



Learning Islamic Cultural History Using The Problem-Posing Model

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Abstract

The Islamic world has a long history, from the prophet Adam to the present day, in line with the development of the times. This study aims to examine in depth the Problem Posing learning model and its application in Islamic Cultural History learning. The focus of the study covers four main aspects, namely: (i) understanding the meaning of the Problem Posing learning model, (ii) identifying the steps for applying the model, (iii) analyzing its strengths and weaknesses, and (iv) evaluating the relevance and effectiveness of applying the Problem Posing model in Islamic Cultural History lessons. The research used a qualitative method with a library research approach that relied on various scientific literature sources such as books, journals, and relevant research articles. The Problem Posing model is seen as a constructivist approach that encourages students to actively think, ask questions, and find solutions to problems that are posed or discovered by themselves. The results of the study show that this model is able to increase student participation and understanding in Islamic Cultural History learning, although its application requires teachers to be prepared in designing appropriate learning scenarios and responding flexibly to classroom dynamics. Thus, the Problem Posing model can be an effective alternative in creating an interactive and meaningful learning process in Islamic Cultural History classes.

Article Information:

Received October 15, 2025

Revised November 28, 2025

Accepted December 19, 2025

Keywords: *History of Islamic culture, learning models, problem posing.*

INTRODUCTION

According to the education is a process aimed at transforming the attitudes and behaviors of an individual or group toward maturity, which is carried out through teaching and training activities (Bariyah, 2019; Hasibuan et al., 2021; Imron Julianto et al., 2024; Rodiah et al., 2022; Suryani, 2024). Accordingly, education is a process of improving, strengthening, and perfecting all the abilities and potentials possessed by human beings. In general, education aims to instill certain values and norms that have been established in the philosophy of education, namely the values and norms upheld by an educational institution (Dodi, 2019; Fitria et al., 2024; Santika Virdi et al., 2023).

In today's era, every educational institution should have undertaken updates or innovations to prepare students with high-quality human resources. One way to achieve this is by creating various forms of creativity and innovation in the classroom learning process. Learning is a life development process that involves brain activity in receiving, absorbing, and processing information, which then leads to changes in

How to cite:

Sari, L. K., Sriwardona, S., Fajri, R., Setiawati, R. (2025). Learning Islamic Cultural History Using the Problem-Posing Model. *Ahlussunnah: Journal of Islamic Education*, 4(3), 194-201.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

attitude or behavior. As a fundamental process in human development, learning enables qualitative changes that influence a person's behavioral development. Therefore, it can be concluded that learning is not merely an experience, but rather a continuous process (Ainun & Naimi, 2023; E. M. Bariyah et al., 2022; Purwaningrum et al., 2024; Wahyuni et al., 2025).

In the learning process, the methods applied aim to create conditions that facilitate student learning so they can achieve competencies optimally. Meanwhile, strategies serve to organize and package the implementation of various teaching approaches and selected media, including grouping instructional materials from various sources to ensure the learning process runs effectively.

Despite the use of these methods, there is an impression that students are positioned more as objects, limiting their active role in learning, which ultimately leads to a decline in their learning interest. Therefore, teaching methods are crucial for teachers to ensure that the material delivered is easily understood by students, while also keeping them engaged and preventing boredom, so that learning objectives can be achieved. Teaching methods themselves can be defined as the approaches used to implement learning plans in the form of practical and real activities to achieve educational goals.

A teaching or learning model is a pattern or plan that can be used to design curricula, develop instructional materials, and guide the teaching-learning process with specific objectives, such as teaching concepts, information, ways of thinking, and social values, while encouraging students to actively engage in cognitive and social tasks. One effective learning model for enhancing problem-solving skills is the problem posing model of the pre-solution posing type. Problem posing is a model that emphasizes critical thinking with the goal of liberation, involving three main skills: listening, dialoguing, and acting (Baumanns & Rott, 2022; Engkizar et al., 2021; Khoerunnisa & Aqwal, 2020). According to the pre-solution posing type, the teacher creates a problem, while students are tasked with formulating questions and answers based on that problem. Thus, the teacher designs the problem, and the students develop their own questions and answers.

