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Habituation and Experiential Learning (HaEL) Methods for Improving HOTS Skills through Active Learning: A Path Toward the SDGs in Islamic Education

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Abstract

Objective: This study aims to examine how the Habituation and Experiential Learning (HaEL) method enhances Higher-Order Thinking Skills (HOTS) through active learning and contributes to the achievement of the Sustainable Development Goals (SDGs) in Islamic education. **Theoretical framework:** The study is grounded in the theoretical framework of experiential learning, habituation theory, constructivist learning, and Higher-Order Thinking Skills, which collectively emphasize the development of critical, analytical, creative, and reflective competencies through continuous practice and meaningful learning experiences. **Literature review:** Previous studies have demonstrated the effectiveness of active learning and experiential approaches in improving students' cognitive achievement; however, limited research has integrated habituation and experiential learning into a unified pedagogical model while explicitly linking HOTS development with the SDGs in Islamic education. **Method:** Employing a descriptive qualitative design, this research involved 15 informants comprising the vice principal, Islamic Education teacher, and Grade X and XI students from the Office Management and Animation programs at SMKN 3 Tangerang Selatan. **Results:** The findings reveal three major challenges affecting HOTS development, namely students' limited critical thinking habits, insufficient implementation of active learning strategies, and the lack of systematic integration of SDGs values into Islamic Education instruction. The HaEL method addresses these challenges by combining structured habituation with experiential learning activities that encourage collaboration, problem-solving, reflection, and authentic classroom engagement. **Implications:** The study implies that integrating HaEL into Islamic education can strengthen educational quality, foster lifelong learning competencies, and support schools in implementing SDG 4 through innovative pedagogy. **Novelty:** The novelty of this research lies in proposing HaEL as an integrated pedagogical framework that combines habituation and experiential learning to systematically cultivate HOTS while embedding SDGs-oriented values into Islamic education.

Keywords: habituation and experiential learning (hael), higher-order thinking skills (hots), active learning, sdgs, islamic education.

INTRODUCTION

Islamic Religious Education (IRE) plays a crucial role in shireng students who not only understand Islamic teachings but also possess the ability to think critically and creatively in addressing the dynamics of social life. In the digital age and the 4th Industrial Revolution, higher-order thinking skills (HOTS) have become essential competencies that students must

master to tackle the challenges of the modern era. HOTS encompass the abilities to analyze, evaluate, and create, as developed in the revised Bloom's Taxonomy by Anderson and Krathwohl. Therefore, IRE education should not merely transmit religious knowledge but must be designed to encourage students to think deeply, reflectively, and practically about Islamic values in their lives [1].

However, the reality on the ground shows that the IRE learning process in many schools, including vocational schools, still predominantly uses conventional approaches such as lectures and memorization. These methods do not provide enough space for students to think actively, discuss, or solve problems critically and collaboratively. As a result, students tend to be passive, less engaged in learning, and unable to relate IRE material to everyday issues. This has the potential to reduce enthusiasm for learning and the quality of education in general. As stated by Yusup and Basri, the use of monotonous and non-contextual methods in IRE can hinder the formation of critical thinking and value awareness in students [2].

As a solution to this problem, the Active Learning approach has emerged as a strategy that can create a more lively, participatory, and reflective learning environment. Active Learning places students as the main subjects of learning through methods such as problem-based learning, project-based learning, group discussions, think-irer-share, and role-playing simulations. This approach not only makes students more physically and mentally active but also encourages their ability to think critically and reason about Islamic teaching materials. Jannah's research proves that the CODAC (Cooperative, Discovery, Active, Contextual Learning) method in IRE can significantly improve student learning activity and HOTS achievement [3].

Through previous research studies, there has been no research exploring the issues studied in the context of Islamic Religious Education, more specifically in vocational schools. In reputable international journals, research discussing the impact of Active Learning on Higher Order Thinking Skills tends to only discuss science and humanities education. This presents a novelty worth investigating to provide insights into the impact and implementation of Active Learning methods that can serve as a reference for enhancing students' Higher Order Thinking Skills across various schools, particularly in Islamic Religious Education (IRE) at SMK. This study aims to examine the implementation, impact, and urgency of Active Learning in enhancing students' Higher Order Thinking Skills in Islamic Religious Education at SMK.

