



The Implementation of Research-Based *Merdeka Belajar* Curriculum in Islamic Religious Education Study Programs in Indonesia

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Article	Abstract
Keywords: Learning Model; Research Learning; Islamic Education Philosophy; Critical Thinking. Article History Received: Apr 30, 2025; Reviewed: Jun 8, 2025; Accepted: Sep 3, 2025; Published: Sep 4, 2025.	<i>This study aims to explain the research-based learning model, its implementation in the Islamic Education Philosophy course, its implications for students, and its primary focus on improving students' critical thinking skills, thereby encouraging them to actively build knowledge through literature analysis and field findings. This study employs a qualitative approach, focusing on a case study within the Islamic Religious Education Undergraduate Study Program at Universitas Muhammadiyah Ponorogo. Data collection techniques include interviews with lecturers and the head of study programs, observation of learning activities, documentation of RPS, Google Classroom, and publication results to evaluate the implementation and effectiveness of research-based learning. Data validity testing involves triangulating sources, methods, and conducting member checks to ensure data credibility. Data analysis using the Miles, Huberman, and Saldana models involves condensation, data display, and concluding. The research learning model for the Islamic Education Philosophy course consists of five steps: downloading 20 journals; creating a research model canvas (RMC) research guideline; collecting data, compiling research articles, and submitting articles; peer review and mind-</i>

mapping of research results; and publishing articles and evaluating lectures. The theoretical implications of the research-based learning model are the development of students' critical and analytical thinking skills. In contrast, the practical consequences include enhancing research and publication skills, as well as contributing to the advancement of Islamic education science. This study describes a learning model that enhances students' critical thinking skills in Islamic Education Philosophy by addressing philosophical challenges and traditional, monotonous learning methods. This model contributes to the development of Islamic education science and students' research skills.



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INTRODUCTION

The Philosophy of Islamic Education (*FPI: Filsafat Pendidikan Islam*) course aims to enhance students' critical thinking skills in understanding and addressing Islamic education problems based on Islamic teachings, employing an active learning constructivist approach that fosters systematic and universal thinking about the essence of Islamic education (Ismail, 2016). The low critical thinking skills of students in the FPI course depart from the assumption that philosophy is complex, resulting in low learning awareness and conventional learning methods that are monotonous and indoctrinating, causing students to lose the opportunity to hone their critical intellectual abilities. Developing critical thinking skills based on constructivist theory empowers students as active subjects in learning through Islamic teachings about the superiority of humans who are gifted with reasoning ability by God. This allows them to develop their critical thinking skills through discussion and debate. (Santoso & Khoirudin, 2018).

In accordance with Ministerial Regulation No. 53 of 2023 concerning Quality Assurance in Higher Education and Ministerial Regulation No. 13 of 2022, which amended Ministerial Regulation No. 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020–2024, Universitas Muhammadiyah of Ponorogo implements the *Merdeka Belajar Kampus Merdeka* (hereinafter referred to as MBKM) curriculum. This curriculum offers flexibility in implementing eight different learning models. One of them, the Philosophy of Islamic Education (FPI) course, chooses research-based learning to develop students' critical thinking skills and research

methodology (Merdeka, 2020)(Ikhwan et al., 2021). This model is a practical solution because it actively engages students in research, analysis, and evaluation, while guiding them in developing research and scientific writing skills. In contrast, conventional learning models often have little to no significant impact.

The concept of critical thinking is rooted in the philosophy of Socrates, who used elenctic dialogue to question beliefs (Hoaglund, 1993). Philosophers, such as Plato, Aristotle, Descartes, Bacon, Locke, and Dewey, developed theories of knowledge that emphasised truth and reflective thinking (Morris et al., 2021). Critical thinking has attracted widespread attention in the contemporary era, focusing on cognitive skills and operational knowledge of thinking standards (Halpern & Sternberg, 2019). Constructivism is a valuable foundation for developing critical thinking, offering an anti-dogmatic and minimalist approach to ontological and ethical issues (Leś & Moroz, 2021).

According to constructivist theory, research-based learning enables students to actively construct knowledge through problem identification, idea development, hypothesis testing, data analysis, and concluding. It emphasises building understanding, social interaction, and meaning through real experiences (Firmadani, 2017; Hasan, 2022; Rangkuti, 2022). This approach empowers students as active subjects through Islamic teachings on the superiority of human reason. It encourages them to be more active in discussions and debates, thereby developing critical thinking skills (Nurpatri et al., 2021; Santoso & Khoirudin, 2018).