METHODS

This study employs a qualitative method with a library research approach, focusing on references related to Islamic Cultural History learning using the Problem Posing model (Engkizar, et al., 2025; Guspita et al., 2025; Ikhlas et al., 2025; Mutathahirin et al., 2022; Oktavia et al., 2024). as well as other relevant sources. The data and information gathered from these references were then analyzed using inductive, deductive, and comparative analysis techniques. The findings indicate that this model is capable of enhancing student participation and understanding in Islamic Cultural History learning (Engkizar et al., 2018; Febriani et al., 2022; Fitriani et al., 2023; Istiqamah et al., 2024; Ummah et al., 2025). although its implementation requires teachers to be well-prepared in designing appropriate learning scenarios and responding flexibly to classroom dynamics. Thus, the Problem Posing model can serve as an effective alternative for creating an interactive and meaningful learning process in Islamic Cultural History classes (Akem et al., 2025; Akmal et al., 2024; Engkizar, et al., 2025; Htay et al., 2025; Mustafa et al., 2025; Rahman et al., 2020).

RESULT AND DISCUSSION

Problem Posing Learning Model

The Problem Posing learning model is an approach that emphasizes students' ability to formulate or pose problems based on presented situations or information. In this approach, students are not merely recipients of information but actively serve as problem formulators, solving issues either individually or collaboratively (Faidah et

al., 2022; Rahawarin et al., 2024). This model encourages students to actively construct questions as part of the learning process. They are guided to think critically, analyze material, and generate questions related to the content they receive. Problem Posing stimulates students to ask questions based on their learning experiences, thereby enhancing both understanding and creative thinking.

This model directs students to pose questions or problems based on given information, then seek solutions through discussion, exploration, and reflection. It further promotes the development of meaningful questions from available information and collaborative problem-solving. The Problem Posing model is a learning strategy that engages students in formulating and developing contextually relevant problems before solving them. The strategy aims to improve students' critical and creative thinking skills by encouraging deeper exploration of knowledge through self-generated questions.

Furthermore, this model is grounded in a constructivist perspective, which emphasizes the active role of students in building their own understanding (Jon Iskandar Bahari, 2024; R. A. Putri et al., 2025). By being given the opportunity to create questions from real learning problems, students become more motivated to learn. The Problem Posing model typically includes three forms: Pre-solution posing – students create questions before solving the problem (M. Miftah Arief, Dina Hermina, 2022; Sirait & Gandamana, 2025). Within-solution posing – students pose questions during the problem-solving process. Post-solution posing – students formulate questions after the problem has been solved.

The main advantages of this model include enhancing problem-solving skills, fostering creativity, and cultivating students' curiosity. In the long term, this approach trains students to become independent and innovative learners. Problem Posing can serve as an alternative strategy that strengthens problem-based learning by providing broader opportunities for students to construct problems and explore various solution paths.

Advantages and Disadvantages of the Problem Posing Model

One of the advantages of the Problem Posing learning model is that it encourages all students to actively participate in creating questions. This process can enhance students' problem-solving abilities, foster independent learning, and increase their interest in the learning process. Moreover, students tend to understand the questions more easily because they are the ones who created them. However, this model also has its drawbacks. Teachers need to prepare more thoroughly, both in determining the information to be delivered and in managing the time required to create and solve the questions. As a result, the amount of material that can be taught is often reduced (Baroud et al., 2025; Okenova et al., 2025; N. Putri et al., 2025; Sinta Aditia Rasid et al., 2025).

The advantages of this model include improving students' ability to solve problems in various ways, developing knowledge and understanding, understanding the problem-solving process, and improving the ability to ask questions and develop a positive attitude towards learning materials. However, the disadvantage is that this model takes a long time and not all students are able to solve problems independently.

