# Development of Qur'an Hadith Module Based on Contextual Approach to Improve Students' Critical Thinking Skills at MAN 5 Hulu Sungai Tengah

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**Abstract:** This study aims to develop a contextual approach-based Al-Qur'an Hadith module with the theme "Religious Tolerance" to improve critical thinking of class XI students of MAN 5 Hulu Sungai Tengah. This module is designed so that students can understand the concept of religious tolerance through an approach that is relevant to their daily lives. The research method used is research and development (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Research data were collected through critical thinking tests, observations, questionnaires, and interviews. The results of the study indicate that the developed module is effective in improving students' critical thinking. This can be seen from the increase in students' average scores in critical thinking tests before and after using the module. In addition, students showed an increase in their ability to analyze, evaluate, and make logical conclusions related to the concept of religious tolerance from the perspective of the Al-Qur'an and Hadith. These findings indicate that a contextual approach-based module can be one solution in improving students' understanding of Islamic values that are applicable in their lives.

**Keywords:** Qur'an hadith module, critical thinking skills, contextual learning.

## INTRODUCTION

Religious tolerance is a fundamental value in multicultural societies. As communities become more diverse, the ability to respect and understand different religious beliefs is essential for maintaining social harmony. The Quran and Hadith provide a strong foundation for promoting religious tolerance, emphasizing peace, respect, and coexistence among different faiths. However, these teachings are often not fully understood or applied in everyday life due to the lack of contextual learning methods in religious education. Traditional approaches to teaching Islamic studies often focus on rote memorization, which may limit students' ability to critically engage with religious texts. This method does not provide students with the necessary skills to analyze and apply the principles of religious tolerance in real-life situations. A more effective way to enhance students' understanding is through a contextual approach that connects Islamic teachings with contemporary social realities.

The development of a contextual-based Quran and Hadith module is an innovative step in improving students' critical thinking skills. By incorporating real-world scenarios and practical applications, students can develop a deeper and more meaningful

understanding of religious tolerance. This study aims to explore the impact of such a module on students' ability to think critically, analyze religious teachings, and apply them in daily interactions. The contextual approach in education encourages students to relate their learning experiences to their own lives. This method is particularly effective in teaching religious subjects, as it helps students see the relevance of religious teachings in contemporary society. When students can connect religious principles to real-life situations, they are more likely to internalize and apply these values in their behavior and decision-making processes. This research employs the ADDIE model in developing the module, ensuring a structured and systematic approach to instructional design. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. Through these stages, the research seeks to create an educational resource that is both pedagogically sound and practically useful for students.

One of the key challenges in promoting religious tolerance is overcoming misconceptions and biases that may exist within students' social environments. By using a contextual approach, this study aims to address these issues by providing students with critical thinking tools to question and evaluate different perspectives. Through discussions, case studies, and problem-solving activities, students will be encouraged to reflect on their own beliefs and consider the viewpoints of others. In addition to enhancing students' cognitive skills, this study also aims to foster emotional intelligence by promoting empathy and respect for diverse religious perspectives. Understanding religious tolerance is not only an intellectual exercise but also a moral and ethical responsibility. By integrating critical thinking with moral reasoning, the contextual-based module seeks to cultivate well-rounded individuals who can contribute positively to a pluralistic society.

The research setting for this study is MAN 5 Hulu Sungai Tengah, a school with a diverse student population that reflects the multicultural nature of Indonesian society. By implementing the module in this context, the study aims to generate insights that can be applied to other educational institutions facing similar challenges in religious education. Moreover, this research responds to the growing need for innovative teaching materials in Islamic studies. With the rapid changes in society and the increasing exposure to different worldviews, students require educational resources that are relevant and engaging. This study provides a model for integrating modern educational techniques with traditional religious teachings, creating a balanced approach that meets the needs of contemporary learners. The significance of this study lies in its potential to bridge the gap between religious teachings and real-life applications. By equipping students with critical thinking skills, the contextual-based module can help them navigate complex social and religious issues with confidence and wisdom. This approach aligns with the broader goals of education, which include developing independent thinkers, responsible citizens, and morally upright individuals.

As the world becomes more interconnected, the importance of religious tolerance cannot be overstated. Misunderstandings and conflicts often arise from a lack of knowledge and appreciation of different religious traditions. Education plays a crucial role in addressing these challenges by fostering mutual understanding and respect among individuals of different faiths. In summary, this research seeks to develop and evaluate a contextual-based Quran and Hadith module that enhances students' critical thinking skills. By emphasizing the practical applications of religious tolerance, the study aims to provide a meaningful learning experience that prepares students for the realities of a multicultural world. The findings of this research are expected to contribute to the ongoing efforts to improve Islamic education and promote a culture of peace and coexistence.