Active learning is not only about teachers being more dominant in teacher-centered learning, but more importantly, it is about students playing an active role and dominating the learning process in order to achieve maximum results for individuals and groups in accordance with the applicable learning methods [4]. The next issue is that students tend to memorize rather than engage in experiential learning. When they encounter real-life problems related to the concepts they have learned, they only remember the material during the teaching and learning process. After some time has passed, by the next meeting, they no longer remember the material they have learned. This can be seen when the teacher asks questions at the beginning of the lesson about the material that was studied previously, and it is clear that the students have forgotten. This is indicated by the students' lack of readiness to learn at school [5].

The studies above have outlined the correlation between active learning and HOTS, but there are questions that remain unanswered. These are the issues surrounding both of these issues and their correlation with the Sustainable Development Goals (SDGs). This issue is closely linked to efforts to advance education and develop independent, open, and free learning for all individuals [6]. Based on the above, this study will examine how the Habituation and Experimental Learning (HaEL) model, as a model for developing students' HOTS skills through active learning, can achieve SDG goals and contribute to the education sector.

LITERATURE REVIEW

Active Learning

Research conducted by R. Scott Grabinger and Joanna C. Dunlap shows that active learning is a pedagogical approach to teaching that emphasizes student engagement and interaction. Rather than simply listening to lectures or reading texts, students in active learning classes actively engage in the learning process through hands-on activities, group discussions, and other interactive experiences. [7]

One expert in the field of active learning is teacher and psychologist Elliot Aronson, published in the journal *Advances in Experimental Social Psychology*. He defines active learning as "any instructional method that engages students in the learning process, requires them to do something with the information, and leads to deeper levels of understanding and retention." Aronson emphasizes that active learning must be structured in such a way that students do not simply passively receive information but actively construct their own understanding of the material [8].

Another expert in the field of active learning is psychologist Benjamin Bloom. He is best known for his work in developing Bloom's Taxonomy, a framework for categorizing educational goals and objectives into a hierarchy of cognitive skills. According to Bloom in the journal *American Psychologist*, Active learning is a crucial component of effective instruction because it helps students move beyond simply acquiring information and toward higher-order thinking skills, such as analysis, synthesis, and evaluation [9].

Another expert in active learning, psychologist Barbara Gross Davis, has written extensively in the journal *New Directions for Higher Education* about the importance of student engagement in the learning process and has developed a number of strategies to promote active learning in the classroom. According to Davis, active learning is most effective when students are given the opportunity to work collaboratively in small groups, participate in hands-on activities and experiments, and engage in discussions and debates with their peers [10]. From the above theory, it can be concluded that active learning is a learning activity that emphasizes students' active role by utilizing their various senses through a variety of interactive, comprehensive, and meaningful learning strategies, so that learning can be optimal and effective, and learning objectives can be achieved.

High Order Thinking Skill (HOTS)

Our literature review on Higher Order Thinking Skills begins with research conducted by Sharon Bailin et al. in the *Journal of Curriculum Studies*, which states that Higher Order Thinking Skills require a concrete conceptualization with hierarchical structures so that education can be understood and practiced by students. Because the current application of Higher Order Thinking Skills is still a subject of discussion among individuals, a conceptualization and threshold are needed for its application [11].

Research conducted by William Huitt in the journal *Educational Psychology Interactive* provides an introductory study of the ideas and concepts outlined in the concept of Higher Order Thinking Skills. Critical thinking must be understood as a necessity and a requirement for students to master in responding to the challenges of the times. Modern issues are shifting, and the need for students to understand them is also increasing. Therefore, without Higher Order Thinking Skills, students will be left behind and experience regression in their thinking and learning [12].

Research conducted by Richard Paul in the journal *"New Directions for Community Colleges"* shows that critical thinking is now a global necessity and is required across various careers and academic fields. This implies that students must be prepared for

modern challenges by strengthening their critical thinking skills to address emerging issues [13].

This research, a review conducted by Robert T. Pithers and Rebecca Soden in the journal "Educational Research," demonstrates the development of Higher Order Thinking Skills in educational settings. This is crucial, considering education as a place for the transfer of knowledge. Therefore, Higher Order Thinking Skills are a necessary tool for students to sort, understand, and conceptualize various discourses presented by teachers in a strong and precise structure [14].