Previous Research by Madaling emphasised the need for a philosophical understanding and the ability to formulate new thoughts in accordance with Islamic values in learning the FPI. He also highlighted the importance of an effective learning model in influencing student behaviour and thinking according to Islamic teachings (Ichwanudin & Yusuf, 2024; Madaling et al., 2024). Dina noted that an online and offline learning model that supports active interaction between students and lecturers requires careful planning to increase student enthusiasm and involvement (Mardiana & Amalia, 2022). Maulana developed a critical thinking-based learning package that expanded the scope of the syllabus to discuss the nature of God, humans, and nature, which has been proven effective in increasing critical participation, motivation, and

learning outcomes (Maulana et al., 2025). Jabali highlighted the importance of critical thinking in the globalisation era with a constructivist learning approach, such as research-based learning, which changes the role of students from recipients of information to creators of knowledge (Jabali et al., 2024).

The gap in previous research lies in the need for more discussion by Madaling and Damasevicius regarding the constructivist theory-based learning model to improve critical thinking skills (Damasevicius, 2024). Ismail's research focuses on the depth of the material (Ismail, 2016). However, it does not explore other factors that influence critical thinking skills, such as the importance of a constructivist learning approach, including research-based learning, as highlighted in (Firmadani, 2017).

This research emphasises the importance of a research-based learning model to improve critical thinking skills in the FPI course, where students actively build knowledge and develop critical, systematic, and evaluative thinking skills through literature analysis and field findings (Hasan, 2022; Thoib, 2019). This research was conducted at the Islamic Religious Education Study Program, Universitas Muhammadiyah Ponorogo, which has implemented the MBKM curriculum by choosing a research-based learning model for the FPI course. This model has been implemented since 2020. Several students have successfully published their learning outcomes in the form of journal articles indexed by Sinta.

This study employs a case study approach to investigate the research-based learning model in the FPI course at Universitas Muhammadiyah Ponorogo, focusing on the planning, implementation, and evaluation stages to enhance students' critical thinking skills. The problem formulation in this study encompasses the reasons for applying, modelling, and implementing research-based learning for the FPI course of the Islamic Education Study Program at Universitas Muhammadiyah Ponorogo, aiming to enhance students' critical thinking skills.

The FPI course integrates the principles of philosophy and Islamic teachings to form faithful, knowledgeable, and virtuous individuals. Its focus on critical thinking and constructivist methods helps face the challenges of Islamic education (Dahri, 2021; Fakhruddin & Sutarto, 2021; Hidayat & Nasution, 2016; Ilham, 2020; Thoib, 2019). According to Bruce Joyce and Marsha Weil, the learning model is a plan for organising

curriculum and classroom activities. The learning model, based on educational and learning theory, has several characteristics, including specific objectives, syntactic components, social systems, reaction principles, and support systems, as well as instructional impacts and accompanying effects (Joyce et al., 1986).

The research-based learning model, which places students as active researchers, integrates research into the learning process (Hasan, 2022; Mahardini et al., 2019; Rahman & Nurhadi, 2021). This approach fosters scientific competence, independence, and creativity while nurturing an inclusive research culture. By prioritising problem-solving and cooperative learning, this model enhances students' understanding of the research process and its connection to authentic learning experiences (Hasan, 2022; Noguez & Neri, 2019; Rahman & Nurhadi, 2021).

Research-based learning strategies, such as those implemented at Griffith University and the FPI, involve integrating research into lectures. Lecturers combine their research findings with lecture materials to enrich students' discussions and understanding of research theories and concepts. Students are encouraged to apply research methodologies and explore contemporary issues in small-scale research to develop their scientific attitudes and analytical skills (Firmadani, 2017; Hasan, 2022; Rangkuti, 2022).

The research-based learning model of Islamic Philosophy of Education emphasises structured steps, including concrete learning objectives, case studies, and research consultations. Lecturers play a vital role in guiding students through group discussions and reflections, as well as in connecting theory to real-world practices. Umar asserted that this approach encourages students to develop more comprehensive research projects, enhancing their scientific skills and understanding of the material (Umar, 2014).

Critical thinking is a logical and reflective decision-making process involving information analysis and evaluation (Nasruddin & Duran, 2025; Triwulandari & U.S., 2022). As an ideal form of rationality, critical thinking was developed from the philosophy of Socrates and thinkers such as Plato, Aristotle, Descartes, and Bacon, with a focus on truth and scientific methods (Hitchcock, 2018; Leś & Moroz, 2021). Facione identified indicators of critical thinking as interpretation, analysis, evaluation,

inference, explanation, and self-regulation, while Bloom's Taxonomy includes logical and objective abilities, as well as cognitive skills, such as analysis and evaluation (Bailin et al., 1999; Ennis, 1985; Facione, 1990; Hitchcock, 2018; Siegel, 2013; Thoib, 2019; Winch & Gingell, 1999). Critical thinking also includes logic, open-mindedness, and fairness, with ethical and dispositional dimensions becoming important since the 20th century (Leś & Moroz, 2021; Thoib, 2019).