The advantages of the Problem Posing model include active student involvement in learning, positive interest in the material, helping students recognize problems thereby improving problem-solving skills, encouraging creative ideas in creating questions, and allowing teachers to understand the thought processes of students when solving problems. The disadvantages are that this model takes longer and requires many references to create and complete questions.

The advantages and disadvantages of the Problem Posing model are as follows: Advantages include: Training students to think critically, encouraging active student

involvement in learning, helping students learn to analyze problems, and building students' confidence. Disadvantages include: Requiring a considerable amount of time, being less suitable for use in lower grades, and not all students having questioning skills.

This shows that togetherness and character education have a reciprocal relationship. The fifth theme is daily worship practice. These themes can instill character values religion, and work hard. Based on the observations the writer made during the research, the members of the guest house always pray in the congregation every time. This is in accordance with what was conveyed by informant 3. Apart from that there are also Alma'tsurat activities, reading the Qur'an, morning alms, sunnah fasting, sunnah prayers, and there are daily practice targets that will make students have good character. Hard work. This theme was conveyed by informants as excerpts from the below :

Thus, although the Problem Posing model has many advantages in developing students' critical thinking and creativity skills, this model also requires special attention in terms of time and student abilities as well as teacher preparation.

Application of the Problem Posing Learning Model in Islamic Cultural History Learning

Islamic Cultural History learning aims not only to convey historical facts to students, but also to instill moral values, role models, and develop critical and analytical thinking skills. The Problem Posing model is considered very suitable for achieving these objectives because it encourages students to be active participants in the learning process, rather than merely recipients of information (Tuna, 2022; Wati et al., 2025).

In general, Problem Posing is a learning model that encourages students to independently ask questions based on the material provided by the teacher. The questions that arise are not only cognitive in nature, but also stem from the students' understanding and curiosity about the historical events or phenomena being studied. In the context of Islamic Cultural History, this model can be applied when discussing topics such as the development of Islamic civilization, the Khulafaur Rasyidin period, or the influence of Islam in the archipelago. Teachers can present historical sources in the form of texts, images, or videos, then invite students to create meaningful questions based on these materials (Burhanuddin et al., 2023; Sabrina et al., 2024).

The application of this model involves several stages: first, providing stimuli in the form of teaching materials or visual media; second, students formulate critical questions; third, discussing the questions in groups; fourth, presenting the answers or solutions found; and fifth, reflecting and concluding. This process requires students to understand the material, identify problems, and try to solve them independently or together.

The benefits of applying Problem Posing in Islamic Cultural History lessons include: Improving critical thinking skills, Fostering curiosity, Encouraging collaboration and discussion among students, Improving historical literacy skills, Connecting historical material with everyday life. Thus, the use of the Problem Posing learning model in Islamic Cultural History lessons not only makes the learning process more interactive and lively, but also shapes reflective attitudes and higher-order thinking skills that are essential for building the character and life skills of students today.

CONCLUSION

The Problem Posing learning model is a constructivist approach that places students as active subjects in the learning process by formulating questions or problems based on the information or situations presented. This model encourages deep student engagement through the formulation and solving of relevant problems,

thereby fostering critical, analytical, and creative thinking skills, as well as a high level of curiosity. The steps in implementing this model include the teacher delivering the material, students formulating questions, group discussions, presentations of results, and individual assignments. There are three main forms in this model, namely pre-solution posing, within-solution posing, and post-solution posing, all of which aim to build a more meaningful understanding of concepts. The main advantages of this model lie in its ability to improve problem-solving skills, stimulate interest in learning, and train students' independence and confidence. However, its disadvantages are that it requires more time, high teacher readiness, and is not yet fully suitable for application at all levels of education, especially in lower grades. In teaching Islamic Cultural History, the Problem Posing model has proven to be relevant because it can develop historical literacy skills, instill moral values, and connect historical events with real life. Its application helps students become more reflective and collaborative in exploring the meaning of each subject studied.

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Ahlussunnah: Journal of Islamic Education

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