The conclusion from several theoretical views is that Higher Order Thinking Skills is a human ability that is born with a tendency towards multiple intelligences, how the surrounding environment can shape and explore more deeply through accelerating students' abilities by involving all senses with metacognitive, ideas and concepts that are expressed in conception, using dialogue, authentic instruction, and mentoring, deepening the relationship between students and teachers, assessment skills, pedagogy.

METHODOLOGY

This study aims to examine the implementation and urgency of the Habituation and Experiential Learning (HaEL) method as an active learning approach for improving students' Higher-Order Thinking Skills (HOTS) in Islamic Religious Education at SMKN 3 Tangerang Selatan. A descriptive qualitative research design was employed to obtain an in-depth understanding of participants' experiences, perceptions, and classroom practices related to HOTS-oriented learning. The study involved 15 purposively selected informants consisting of the vice principal, one Islamic Religious Education teacher, and students from Grades X and XI enrolled in the Office Management and Animation study programs [14].

Data were collected using three complementary techniques: structured interviews to explore participants' perspectives on the implementation of HaEL, classroom observations to document teaching and learning activities, and documentation analysis of lesson plans, instructional materials, and school policies related to active learning and SDGs integration. Data credibility was strengthened through source and method triangulation to ensure the consistency and trustworthiness of the findings. The collected data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing and verification [15].

This analytical framework enabled the identification of recurring themes, patterns, and relationships concerning the effectiveness of HaEL in fostering critical thinking, problem-solving, collaboration, and reflective learning while supporting the implementation of Sustainable Development Goal 4 (Quality Education) in the context of Islamic education.

RESULTS AND DISCUSSION

Active Learning Implementation in IRE Education at SMKN 3 Tangerang Selatan

The research results show that the implementation of the Active Learning method in Islamic Religious Education (IRE) at SMKN 3 South Tangerang has been carried out in a planned and phased manner. IRE teachers at this school employ a learning approach that places students at the center of learning activities. The learning models used include problem-based learning, project-based learning, group discussions, case studies, and religious simulations, all of which are aimed at increasing active student participation, both physically, cognitively, and emotionally [15].

The implementation process begins with lesson planning that refers to learning outcomes (CP), HOTS indicators (C4–C6), and determines methods relevant to the material and student characteristics. Teachers develop lesson plans that integrate elements of collaborative, exploratory, and reflective activities. During the learning

process, teachers facilitate learning activities using a participatory approach, presenting contextual problems and encouraging students to discuss, express opinions, and produce products or solutions based on Islamic values. Learning evaluation is conducted through observation of attitudes, presentations, project assignments, and HOTS-based questions.

In addition to the methodological aspects, the implementation of Active Learning is also supported by two school cultural approaches: the administrative mode (learning document planning, schedules, principal supervision), and the internalization mode (critical thinking habits, value reflection, and dialogic communication in the classroom). These two approaches complement each other and make the Islamic Religious Education (IRE) learning environment not only cognitive but also transformative. Students are given space to connect religious values with life experiences and social realities, which are key to developing higher-order thinking skills.

In general, the results of interviews, classroom observations, and analysis of learning documents indicate that Islamic Religious Education (IRE) teachers at SMKN 3 Tangerang Selatan have implemented Active Learning with a good structure, although several challenges remain, such as varying student interests, limited time, and technical support. Nevertheless, this approach has succeeded in creating a more lively and meaningful learning atmosphere and encouraging students to be more involved in understanding and exploring Islamic teachings critically, reflectively, and effectively.

Tabel 1. The Process of Implementing Active Learning in IRE Education Learning at SMKN 3 South Tangerang

Steps	Teacher Activities	Student Activities	Tujuan Pembelajaran
Planning	Developing HOTS-based lesson plans, choosing active methods	Prepare discussion materials, initial tasks	Prepare for contextual and reflective learning
Implementation	Providing case studies, facilitating discussions, and guiding projects	Group discussions, presentations, problem-solving	Develop analytical and evaluation skills
Evaluation	Providing HOTS questions and assessing student attitudes and products	Answer analysis questions, create reports or products	Assess high order thinking skills
Reflection	Providing feedback and reinforcing values	Convey experiences and perceived learning	Strengthening the meaning and internalization of religious values