Constructivism supports critical thinking by encouraging knowledge built through interaction with the environment and culture, and rejecting objective truth. This approach actively involves students, while the lecturer serves as a facilitator (Kusumawati et al., 2022; Leś & Moroz, 2021; Thoib, 2019). Duron offers five steps for critical thinking learning: setting learning objectives, developing interactive questions, conducting active discussions and reflections, reviewing learning outcomes through observation, and providing feedback and self-assessment (Thoib, 2019).

Research-based learning models can improve students' critical thinking skills by including explicit learning objectives, interactive questions, discussions, reflections, feedback, and self-assessment. Evaluation of the effectiveness of this model needs to pay attention to the ability to analyse and evaluate information, application of classical critical thinking theory, moral and cognitive aspects such as open-mindedness and fairness, a constructivist approach that actively involves students, and evaluation indicators such as interpretation, analysis, evaluation, inference, explanation, and self-regulation.

METHODS

This study employs a qualitative approach, specifically a case study type, to explore the research-based learning model in the Islamic Education Philosophy course, including its steps, syntaxes, and implementations that can enhance students' critical thinking skills (J W Creswell & Creswell, 2017). This research occurred in the Islamic Education Undergraduate Study Program, Faculty of Islamic Studies, Universitas Muhammadiyah Ponorogo, East Java, Indonesia. The research time was limited to one semester, consisting of 16 meetings, while research activities focused on the planning,

implementation, and evaluation phases of Islamic Education Philosophy learning activities (John W Creswell & Poth, 2016).

This research uses the legal basis of Regulation of the Minister of Education, Culture, Research, and Technology No. 53 of 2023 concerning Quality Assurance in Higher Education, which emphasises the importance of implementing quality learning and is oriented towards learning outcomes. This research also refers to Regulation of the Minister of Education, Culture, Research, and Technology No. 13 of 2022 as an amendment to Regulation of the Minister of Education, Culture, Research, and Technology No. 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan 2020–2024, which highlights the implementation of the MBKM policy.

Data collection involved the following techniques: a) Interviews with lecturers and heads of study programs to collect information on the reasons for implementing research-based learning and views on improving students' critical thinking, b) observations involving learning activities by lecturers and students to gain information on the implementation of learning and student research progress, and c) documentation involving RPS documents, Google Classroom, lecturer blogs/websites, evaluation documents, and publication results to provide objective evidence of the results of research-based Islamic Education Philosophy learning and its effectiveness in encouraging students' critical thinking.

The research subjects involved several participants, including a) lecturers in charge of the course, (b) students of the Islamic Education study program in classes 4A, 4B, and 6 (particular program), and (c) the Head of the S1 Islamic Education study program. The research was conducted during the even semester of the 2023/2024 academic year. The object of the study is a research-based learning model in the FPI course, including syntax and implementation (planning, implementation, and evaluation) (Sugiyono, 2015).

The data required for this research were meticulously collected and comprehensive. These data include information on the objectives of the study program or curriculum related to the development of students' critical thinking skills to understand the basis of the learning approach, data on the learning model for the FPI course based on research from the planning stage to evaluation, including semester learning plan documents (*RPS*:

Rencana Pembelajaran Semester), details of learning implementation, evaluation methods, and publication of student research results, and data on the implementation of learning in the FPI course based on research, including the learning process and stages such as opening, core activities, closing activities, and evaluation.

For data validity techniques, source triangulation was applied between interviews. Method triangulation involves verifying data obtained from interviews, observations, and documentation through member checks, which include discussions with informants (Ikhwan, 2021). Data analysis refers to the Miles, Huberman, and Saldana models, which involve three activities running simultaneously (Miles et al., 2014).

Data condensation is the process of grouping and simplifying raw information that includes the objectives of the study program related to the development of student's critical thinking skills, the research-based Islamic Education Philosophy learning model from the RPS, and the implementation of learning that includes stages such as opening, presentation of materials, and closing, to understand the design and implementation of the learning model. Data displays, such as tables, flowcharts, or mind-mapping, help organise information in an easy-to-understand way, facilitating understanding and drawing conclusions for researchers and readers. Drawing conclusions and verification involved analysing data on the study program's objectives, learning implementation, and learning models. Initial findings were verified through a comparison of theory and data, resulting in valid conclusions supported by solid evidence to ensure informative findings (Miles et al., 2014).

RESULTS AND DISCUSSION

The Basis for Implementing Research-Based Learning

"The MBKM rules and the demands for study program accreditation are intended to encourage study centres that conduct research-based learning. However, at Universitas Muhammadiyah Ponorogo, this has not been maximised because everything remains under the management of the study program, while the study centre only issues recommendation letters," explained the Head of Study Program. He added that the Philosophy of Islamic Education (FPI) course is categorised as MWP 11206 in the academic guidebook, namely, an introductory course as an initial basis for thinking.

