

Implementation of the Probing Prompting Method in Islamic Religious Education Subjects at SMAN 1, South Halmahera Regency

Arif Rahman Fitrianto¹

¹ IAIN Ternate, Indonesia; arifrahmanf@iain-ternate.ac.id

ARTICLE INFO

Keywords:

Islamic Religious Education,
Probing Prompting, Teaching
Methods.

Article history:

Received: 2025-03-14

Revised: 2024-05-12

Accepted: 2025-07-19

ABSTRACT

The application of Probing Prompting in Islamic Religious Education is one solution in the approach to religious learning. This approach becomes interesting when open-mindedness is implemented in a religious context. The purpose of this study is to examine the application of the Probing Prompting Method in Islamic Religious Education subjects in high schools. The method used in this study is a qualitative descriptive approach. Data were collected through observation, documentation, and interviews, which were then analyzed using analytical descriptive methods. The data were then analyzed to draw conclusions. The results of this study can be concluded that the probing prompting approach in Islamic Religious Education at SMAN 1, South Halmahera Regency, was implemented through nine steps: preparation, delivering guiding questions, formulating questions and student answers, teacher assessment and responses, student assumptions, conclusions and summaries, practice questions, evaluation, motivation, and closing.

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Corresponding Author:

Arif Rahman Fitrianto

IAIN Ternate, Indonesia; arifrahmanf@iain-ternate.ac.id

1. INTRODUCTION

The Probing Prompting model is a learning approach in which students are presented with a series of questions or problems that require them to think critically, analyze, and solve the problems (Usman, Adys, Rosmaladewi, & Asnur, 2023). In this model, the teacher's role is more of a facilitator, guiding students to find their own answers and solutions, rather than simply providing information. This enables students to develop critical thinking skills such as problem solving, analysis, and evaluation (Assen & Otting, 2022).

One of the biggest challenges in learning is how to maximize student participation in the classroom. By using the Probing Prompting model, students are encouraged to actively participate in the learning process because they feel more involved in finding solutions to the problems they face (Oloko, Fakoya, Ferse, Breckwoldt, & Harper, 2022). Some ways this model increases student participation include: Developing Curiosity. The problems posed in the Probing Prompting model are designed to stimulate students' curiosity. When students are faced with challenging questions or

unusual situations, they are encouraged to find out more, ask questions, and dig deeper into knowledge (Zhao et al., 2024). In addition, this learning model also encourages discussion and collaboration among students. The problems given usually involve multiple perspectives and solutions. This encourages students to discuss, share ideas, and work together to find answers. Discussions between students become a learning tool that enriches their understanding, in addition to improving social skills. In another aspect, this learning model will increase student confidence (De la Vall & Araya, 2023). By being given the opportunity to think and provide solutions, students feel more valued and confident. They feel that their opinions and thoughts are valued, so they are more motivated to participate in class.

In addition to increasing participation, the Probing Prompting model also plays a crucial role in deepening students' understanding of the material being taught. Here are some ways this model enhances student understanding: contextual learning. The problems presented in this model are usually relevant to real-life situations or situations familiar to students. This helps students connect theory to practice, making it easier for them to grasp the concepts taught and see their application in everyday life (Sølvik & Glenna, 2022). Through this learning, students also gain a deeper understanding of the problem-solving process. In the Probing Prompting model, students not only receive answers from the teacher but are also required to find their own solutions. This process fosters deeper understanding, as they consider each step in problem-solving and grasp the concepts involved (Ouyang, Xu, & Cukurova, 2023).

In other aspects, this learning model will also improve critical thinking skills. This model requires students to critically analyze problems and find various alternative solutions. Thus, they not only understand facts or information but also learn how to think analytically, which is crucial for developing a more complex understanding of the material. It also facilitates active learning (Nahar, 2022). Probing prompting creates an active learning environment, where students participate directly in the learning process. This active learning allows students to not only receive information but also process and implement the knowledge they learn (Capone, 2022). This contributes to a more lasting and comprehensive understanding.

Islamic Religious Education teaching in schools plays a crucial role in shaping students' character and morals, in addition to providing in-depth religious knowledge. However, in some cases, the teaching methods used in PAI classes tend to be monotonous, reducing student interest and engagement (Saryanto, Retnaningsih, Nofirman, Muhammadijah, & Yuniwati, 2023). To address this, more innovative learning methods are needed that can motivate students to actively think and participate. One approach that can be implemented is the probing-prompting learning model (Guna & Yuwantiningrum, 2024).

The Probing Prompting learning model is a method that actively engages students by providing challenging questions or problems, stimulating them to think critically and find solutions independently (Rosada, 2023). In the context of Islamic Religious Education learning, this model not only helps students better understand the material but also improves critical thinking skills, creativity, and the application of religious values in everyday life (Syarnubi, Syarifuddin, & Sukirman, 2023).

One of the main benefits of the Probing Prompting model is improving students' understanding of the Islamic religious concepts being taught. In this model, students are confronted with situations or problems related to everyday life that require an understanding of Islamic Religious Education concepts, such as morals, worship, or Islamic history (Ahmed & Mufaizin, 2022). In this way, students don't just memorize theory, but also gain a deeper understanding of the meaning and application of these religious concepts in their lives.