Based on classroom observations, it can be concluded that the implementation of the Active Learning method in Islamic Religious Education (IRE) at SMKN 3 South Tangerang has been structured and oriented toward strengthening higher-order thinking skills (HOTS). Teachers design learning with a variety of approaches, such as problem-based learning, project-based learning, group discussions, and case studies, tailored to the characteristics of vocational high school students who tend to be applicative and

contextual. Furthermore, observations of the implementation of active learning revealed the following:

Based on observations of the Islamic Religious Education (IRE) learning process, it can be concluded that the implementation of the active learning method has successfully created a participatory, reflective learning atmosphere oriented toward the development of higher-order thinking skills. Teachers actively employ methods such as group discussions, problem-based learning, project-based learning, and role-play, which directly encourage students to not only understand the material textually but also process it through analysis, evaluation, and creativity.

Students demonstrate active involvement in the learning process through their courage to ask questions, their ability to discuss, and their courage to express ideas, indicating that their cognitive processes have developed toward HOTS. This is reinforced by the teacher's practice of posing open-ended questions and contextual problems that stimulate students' critical and solution-oriented thinking.

The teacher also successfully fostered a collaborative learning environment by providing space for interaction and cooperation among students, which is highly relevant to the development of 21st-century skills. Furthermore, providing space for exploration and reflection fostered students' self-awareness of Islamic values and their application in everyday life.

Thus, it can be concluded that the application of active learning methods in Islamic Religious Education (IRE) learning significantly improved students' HOTS (Hospital Values). This was demonstrated through student engagement in analytical, reflective, and evaluative thinking, as well as their ability to relate learning material to real-life contexts.

The learning process was carried out based on HOTS achievement planning (C4–C6), where students were encouraged to actively participate in observing, analyzing, evaluating, and creating solutions to religious issues relevant to real life. This process was facilitated by the teacher, who acted as a facilitator, encouraging collaboration, value exploration, and dialogic communication.

This implementation is strengthened through two approaches to school culture: an administrative mode, manifested in learning planning and supervision, and a self-internalization mode, which instills habits of reflective thinking and acting based on Islamic values. These two approaches create a fun, meaningful, and transformative learning environment for students. The following are two modes of implementing Active Learning at SMKN 3 Tangerang Selatan:

Administrative Mode in Improving HOTS through Active Learning

The administrative mode is a learning management approach implemented systematically and structured by teachers and schools, as part of the planning and management of the learning process. In the context of Active Learning to improve HOTS, the administrative mode includes:

a. HOTS-Oriented Learning Planning

a) Teachers develop a Lesson Implementation Plan (RPP) that includes HOTS-based objectives, methods, and assessments (levels C4–C6).

b) The selection of learning strategies, such as problem-based learning, project-based learning, and reflective discussions, is based on an analysis of the teaching materials and the characteristics of vocational high school students.

b. Classroom and Time Management

a) Teachers establish classroom rules that enable effective discussion, collaboration, and reflection.

b) Learning time is arranged to provide space for active and exploratory activities, not just lectures or memorization.

c. Integrated Supervision and Evaluation

a) The principal or curriculum representative supervises the implementation of Active Learning and evaluates whether the learning strategies align with HOTS principles.

b) Assessments (assessments) utilize not only multiple-choice questions but also project assignments, presentations, case studies, and value reflections.

Through this administrative mode, students are given a systematic space to actively engage and think critically, as the entire learning system is designed to encourage HOTS.

Self-Internalization Mode in Enhancing HOTS through Active Learning

The self-internalization mode utilizes an approach that emphasizes habituation, instilling values, and consciously engaging students' inner selves in the learning process. In Active Learning, this approach encourages students to interpret, feel, and reflect on what they learn so that it becomes not only cognitive knowledge but also shapes thought patterns and attitudes.

a. Reflection on Values and Meaning

a) Students are invited to analyze verses or hadith and relate them to real-life situations, for example: "What is the meaning of honesty in the era of social media?"

b) Reflection is conducted by the teacher through references to various journals, value discussions, or discussion forums.

b. Freedom to Express Ideas

a) Students are given space to express their opinions, discuss, and debate, similar to quizzes, which train logic, evaluation, and argumentation.

b) Example: A thematic debate on "Islam and Interfaith Tolerance" and its impact on active participation in religious competitions such as Islamic Religious Education (IRE) performances or religious skills competitions.

c) Creating innovative animated videos, such as Sari and Mulya, that have been widely viewed by all groups, especially children, on YouTube. They encourage and educate about Islamic values and Pancasila, such as tolerance and religiousness.
<https://www.youtube.com/watch?v=HNeJO1V0MDM>

c. Experience-Based Religious Projects

a) Students were asked to create zakat camiregns, digital da'wah content, or simulations of ethical decisions in everyday life. The animated videos created by students of SMKN 3 South Tangerang attracted widespread attention and were endorsed by private companies and Indonesian television stations for broadcast on television. For example, the animated videos from Sari and Mulya have had a positive impact on educating people about Islamic values and local wisdom based on the principle of unity in diversity.