"Therefore, the logic of its implementation directly connects philosophical theory with field reality," he said. The Head of the Study Program explained that the keywords in the RPS were developed for field research, particularly on private campuses, such as Universitas Muhammadiyah Ponorogo, where many students work. "They often experience anxiety when trying to understand FPI theory in their respective workplaces, and this anxiety is what is raised as research material in learning. Students are invited to think critically and not only stop at theory, but also continue to link theory to reality," he concluded.

The Islamic Education Study Program at the Universitas Muhammadiyah Ponorogo adopts a research-based learning model to meet the demands of MBKM and accreditation standards. However, its implementation remains suboptimal, since it is under the direct management of the study program, with the study centre only issuing a letter of recommendation. The FPI course (MWP code 11206) is a compulsory course that aims to build the foundation of students' initial thinking about divinity, the universe, humans, and the search for truth through a radical, integral, and systematic thinking process to develop the goals and methods of Islamic education that produce noble and knowledgeable students (Hidayat & Nasution, 2016; Thoib, 2019).

In line with research, the *MBKM* Curriculum is designed to achieve outcome-based learning (OBE) by Law Number 12 of 2012, focusing on developing students' capacity, creativity, independence, and practical skills through social interactions and field experiences, as well as supporting research competencies with authentic 6C assessment methods and performance assessments that ensure graduates are ready to face career world (Vhalery et al., 2022).

The research-based learning model in the FPI course at Universitas Muhammadiyah Ponorogo connects and analyses the theory and practice of Islamic education to deepen students' understanding in authentic contexts. This model involves research to support learning objectives, improve understanding of the material, improve critical thinking skills, and produce scientific articles. The research-based learning model can create a holistic and applicable learning experience for students (Hasan, 2022; Ismail, 2016; Madaling et al., 2024).

The research-based learning model enables students to produce academic work that enhances academic visibility and strengthens the reputation and competitiveness of study programs. The research-based learning model prepares students to face the complexities of the career world through direct experience in the field, ensures that the information used stays up-to-date and relevant to the latest journal research references, and supports adaptation to curriculum changes and the needs of the times with a more flexible and contextual learning model (Ikhwan et al., 2020). The implementation of MBKM supports the interactive learning paradigm with a constructivist approach, allows active interaction between students and lecturers, and demonstrates innovation that is adaptive to the context of Islamic education and student needs (Wulandari et al., 2024). Students consider this method more effective and valuable for career preparation, focusing on the analysis and proof of theory in authentic contexts, which results in published scientific articles (Ilham, 2020; Thoib, 2019).

Research-based learning enhances students' critical thinking skills, connects theory to everyday reality, and prepares them for the challenges they may face in their future careers by applying philosophical thinking in practical contexts. Publication assignments encourage the development of critical and analytical thinking skills, increase students' flexibility in responding to changes in the curriculum and the career world, and contribute to the excellence and competitiveness of the study program accreditation. According to Robert Duron, research and publication assignments involve various critical thinking skills, including searching for relevant references, identifying research gaps, formulating research problems and objectives, determining data collection methods and techniques, collecting and analysing data based on previous theories and research, and mind-mapping (Duron et al., 2006).

Research-Based Learning Model in Islamic Education Philosophy Course

The research-based learning model in the Philosophy of Islamic Education course at the Islamic Education Study Program, Universitas Muhammadiyah of Ponorogo, consists of five steps or syntaxes for one semester, as illustrated in Figure 1. *First*, students download journals from official sources such as the *Garuda Kemdikbud* and DOAJ sites; *second*, students formulate problems and research designs using Dr Gin's

canvas research model; *third*, students compile journals; *fourth*, students create mind maps to clarify the discussion and visualisation of research results; *fifth*, students publish research results.

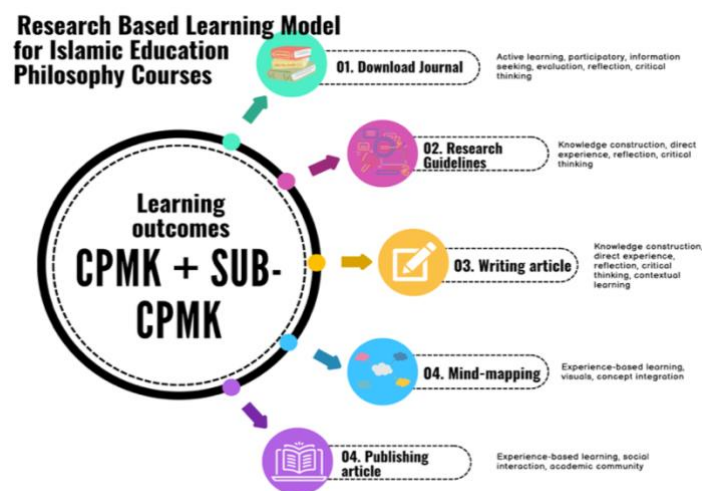


Figure 1. Research-Based Learning model in the Islamic education philosophy course