The Probing Prompting learning model offers significant benefits in Islamic Religious Education learning. By engaging students in problem-solving processes relevant to their lives, this model can enhance understanding of religious concepts, increase student active participation, foster critical thinking skills, and develop social and collaborative skills (Kurniawan, 2023). Furthermore, this model can increase students' motivation and interest in learning, and encourage them to relate religious values to everyday life (Wijnia, Noordzij, Arends, Rikers, & Loyens, 2024). Therefore, implementing the

Probing Prompting learning model can be an effective alternative for creating more dynamic and beneficial Islamic Religious Education learning for students.

State Middle School 1 of South Halmahera Regency is one of the destination schools for students wishing to continue their education to senior high school. Based on the author's initial observations, the probing prompting learning model is highly sought after by students in the Islamic Religious Education learning process. This is evident in their enthusiasm for Islamic Religious Education at school. However, the effectiveness of this learning model for students remains questionable.

2. METHODS

The approach used in this study was qualitative, as the researchers sought to gain a deeper understanding of the phenomena occurring in the application of the Probing Prompting learning model in Islamic Religious Education (PAI) subjects. Qualitative research allows researchers to obtain broader data regarding student and teacher perceptions and the overall learning process, thus illustrating how this model functions in the context of Islamic religious education (Azizah, Zain, & Marsela, 2023).

The type of research used is descriptive research. This study aims to systematically describe and explain the application of the Probing Prompting model in Islamic Religious Education (PAI) learning (Rifai, 2021), as well as its impact on student engagement and understanding of Islamic Religious Education material. To obtain valid and comprehensive data, this study will use several instruments as follows: Semi-structured interviews with Islamic Religious Education teachers and students. Furthermore, direct classroom observations will be conducted during the learning process. These observations will record classroom dynamics, interactions between teachers and students, and how the Probing Prompting model is applied in real situations (Copur-Gencturk & Thacker, 2021). Observations will be conducted using a pre-prepared observation sheet to record certain aspects, such as the level of student engagement, the quality of questions asked, and how students solve given problems. Next, documentation will be carried out by recording the teaching materials used during the learning process, student activity notes, and learning products produced by students, such as group assignments, presentations, or discussion results relevant to the Probing Prompting model. This will be followed by reflections and teacher journals for each learning session. In this journal, teachers will document their experiences implementing this model, the challenges they faced, and the changes they observed in their students. This aims to provide an overview of the successes and challenges in implementing this method.

3. FINDINGS AND DISCUSSION

Probing prompting is a learning strategy that focuses on providing relevant instructions or guidance to help students solve problems. In this model, the teacher does not provide direct solutions, but rather provides stimuli or hints to guide students in finding the right solution.

Steps in the Probing Prompting Learning Model:

Problem identification; The learning process begins by identifying a problem relevant to the material to be studied. This problem can be a real-life case, a challenge in everyday life, or a scientific issue that requires a deeper understanding. For example, in mathematics, a problem can be a question that requires a certain conceptual understanding.

Providing Prompts; after the problem is presented, the teacher provides prompts aimed at encouraging students to think further. These prompts can be open-ended questions, challenging statements, or instructions that encourage students to use various problem-solving strategies. For example, the teacher can ask: "What do you already know about this problem?" or "What is the first step you should take to solve this problem?"

Inquiry and Problem Solving; Students are then given the opportunity to conduct investigations and try various solutions based on the instructions provided. At this stage, students are encouraged to work independently or in groups to analyze problems, gather information, and try various problem-solving strategies.

Discussion and Reflection: After students attempt to solve the problem, the teacher holds a group discussion to share their findings and solutions. The teacher asks students about the process they went through, the difficulties they encountered, and how they overcame those challenges. This reflection is crucial for strengthening conceptual understanding and improving students' critical thinking skills.

Evaluation and Follow-up: The final step is evaluating the results of the problem-solving process. The teacher provides feedback on the process students went through and provides opportunities to refine or further develop their ideas. This evaluation can take the form of tests, presentations, or other assignments that demonstrate students' understanding of the material studied (Rott, Specht, & Knipping, 2021)

Teachers must be prepared to act as facilitators, providing more guidance than direct solutions. This requires communication skills and a deep understanding of the material and students' needs. The probing prompting learning model is a highly effective method for improving students' problem-solving, critical thinking, and collaboration skills (Gautam & Agarwal, 2023). By providing appropriate prompts, teachers can guide students to find solutions to given problems while building a deeper understanding of concepts. While its implementation presents challenges, the long-term benefits for students in the form of improved cognitive abilities and independent learning make this model highly relevant in 21st-century education (Scheel, Vladova, & Ullrich, 2022).

Islamic Religious Education at the senior high school level plays a crucial role in shaping students' personality and character. At this stage, students face greater challenges in understanding Islamic teachings and applying them to their daily lives. PAI instruction in high school aims not only to enhance understanding of religious theory but also to instill good moral values and guide students to become responsible, noble individuals with a strong social conscience (Elvana & Masduki, 2022).