Here is an example of the channel

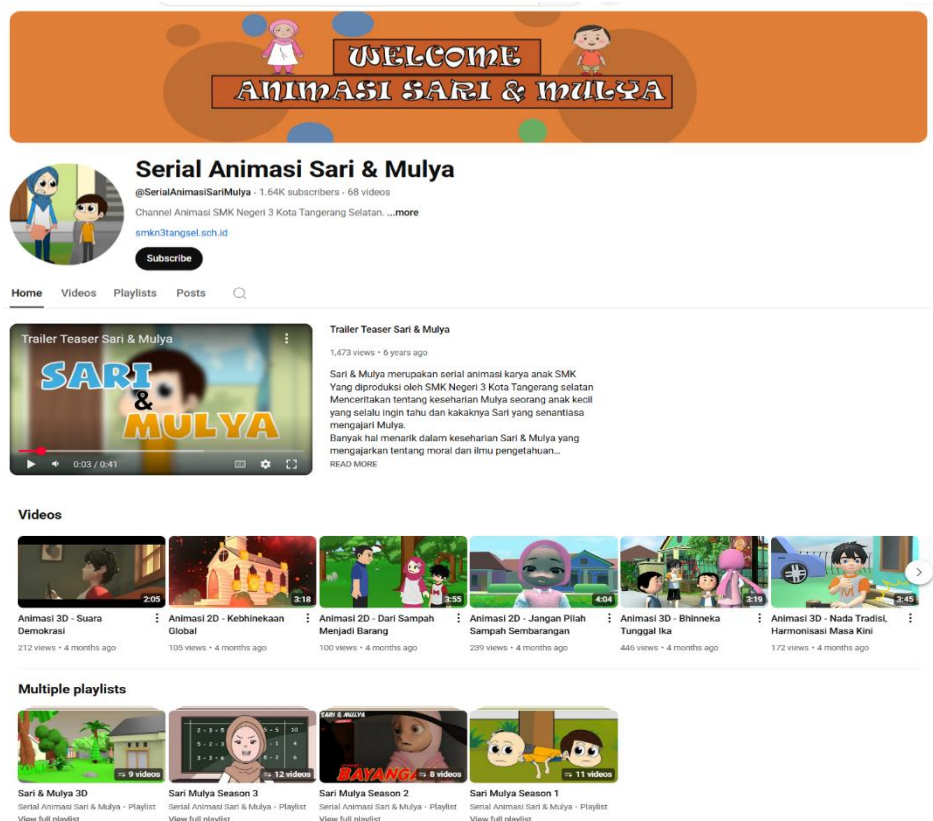


Figure 1. Sari & Mulya Animated Series Youtube Channel

The impact of YouTube channels featuring animated videos about education and encouraging good deeds, including the Sari & Mulya Animated Series - YouTube, enables students to become skilled and innovative in analyzing, evaluating, and creating products that benefit the wider community and impact the entertainment market.

a) This helps them not only understand religious law but also internalize its values and apply them in a social context.

Thus, Active Learning in Islamic Religious Education (IRE) learning not only successfully increases student participation and engagement but also significantly impacts character development and higher-order thinking skills. This approach has proven relevant and effective in supporting the achievement of holistic and contextual Islamic religious education goals in vocational high schools.