Figure 1 contains a research-based learning model consisting of syntaxes that integrate research into learning activities to encourage students to be active in scientific activities and develop research skills, critical thinking, and analysis that are relevant in higher education by emphasising the application of theory in practical contexts (Hakim, 2015; Rahman & Nurhadi, 2021). Some core concepts of research-based learning include developing research questions, collecting data with appropriate methodology, data analysis, data synthesis, reporting, and publication of research results in academic journals (Hasan, 2022).

The first step is to search for and download journals from credible sources, such as Garuda Kemdikbud and DOAJ. At this stage, students should collect at least 20 relevant journals related to the topics in the Semester Learning Plan (RPS). This activity aims to develop evaluation skills and utilise credible academic sources (Firmadani, 2017; Hasan, 2022; Ranguti, 2022). Furthermore, lecturers provide examples and explanations of finding, using journal databases, and evaluating journal quality based on

indexation, impact factors, and publisher authority. This activity reflects the principle of constructivism by encouraging students to explore and actively and critically assess information (Bakar et al., 2023)(Arifin et al., 2025). This activity also deepens students' understanding of research methodology and improves critical thinking skills for academic research and future professional life (Apaivatin et al., 2021; Facione, 1990; Leś & Moroz, 2021; Ridlo et al., 2020; Thoib, 2019; Triwulandari & U.S, 2022).

The second step is to utilise the Research Model Canvas (RMC), developed by Dr. Gin, to create research guidelines (Satrianto, 2023). This activity helps students formulate problems, determine methods, and plan data collection in a structured manner. With this activity, students can compile solid and focused research proposals. Implementation in lectures involves the lecturer's guidance on the use of RMC. Students use the RMC model to design research, from identifying problems to planning data collection methods. This activity reflects the principle of constructivism as seen from students actively building research knowledge and skills through direct experience and critical reflection in planning and implementing research projects (Ennis, 1985; Facione, 1990; Leś & Moroz, 2021).

The third step, a pivotal stage in the research process, involves practically applying the students' learning. At this stage, they collect field data according to the RMC guidelines and compile a scientific article based on the collected data. This activity is not undertaken in isolation, but rather under the guidance of lecturers who provide examples of several research articles structured in a scientific writing format. The students' work is guided by RMC guidelines that adhere to the standards of scientific publication. This activity is in line with the principles of constructivism, as it promotes active learning through direct experience and student reflection, thereby honing their research methodology skills and scientific article writing (Hasan, 2022; Mahardini et al., 2019; Noguez & Neri, 2019; Rahman & Nurhadi, 2021; Thoib, 2019).

The fourth step is mind-mapping to visualise and organise the main ideas from the research findings. The lecturer provides an example of a mind map and teaches mind-mapping techniques. Students create a mind map to visualise the relevance between theory and research findings. This activity is based on the principles of constructivism,

which is evident in the ability to integrate, visualise, and organise concepts, theories, and research findings (Leś & Moroz, 2021).

The fifth step is to publish research articles and evaluate lectures. Publishing research articles aims to disseminate scientific findings to the academic and broader communities. The publication process includes writing articles, submitting them to journals, peer-reviewing them, and publishing them (John W Creswell & Poth, 2016). The purpose of publishing research articles is to increase the academic influence of students' research, enabling the public to access it. Its implementation requires guidance from lecturers in choosing journals appropriate to their field of study and follow-up support during the article submission process until publication. From a constructivist perspective, the article publication process offers a learning experience through social interaction with the academic community, including peer review and interactions with journal editors. This process helps students understand and interpret research results (Leś & Moroz, 2021). Lecturers serve as facilitators, supporting students in producing academic contributions to Islamic Philosophy of Education. Article publication activities increase students' self-confidence as researchers who contribute to the dissemination of new knowledge.

Lecture evaluation is a process of assessing various aspects of learning activities to measure their effectiveness and success. Evaluation of article substance includes evaluating the structure, content, and relevance of submitted and unsubmitted articles that have received a Letter of Acceptance (LoA). Evaluation is conducted to enhance students' understanding of the scientific standards governing article publication. The evaluation also assesses attendance and the timeliness of assignment submission to measure students' compliance with the academic schedule and their participation in lectures.