In implementing the Probing Prompting method in the PAI subject at SMAN 1 South Halmahera, the PAI subject teacher implemented it in several steps, namely;

Material Preparation;

Teachers prepare the subject matter to be discussed, such as relevant images, concepts, or situations. At this stage, teachers prepare the material by adapting it to the existing material. This means that if the Islamic Religious Education subject matter relates to worship practices, the Probing Prompting model elaborates on worship practices. However, if the learning material focuses on cognitive understanding, teachers can apply the Probing Prompting model without combining it with other learning models. In preparing the material, teachers are also required to adapt the approach model to the learning module or lesson plan.

Leading Questions;

Teachers ask guiding questions that explore students' thinking, encouraging them to think and connect new concepts with existing knowledge. Islamic Religious Education teachers' questions are conditional, meaning they are tailored to the student's character and personality. When approaching shy students, teachers can use a more subtle approach or one that won't offend them. The same applies to overconfident students, and so on.

Students Formulate Questions and Answers;

Students are asked to formulate questions and provide answers based on the teacher's questions. Students' answers reflect their understanding of the subject matter. Therefore, teachers can use these as a reference for continuing the material or repeating it so that students can understand it well. If the teacher has not achieved maximum student understanding, then the teacher should not continue the lesson so that the target of student mastery of the material can be met. For students who still cannot understand the material presented by the teacher, the teacher must provide additional material to students outside of class hours or assign students additional assignments so that they can understand the material well.

Assessment and Feedback;

If the answer is correct, the teacher provides positive feedback and shares it with other students. If the answer is less accurate, the teacher provides clues or follow-up questions to help students find a

better answer. In this case, the teacher must be creative in provoking students with questions that contain clues so they can find the answer without being told. In this case, students are guided to choose alternative answers, thus fostering their critical reasoning skills.

Opportunity to Respond;

Students are given the opportunity to respond to their peers' answers, both correct and incorrect, so they can learn from each other and broaden their understanding. In providing feedback, teachers also give other students the opportunity to think about the correct answer. It's important for teachers to be able to assess which students understand and which don't. Sometimes students who don't understand are embarrassed to ask questions or pretend to understand when they don't. Therefore, teachers must also provide opportunities for other students, who do understand, to explain in a language they understand.

Conclusion and Summary;

The teacher and students together draw conclusions or summaries of the material they have learned. Once students have grasped all or part of the material, the teacher should make important notes on the learning outcomes, especially identifying students who have not fully grasped the material. The teacher's summary should use simple language that is easy for students to understand and remember.

Practice Questions and Evaluation;

The teacher provides practice questions relevant to the material being studied, and students are given the opportunity to come forward and write their answers on the board. This practice and evaluation phase is where the teacher can pose key questions that can reflect student understanding. Furthermore, the teacher also provides opportunities, especially for students who are deemed to still need attention to the subject matter, without forcing them to participate. The practice questions provided can be open or closed. Open questions are posed on the board, and then students are appointed or volunteer to come forward to answer them. Or, closed questions are given, where students answer on answer sheets that are distributed.

Joint Evaluation;

The teacher and students jointly evaluate the work of students who have progressed to the next level. During the evaluation, the teacher must be able to classify student understanding. This allows the teacher to assess students' understanding at various levels. This joint evaluation also serves the purpose of allowing students to correct the material together, allowing those who do not yet understand to assess their own level of understanding.

Motivation and Conclusion;

The teacher provides motivation to study hard and concludes the lesson with a prayer. After the lesson is complete, the teacher can offer closing advice to motivate students so they don't lose heart and continue practicing harder.

4. CONCLUSION

The implementation of the Probing Prompting method in Islamic Religious Education subjects at SMAN 1 South Halmahera Regency is carried out in several stages, namely; 1). Material Preparation; The teacher prepares the lesson material to be discussed, such as pictures, formulas, or relevant situations. 2). Leading Questions; The teacher asks questions that are guiding and explore students' thinking, so that they are encouraged to think and connect new concepts with existing knowledge. 3) Students Formulate Questions and Answers; Students are asked to formulate questions and provide answers based on the teacher's questions. 4) Assessment and Response; If the answer is correct, the teacher provides positive feedback and shares it with other students. If the answer is not quite right, the teacher provides instructions or follow-up questions to help students find a better answer. 5) Opportunity to Respond; Students are given the opportunity to respond to their friends' answers, both correct and incorrect, so that they can learn from each other and broaden their understanding. 6) Conclusions and Summaries; The teacher and students together make conclusions or summaries of the

material that has been studied. 7) Practice Questions and Evaluation; The teacher provides practice questions relevant to the material that has been studied, and students are given the opportunity to come to the front to write their answers on the board. 8) Joint Evaluation; The teacher and students together evaluate the work of students who have come to the front. 9) Motivation and Closing; The teacher provides motivation to study hard and closes the lesson with a prayer together.

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