In implementing Active Learning in Islamic Religious Education (IRE) learning, there are ongoing steps taken by Islamic Religious Education teachers to improve students' HOTS, as follows:

Table 1 Results of analysis of steps for implementing Islamic Religious Education learning with various methods

Type Methods	Benefits	Description	Examples of Materials in IRE
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Think-Irer-Share	Practice analysis, communication, and evaluation of important elements in HOTS.	Students are asked to think independently about a question or problem, then discuss with their partners, and finally share the results of their discussions with the class.	The teacher asked, "How can we emulate the honest nature of the Prophet Muhammad in today's digital life?" Students think for themselves, then discuss together, and present the results to the class.
Card Sort	Practice the ability to classify, analyze, and synthesize concepts.	Students are given cards containing information (concepts, events, verses, etc.) and asked to group, sort, or classify according to certain categories.	Students are given cards containing good and bad deeds, then asked to group according to moral values in Islam and explain the reason.
Role Play (Bermain Peran)	Encourages empathy, value evaluation, and critical thinking.	Students play specific characters in a learning scenario to understand a specific concept or value.	Students play the role of Umar ibn Khattab in an incident where he upheld justice and are then asked to explain the relevance of this action to contemporary social justice.
Project-Based Learning (PjBL)	Combining analysis, creativity, evaluation, and collaborative work across the HOTS spectrum.	students work on short- or long-term projects to solve real-life problems relevant to the lesson.	Students create a digital camiregn about the importance of maintaining oral hygiene in accordance with Islamic teachings, which they present to the school.
Problem-Based Learning (PBL)	Develops critical thinking, logical argumentation, and problem-solving skills.	Students are given real-life or hypothetical problems and then seek solutions based on their knowledge and group discussion.	The problem: "How do we address differences in religious beliefs in social life?" Students explore sources, discuss, and develop argumentative solutions.

In the development of learning through the Active Learning method based on Higher Order Thinking Skills (HOTS), it is an approach designed not only to make students

physically and mentally active but also to encourage them to analyze, evaluate, and create the three highest levels in Bloom's Taxonomy. The implementation of the Active Learning Model as an effort to understand the cognitive mechanisms that aid in the development of Higher Order Thinking Skills (HOTS) has been adapted for vocational high schools, taking into account the infrastructure, curriculum, and characteristics of vocational high school students.

It can be concluded that the Active Learning method in IRE learning has proven to be effective in improving students' HOTS by creating a participatory, reflective, and contextual classroom atmosphere. Teachers act as facilitators who encourage exploration, assessment, and idea creation by students based on Islamic values. The improvement in HOTS does not only occur in intraschool learning but also develops significantly through extracurricular and cocurricular activities, especially when these activities are designed based on exploration, discussion, and contextual problem-solving, such as religious activities, public speaking, and the enrichment of the Application of Religion-Based Technology by mapping high-achieving students in advanced classes. Thus, high-achieving students can become tutors for study groups and have the opportunity to teach their peers in a subject discussed through a scientific approach, including observing, questioning, experimenting, associating, and communicating. As a result, the school already has high-achieving students participating in various competitions at the local, national, and international levels.

The assessment system used is a digital Learning Management System (LMS) with various features tailored to the needs of learners. From this, it can be seen that religious teachers have implemented differentiated learning, where all media, models, and methods are tailored to the needs of learning and the current independent curriculum.

Habituation and Experimental Learning (HaEL) Theory

The theory developed by Silberman regarding Active Learning states that Active Learning is an effort to enable students to achieve meaningful learning, where passive learning alone is not sufficient. Learning must emphasize a two-way interactive process between each stakeholder to ensure the sustainability of a dynamic and flexible learning ecosystem. [16], [17]

Meanwhile, Benjamin Bloom defines HOTS in his taxonomy as the highest level in a person's cognitive, affective, and psychomotor processes that need to be trained. In this thinking process, learners are able to respond accurately and quickly to actual problems and think outside the box, so that their reasoning abilities can be seen clearly. [18], [19]

Then, Huang et al. describe how technology, particularly game simulations, can be a medium for improving HOTS by implementing the Active Learning style as the basis for technological development. In the business simulation game model that he practices, students are able to experience the process of the activities they are doing in real time. [20], [21]. Of the three grand theories, there are still shortcomings found in previous theories. Where active participation, cognitive-affective-psychomotor development, and technological operation skills are still seen as exclusive to certain people, namely those who are capable. However, this is far from the truth, as learning is not something superficial, but rather a process that continues until the end of life.