In the constructivist approach, evaluation encompasses a holistic assessment of the student's learning process, rather than just the outcome, such as publishing an article. This assessment comprises students' progress and contributions to science, encouraging reflection, adjustments in learning, and critical attitudes towards academics. For instance, students could be asked to reflect on their research process and the challenges they encountered, or to critique their work and suggest improvements. This approach

also fosters a deeper understanding and skill development through hands-on experience in research and publication. By encouraging students to build knowledge through direct experience in exploring and disseminating research results, as well as being involved in assessing their own academic achievement, the constructivist approach fosters a more comprehensive and meaningful learning experience (Leś & Moroz, 2021).

Table 1. Syntax of Research-Based FPI Course Learning

Syntax	Phase1	Phase2	Phase3	Phase4	Phase5
Description	Journal exploration using Garuda Kemendikbud and DOAJ	Designing research guidance tools (e.g., Research-Model Canvas, Dr. Gin)	Data collection, academic writing, and article submission	Peer review of articles and research-based mind-mapping	Article publication and course evaluation
Social System	Lecturer as mentor, motivator, and facilitator; students develop autonomy, critical thinking, and collaboration	Lecturer facilitates independent and collaborative learning with emphasis on critical thinking.	Lecturer supports independent research and student collaboration	Lecturer guides critical review and peer evaluation with student independence	Lecturer facilitates final revision and reflection; students act autonomously and collaboratively
Reaction Principle	Verification of reference authenticity, citation	Evaluation of research design, feedback on methodology,	Guidance on academic writing, formatting,	Critical review of article structure	Review of article quality and publication

	adequacy, and deadline compliance	reference management, and data visualisation (VosViewer)	paraphrasing, Turnitin usage, and submission protocol	(e.g., context, theory, methods, findings); feedback on mind-map clarity, coherence, and validity	impact, evaluation of attendance and discipline, LoA readiness
Support System	Lecturer's research literacy; access to online references (Garuda, DOAJ); sample published articles; academic blogs; VosViewer; Google Classroom				
Instructional Impact	Students understand the fundamentals of Islamic Education Philosophy; learn journal structure, citation authenticity, and mind-mapping	Enhanced understanding of research methodology and interview/observation protocols	Competency in data collection techniques (interview, observation, documentation) and triangulation	Improved peer review literacy, ability to validate research, and mind-map development	Readiness for academic publication, improvement in discipline, punctuality, and article quality
Nurturant Impact	Development of critical thinking, communication, philosophical reasoning, and discipline	Growth in problem-solving, decision-making, and communication skills	Strengthening research and academic writing skills, increased accuracy and autonomy	Advancement in problem-solving, collaboration, adaptability, and data	Mastery of time management, critical thinking, self-discipline, and collaboration

	organisatio	n, and
	n	reflective
		evaluation

Source: Authors, 2025 - Semester Learning Plan (*RPS: Rencana Pembelajaran Semester*)

Implementation of Research-Based Learning in the Course of Islamic Education Philosophy

1. Preparing Semester Learning Plans

In brief, the Philosophy of Islamic Education (FPI) course is designed to explore philosophical perspectives on the nature of Islamic education. This course equips students with several philosophical thoughts on the nature of Islamic education, thoughts on the nature of humans, and thoughts on the nature of the elements of Islamic teaching.

Table 2. Learning Outcomes of the Course (*CPMK: Capaian Pembelajaran Mata Kuliah*) Philosophy of Islamic Education (FPI)

CPMK	Learning Outcome Summary
CPMK1	Understanding and appreciating Islamic Education Philosophy theories comprehensively.
CPMK2	Relating philosophical theories to real-world contexts.
CPMK3	Observing and analysing Islamic Education Philosophy practices in education.
CPMK4	Exploring theories and implementation through mind-mapping.
CPMK5	Designing and presenting independent, ethical, and high-quality research in Islamic Education Philosophy.

Source: Authors, 2025 - Semester Learning Plan (*RPS: Rencana Pembelajaran Semester*)

Learning Outcomes in Table 2, according to constructivist learning theory, enable students to develop a deep understanding and appreciation of the theory of Islamic Philosophy of Education, relate theory to real contexts, critically analyse educational practices, explore concepts through mind-mapping, and design and present independent, ethical, and high-quality research. An analysis of Learning Outcomes for

the Islamic Philosophy of Education course reveals that students understand and appreciate FPI theories, and can effectively relate them to educational realities. Students actively observe, analyse, and explore theories and their implementations, then visualise the results through mind mapping. Students can design and conduct research independently, avoid plagiarism, and present results responsibly. Constructivist theory emphasises active learning and knowledge built through authentic experiences and critical reflection (Ennis, 1985; Facione, 1990; Leś & Moroz, 2021).

