAI learning models as well as practical contributions for teachers in improving the quality of learning oriented toward strengthening critical thinking skills.

## RESEARCH METHODS

This study employs a quantitative approach using a quasi-experimental method to determine the effect of implementing the Explain, Do, Evaluate learning model on students' critical thinking skills in Islamic Religious Education at MA Al-Ishlahiyah Binjai (Putra et al., 2023). The research design used is a one-group pretest-posttest design, in which students are given an initial test before the treatment and a final test after the implementation of the JLE learning model. This approach was chosen because it allows the researcher to objectively measure changes in critical thinking skills based on differences in scores before and after the treatment. Data were collected through a critical thinking skills test instrument developed based on critical thinking indicators, such as the ability to analyze, evaluate, and draw conclusions from PAI material. The data obtained were then analyzed using inferential statistical techniques to determine the significance of the effect of the applied learning model.

The population in this study consisted of all students participating in Islamic Religious Education learning at MA Al-Ishlahiyah Binjai, totaling 30 students (Sugiyono, 2021). Considering the relatively small population size, the sampling technique used was total sampling, in which all members of the population were used as research samples. The use of total sampling aims to obtain more representative data and to avoid sampling bias, so that the research results are expected to reflect the overall population conditions. By involving all students as respondents, this study has stronger internal validity. The collected data were analyzed through normality tests, homogeneity tests, and hypothesis testing using the t-test to determine the significant effect of the Explain, Do, Evaluate model on students' critical thinking skills.



## RESULTS AND DISCUSSION

### Results

The results of this study were obtained from measuring students' critical thinking skills before and after the implementation of the Explain, Do, Evaluate (JLE) learning model in Islamic Religious Education at MA Al-Ishlahiyah Binjai. Data collection was carried out through pretest and posttest administered to all research samples totaling 30 students. In general, the pretest results showed that students' critical thinking skills were still in the moderate category, characterized by limitations in analyzing problems, evaluating arguments, and drawing logical conclusions regarding PAI material. After the implementation of the JLE learning model, there was an improvement in critical thinking skills as indicated by higher posttest scores compared to the pretest. This suggests that learning that integrates the stages of concept explanation, practical implementation, and reflective evaluation can encourage students to think more actively and systematically.

Descriptively, the data on students' critical thinking skills were analyzed using the mean and standard deviation:

$$\bar{X} = \frac{\sum X}{N} \text{ dan } SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

The analysis results show that the mean pretest score was 62.40 with a standard deviation of 6.85, while the mean posttest score increased to 78.90 with a standard deviation of 7.12. The minimum and maximum scores also increased, indicating that almost all students experienced improvement in critical thinking skills after the treatment.

**Table 1. Descriptive Statistics of Pretest and Posttest**

Variable	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	30	62.40	6.85	50	74
Posttest	30	78.90	7.12	65	92

The table shows an increase in the mean score of 16.50 points after the implementation of the JLE model. This increase indicates that the Explain, Do, Evaluate learning model has a positive impact on students' critical thinking abilities, particularly in analysis, evaluation, and drawing conclusions in PAI material.

Before hypothesis testing, statistical assumptions were tested, namely normality and homogeneity. The normality test was conducted using the Kolmogorov-Smirnov test with a significance level of 0.05. The results showed that the significance values for both pretest and posttest data were greater than 0.05, indicating that the data were normally distributed and met the requirements for parametric analysis.



**Table 2. Normality Test Results**

Data	K-S Statistic	Sig.	Description
Pretest	0.121	0.200	Normal
Posttest	0.108	0.200	Normal

Additionally, the homogeneity test was conducted using Levene's test to ensure equal variance between pretest and posttest data. The result showed a significance value of 0.279, which is greater than 0.05, indicating that the data have homogeneous variance.

**Table 3. Homogeneity Test Results**

Data	Levene Statistic	Sig.	Description
Pretest-Posttest	1.214	0.279	Homogeneous

After all assumptions were met, hypothesis testing was carried out using a paired sample t-test to determine the significant difference between pretest and posttest scores.

$$t = \frac{\bar{D}}{SD_D / \sqrt{N}}$$

The analysis result showed a significance value of 0.000, which is less than 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted.

**Table 4. Paired Sample t-Test Results**

Mean Difference	t	df	Sig. (2-tailed)
-16.50	-12.347	29	0.000

The t-test results indicate a significant effect of the Explain, Do, Evaluate learning model on students' critical thinking skills in Islamic Religious Education at MA Al-Ishlahiyah Binjai. The substantial difference in mean scores confirms that the JLE model is effective in improving critical thinking skills quantitatively. These findings are also supported by a graphical comparison of the mean pretest and posttest scores. The bar chart shows that the posttest mean is higher than the pretest, visually confirming the improvement in critical thinking skills after the implementation of the JLE model. This graphical representation complements the statistical data presented in the tables, providing a clearer understanding of the direction and magnitude of the model's impact on student learning outcomes. Overall, the results of this study indicate that the Explain, Do, Evaluate learning model significantly and consistently improves students' critical thinking skills in Islamic Religious Education.