Habituation and Experimental Learning (HaEL) is a theory that emphasizes that learning is constant, habitual, and comprehensive across all aspects. True learners will always challenge themselves by engaging in experimental actions to stimulate active learning abilities, sharpen Higher Order Thinking Skills (HOTS), and foster an evolving technological awareness. Therefore, age is not an excuse according to this theory, but rather a catalyst to ensure that everyone stays relevant and can compete with the ever-evolving reality. Thus, learning that is habitual and has its own

experimental rhythm among individuals is expected to achieve maximum learning outcomes. From the above, to meet the major standards set by the UN, the researcher attempts to elaborate on all of this and its correlation with the SDGs, as explained below.

SDGs in Education: A cases on SMKN 3 Tangerang Selatan and HaEL Usage

This theory was conceived from findings obtained by researchers through observation and interviews at SMKN 3 Tangerang Selatan. There are several SDG issues that require practical and fundamental solutions. In this study, there are several issues that need to be addressed and approached critically and analytically in order to achieve the UN's SDG goals.

The need for school management and administration to obtain ISO 9000:1 international standard certification. SMKN 3 Tangerang Selatan, as a center of excellence and already holding national-level A accreditation, needs to enhance its performance by advancing to an international level through international standardization and ISO 9000:1 certification. This is done with the aim of ensuring that the scope and quality of SMKN 3 Tangerang Selatan are recognized and meet international standards. The achievements of this initiative significantly contribute to improving global education quality and have a long-term impact on the success of SDG projects.

To achieve this level, the HaEL theory attempts to boost the participation of students and teachers in various academic and non-academic activities aimed at meeting all the requirements for the school to receive ISO 9000:1 certification. This will enable the school to contribute to improving the quality of education in Indonesia and also become an international benchmark.

In addition to administrative issues related to certification, the school needs to collaborate with various national and international foundations. As a vocational school, SMKN 3 Tangerang Selatan should expand its collaborations with national and international foundations that have influence in the industrial sector, so that students can be fully integrated into the global workforce. Through the assistance of these foundations. In this context, the researcher identifies untapped potential at SMKN 3 Tangerang Selatan due to various factors. It is hoped that the school can collaborate and elaborate with industry stakeholders across various sectors and levels to establish itself as a collaborative partner. In this regard, the success of the link and match effort between industry needs and skilled human resources will have a significant impact on national and global economic development, which is also part of the SDGs objectives.

From the above, the HaEL theory serves as a bridge to ensure that the link and match process and industry players can run smoothly. Schools that are accustomed to the needs of the field and like to experiment in their learning are better prepared to enter the world of industry than those that are not accustomed to doing so.

The final issue that needs to be addressed is the need for schools to promptly address the welfare of teachers at SMKN 3 Tangerang Selatan. As a public school that still employs honorary teachers, researchers criticize the school for needing to prepare its teachers for the PPPK level so that their welfare can be ensured by the school. This is seen from the internal and external aspects of the school, which are already outstanding, leaving the issue of teacher welfare as something that can be carefully considered. This issue is very crucial in the discussion of the SDGs, where welfare, especially for teachers, is a priority so that all emerging issues can be addressed. Because social inequality causes a decline in a person's ability to reach their full potential.

In this case, the HaEL theory becomes a tool for the school's administrative and managerial departments to carry out a process of familiarization and experimental

policies so that honorary teachers who have not yet obtained the PPPK Sejahtera level. Where school policy makers respond to and analyze all these issues comprehensively and provide other alternatives to these honorary teachers from other legal channels.

CONCLUSION

The implementation of the Active Learning method in Islamic Religious Education (IRE) at SMKN 3 South Tangerang has been structured, varied, and oriented toward strengthening Higher Order Thinking Skills (HOTS). Teachers employ various active learning strategies such as problem-based learning, project-based learning, role-play, think-irer-share, and thematic discussions. This process is based on two main approaches: the administrative mode (HOTS lesson plan development, classroom management, and supervision) and the internalization mode (value reflection, critical thinking habits, and dialogic communication), which complement each other in creating meaningful and participatory learning. The HaEL theory serves as a model that can address the needs of schools in addressing the SDGs policies that apply at all levels. This theory emphasizes habituation and experimentation, which can have a significant impact on efforts to develop learning for stakeholders and students at the school. Where from these two things, schools can create an ecosystem that mimics real-world conditions and tries to provide students with understanding and learning so they can succeed and be able to improve the quality of education in Indonesia through various experiments and appropriate policy analysis.

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Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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