Table 3. Final abilities for each learning stage (Sub-CPMK)
Philosophy of Islamic Education (FPI)

Sub-CPMK	Description
1	Explaining theories of Islamic Education Philosophy.
2	Formulating problems in Islamic Education Philosophy based on field realities.
3	Developing research hypotheses with quality, measurable, and valid references.
4	Developing research hypotheses with quality, measurable, and valid references.
5	Designing and presenting research in scientific journal articles with independent, quality, and measurable performance.

Source: Authors, 2025 - Semester Learning Plan (*RPS: Rencana Pembelajaran Semester*)

The final ability of each learning stage (Sub-CPMK) in Table 3 indicates the progressive and sustainable development of students' skills. Students understand and explain FPI theories, formulate real educational problems, develop hypotheses with valid reference sources, and impressively validate theories through mind mapping. They design research in the form of scientific journals based on field studies and present their results with high quality, reflecting the principles of constructivism (Hasan, 2022; Leś & Moroz, 2021; Mahardini et al., 2019; Rahman & Nurhadi, 2021).

Table 4. Correlation of CPMK to Sub-CPMK of Philosophy of Islamic Education (FPI)

	Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5
CPMK1	Understanding Theory	Problem Focus	Search references	Framework of thinking	Creating a journal report
CPMK2	Theory vs Reality	Hypothesis	National, International References	Mind-mapping	Presentation
CPMK3	Locus	Study Objectives	Reference Manager	<i>HAKI</i>	Journal submission
CPMK4	Novelty	State of the Art	Non-Plagiarism	<i>Kemenkumham</i>	Publishing

Source: Authors, 2025 - Semester Learning Plan (*RPS: Rencana Pembelajaran Semester*)

The correlation between CPMK and Sub-CPMK in Table 4 shows a systematic constructivist approach. In CPMK1, students understand FPI theory, focus on problems, find references, form a framework for thinking, and write journal reports. CPMK2 involves comparing theory with reality, formulating hypotheses, using references from quality sources, compiling mind maps, and presenting results. CPMK3 emphasises problem identification, study objectives, using reference managers, managing IPR, and submitting to journals. CPMK4 focuses on developing new ideas, understanding the state of the art, applying non-plagiarism principles, and publishing research results. This active learning integrates theory, reality, and research practice to achieve in-depth understanding and application skills (Hasan, 2022; Leś & Moroz, 2021; Mahardini et al., 2019; Rahman & Nurhadi, 2021).

Study Contract

The lecture contract was implemented at the first meeting. The lecturer explained the Semester Learning Plan (RPS) and the lecture contract based on the Semester Learning Plan (RPS) and emphasised research-based learning according to the MBKM

model. The lecturer guided students through the entire research process, from searching for references to writing scientific articles, ensuring their understanding of the evaluation system and individual assignments, and introducing digital learning tools such as blogs and Google Classroom (Leś & Moroz, 2021).

Phase 1: Downloading Journal

Phase 1, downloading the journal, was done at the second meeting. Students searched for 20 journal article references related to the Semester Learning Plan (RPS) topics from trusted academic sources, including Garuda Kemdikbud and DOAJ. This activity encourages students to build a solid and up-to-date knowledge base and improve their skills in searching for relevant literature (Firmadani, 2017; Hasan, 2022; Rangkuti, 2022). The learning process also included lecturer guidance in developing keywords, using journal databases, understanding journal systematics, and creating mind maps, ensuring students organise and process literature systematically in their Research (Thoib, 2019; Triwulandari & U.S, 2022).

Phase 2: Creating a Research Model Canvas

Phase 2 of creating the research model canvas was conducted during the third meeting. Students prepared systematic research guidelines, topics, problem formulations, research objectives, theories from references, novelty, and methods according to the Semester Learning Plan (RPS). This activity encourages students to integrate information from 20 journal references obtained in the first phase and correlate it with natural phenomena. This activity ensures that students understand and apply the theoretical concepts of Islamic educational philosophy to structured research practices. Learning included data collection techniques, data validation through triangulation, and research preparation, assisted by tools such as Mendeley and Vos Viewer. Lecturers assessed the appropriateness and accuracy of the research in accordance with the RPS (Ennis, 1985; Facione, 1990; Leś & Moroz, 2021).

Phase 3: Article Preparation

Phase 3 of research-based learning in the Islamic Philosophy of Education course was performed at meetings 4, 5, 6, and 7. Students were active in collecting field data and compiling scientific articles. According to the constructivist theory, this activity allows students to build knowledge through direct experience and critical reflection.

Students conducted interviews, observations, and documentation to collect relevant data (Hasan, 2022; Kusumawati et al., 2022; Noguez & Neri, 2019; Thoib, 2019), while the lecturer acted as a facilitator, guiding students in ensuring data collection techniques' validity and the information's relevance (Leś & Moroz, 2021).