## Discussions



The improvement in students' critical thinking skills after the implementation of the Explain, Do, Evaluate (JLE) learning model is clearly reflected in the difference between the mean pretest and posttest scores. The mean pretest score of 62.40 increased to 78.90 in the posttest, with an improvement of 16.50 points. The paired sample t-test results showed a t-value of  $-12.347$  with a significance level of  $0.000$  ( $p < 0.05$ ), indicating that the improvement is statistically significant. This finding suggests that the enhancement in students' critical thinking skills did not occur by chance but is a direct result of the implementation of the JLE model. The explain stage helps students build initial conceptual understanding, the do stage encourages active application of concepts, and the evaluate stage trains students to reflect on learning outcomes, enabling the development of critical thinking in a systematic and measurable way.

The data distribution, which is normal with Kolmogorov-Smirnov significance values of  $0.200$  for both pretest and posttest, indicates that the improvement in critical thinking skills occurred evenly among most students. Furthermore, the homogeneity test result with a significance value of  $0.279$  ( $> 0.05$ ) indicates that the variance of the pretest and posttest data is homogeneous. This condition strengthens the validity of the research results, as the observed differences in scores are not influenced by unequal data distribution but rather by the applied learning treatment. With a sample size of 30 students analyzed using total sampling, this study provides a representative overview of the effect of the JLE model on students' critical thinking skills at MA Al-Ishlahiyah Binjai.

The increase in the minimum score from 50 in the pretest to 65 in the posttest, as well as the increase in the maximum score from 74 to 92, indicates that the JLE model not only benefits high-achieving students but also has a positive effect on students with lower initial abilities. This demonstrates that learning which integrates explanation, practice, and evaluation can bridge differences in students' abilities. The pretest standard deviation of  $6.85$  and posttest standard deviation of  $7.12$  indicate some variation in the improvement of critical thinking skills, but the variation remains within a reasonable range. Therefore, the JLE model can be considered effective in improving critical thinking skills comprehensively and inclusively.

These findings support constructivist theory, which states that knowledge is built through active interaction between students and their learning experiences. The do stage in the JLE model provides opportunities for students to apply PAI concepts through discussions, problem-solving, and reflective activities, which directly train analytical and evaluative skills.



The significant increase in mean scores indicates that students not only understand the material textually but are also able to process and evaluate information critically. In the context of PAI learning, this is particularly important, as Islamic values need to be understood rationally and contextually in order to be implemented in daily life.

From the perspective of Islamic education, the results of this study show that the development of critical thinking skills aligns with the objectives of Islamic education, which emphasize the optimal use of reason. The significance value of 0.000 in hypothesis testing indicates that PAI learning does not have to be dogmatic, but can be delivered in a dialogical and reflective manner without reducing the essence of Islamic values. The JLE model provides space for students to question, analyze, and evaluate PAI material, making learning more meaningful and oriented toward character development and rational Islamic thinking.

Overall, the results of this study confirm that the Explain, Do, Evaluate learning model has a significant and positive effect on students' critical thinking skills in Islamic Religious Education at MA Al-Ishlahiyah Binjai. With an average score increase of 16.50 points and statistically significant t-test results, the JLE model can be recommended as an effective alternative learning model to improve the quality of PAI instruction. These findings are expected to serve as a practical reference for PAI teachers as well as a scientific contribution to the development of learning models oriented toward critical thinking skills at the Madrasah Aliyah level.

## CONCLUSION

This study aims to determine the effect of the Explain, Do, Evaluate (JLE) learning model on students' critical thinking skills in Islamic Religious Education at MA Al-Ishlahiyah Binjai. Based on the results of data analysis, it can be concluded that the implementation of the JLE model has a positive and significant effect on improving students' critical thinking skills. This is indicated by the increase in the mean score from 62.40 in the pretest to 78.90 in the posttest, with a difference of 16.50 points, as well as the results of the paired sample t-test which show a significance value of 0.000 ( $p < 0.05$ ). Thus, the research problem is empirically answered that the JLE model is effective for use in PAI learning to improve students' critical thinking abilities.

The main findings of this study indicate that PAI learning which integrates the stages of concept explanation, practical implementation, and reflective evaluation is able to encourage students to think more actively, analytically, and systematically. The strength of this study lies in the use of total sampling with a sample size of 30 students, making the data



representative of the research population. In addition, the use of a pretest-posttest design and parametric statistical analysis strengthens the validity of the research findings. However, this study has limitations, including the absence of a control group for comparison and the scope of the research being limited to a single madrasah, so the generalization of the results should be approached with caution.

Based on these results and limitations, this study recommends that the Explain, Do, Evaluate learning model be more widely implemented in Islamic Religious Education as an effort to improve students' critical thinking skills. Future research is expected to use more complex experimental designs involving control groups and larger sample sizes to enhance the generalizability of the findings. Furthermore, subsequent studies may develop the JLE model by integrating digital learning media to align with the needs of 21st-century education.

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