After collecting the data, students compiled a scientific article with an introduction, methods, results, discussion, and conclusions. They conducted data validity tests using triangulation techniques, which involved cross-verifying data from multiple sources or methods to ensure its accuracy and reliability, thereby deepening their understanding of the topic studied. This process allows students to integrate theory with empirical data. Implementation analysis reveals that students develop skills in exploration and critical reflection. Collaboration with lecturers in compiling scientific articles enriches the learning process through constructive discussions and evaluations (Hasan, 2022; Mahardini et al., 2019; Rahman & Nurhadi, 2021). This phase reflects how research-based learning produces a more contextual and in-depth understanding of the constructivist theory in Islamic Philosophy of Education.

Phase 4: Mind-Mapping

Phase 4, mind-mapping, was performed at meetings 8, 9, 10, 11, 12, 13, and 14. Mind-mapping and its presentation, based on constructivist learning theory, involve steps that support active and constructive learning for students, encourage them to internalise knowledge through direct experience, and develop academic presentation and publication skills (Thoib, 2019). First, students improved the substance of their articles in the article revision sub-phase based on the evaluation of the mid-term meeting. With this crucial milestone, they received constructive feedback from lecturers. This feedback is instrumental in guiding their revisions and ensuring the quality of their articles. Plagiarism evaluation was conducted to ensure the originality of the article, with a maximum limit of 15%, which must be corrected through paraphrasing. Second, after revision, students were asked to submit their articles to relevant scientific journals, challenging them to ensure they met the journal's standards and understood the broader academic publication process. Third, students visualised research results through mind-mapping to organise information visually, improving understanding of the relationship between elements in the article, such as topics,

findings, and discussions (Leś & Moroz, 2021). The mind-mapping presentation in front of classmates allowed them to share and discuss research findings and conclusions. This phase will enable students to apply constructivist learning theory in the creation of scientific articles, preparing them to become independent and competent researchers in the future, with the support of active interaction with lecturers and colleagues, and focusing on the validity and originality of Research on Islamic education in the philosophical perspective they are studying (Ismail, 2016; Madaling et al., 2024).

Phase 5: Publishing Journal Articles and Lecture Evaluation

Phase 5, journal article publication and lecture evaluation, was conducted during meetings 15 and 16. This phase is a significant stage with a global impact. Activities in this phase, guided by the constructivist learning theory, encourage students to actively engage in the wider academic community (Leś & Moroz, 2021). The publication of articles in accredited journals is a powerful demonstration of the transformation of knowledge from local to global levels. Students were expected to produce original academic work that contributes to scientific literature, making a meaningful impact worldwide. According to constructivism, the publication allows students to construct knowledge through interaction with the scientific community and the peer-review process (Thoib, 2019). The evaluation of the publication phase included a plagiarism check to ensure the article's originality and an assessment of its substance, during which the lecturer provided feedback on the article's quality, structure, and compliance with journal writing guidelines. This interaction is designed to help students understand scientific writing standards and improve research skills (Hakim, 2015; Hasan, 2022; Noguez & Neri, 2019). Article publication demonstrates that research-based learning encompasses data collection, analysis, and the communication of research findings using scientific methods (Mahardini et al., 2019). From the perspective of constructivism, this learning positions students as active subjects who construct knowledge, with journal publication as an outcome of the learning process (Hakim, 2015; Hasan, 2022; Noguez & Neri, 2019). Overall, the article publication phase indicates students' academic progress and prepares them to become contributors to Islamic education and the academic world, reflecting the effective integration of

constructivist theory in higher education to build independence and skills in scientific research and publication.

CONCLUSION

The research-based learning model in the Philosophy of Islamic Education (FPI) course is implemented to meet the demands of the MBKM and accreditation standards for the study program. This learning model encompasses five phases: downloading and reviewing journals, creating research guidelines using Dr. Gin's Research Model Canvas (RMC), collecting data and preparing articles, mind-mapping the research results, and publishing articles to at least Sinta-4 indexed journals. The theory of constructivism in research-based learning in the FPI course can be seen from the active and participatory approach that encourages students to build knowledge through direct experience, reflection, and utilisation of quality information sources. The theoretical implications of the research-based learning model in the FPI course include developing students' critical and analytical thinking skills, as well as building their character as independent researchers. This enables students to contribute to the academic and professional world, particularly by exploring fundamental philosophical concepts of Islamic education, such as divinity, the universe, and the role of humans, through hands-on experience in field data analysis and journal article publication. The practical implications of the research-based learning model in the FPI course encompass improving students' skills in searching, assessing, and utilising quality information, as well as their ability to compile and publish research in a structured manner. This contributes to the development of science in Islamic education, enabling it to face contemporary challenges in the dynamic world of Islamic education.

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