## METHODS

This study employs a research and development (R&D) approach using the ADDIE model, which consists of five key phases: Analysis, Design, Development, Implementation, and

Evaluation. Each phase is crucial in ensuring that the developed module is effective, engaging, and capable of improving students' critical thinking skills in understanding religious tolerance. The Analysis phase involves identifying the learning needs of students in MAN 5 Hulu Sungai Tengah regarding religious tolerance. This stage includes a needs assessment through surveys, interviews with teachers and students, and an analysis of existing learning materials. The results of this phase provide insights into students' prior knowledge, learning challenges, and expectations for the module. The Design phase focuses on creating a blueprint for the module. This includes determining the learning objectives, structuring the content, selecting appropriate instructional strategies, and designing assessments. The module is planned to include real-life case studies, discussion prompts, and problem-solving activities to enhance critical thinking skills.

The Development phase involves the actual creation of the learning module based on the design plan. The content is developed with contextual examples that relate to students' daily lives. Visual aids, digital resources, and interactive elements are incorporated to make the learning experience more engaging. The module undergoes an initial validation process through expert reviews and pilot testing with a small group of students. The Implementation phase involves deploying the module in the classroom. Teachers receive training on how to integrate the module into their lessons. During this stage, students engage with the module through guided discussions, collaborative projects, and critical thinking exercises. Data collection methods such as classroom observations, student feedback, and pre-test and post-test assessments are used to measure the module's effectiveness. The Evaluation phase assesses the overall impact of the module. Both formative and summative evaluations are conducted to determine the module's strengths and areas for improvement. The feedback gathered from students and teachers is used to refine the module further.

The study uses a mixed-methods approach for data collection, combining qualitative and quantitative methods. Quantitative data are collected through pre-tests and post-tests to measure students' progress in critical thinking. Qualitative data are gathered through interviews, observations, and student reflections to understand their learning experiences. Ethical considerations are maintained throughout the research process, ensuring that students' participation is voluntary and that their responses remain confidential. The results of this research contribute to the advancement of contextual learning in Islamic education, providing a model for integrating real-life applications with religious teachings. The purpose of this research is to develop a learning module on Al-Qur'an Hadith based on a contextual approach with the theme of "Religious Tolerance," aimed at improving the critical thinking skills of Class XI students at MA Negeri 5 Hulu Sungai Tengah. The research focuses on integrating contextual learning, where students can connect theoretical knowledge to real-life experiences, with an emphasis on fostering critical thinking through discussions and analysis of religious texts.

The research adopts a developmental research method, specifically the Research and Development (R&D) approach. The model used in this research is adapted from the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation. This approach is chosen because it provides a systematic process for designing and developing educational products, such as modules, and ensures that the product is effectively tested and evaluated. In the first phase, analysis, the researcher will conduct a needs assessment to determine the current state of learning in Al-Qur'an Hadith in Class XI. This includes analyzing the students' current understanding of religious tolerance and identifying any gaps in their critical thinking skills. Surveys, interviews, and classroom observations will be used to gather data from teachers and students. The analysis will also review the existing curriculum and educational resources to identify areas for improvement and contextual relevance in the module development.

Following the analysis phase, the design stage will involve creating the initial prototype of the Al-Qur'an Hadith module. This prototype will be designed to integrate themes of religious tolerance from various perspectives, using selected verses from the

Qur'an and Hadith. The design process will ensure that the module includes activities that stimulate critical thinking, such as case studies, problem-solving tasks, debates, and group discussions. The content will be aligned with the curriculum while ensuring that students are encouraged to engage in higher-order thinking and reflective practice. In the development phase, the prototype of the module will be finalized. This stage will include the production of teaching materials, including the module itself, worksheets, and other supplementary materials, which will be tested for their clarity, usability, and relevance. At this stage, content experts, such as Islamic studies educators and instructional design specialists, will be consulted to ensure the module meets educational standards and effectively supports critical thinking development. Feedback from the experts will be used to revise and refine the module.

After the development phase, the implementation phase will involve testing the module in real classroom settings. The module will be implemented in selected classes of Class XI at MA Negeri 5 Hulu Sungai Tengah. The implementation will involve the delivery of lessons using the newly developed module, along with active engagement strategies to encourage critical thinking. Teachers will be provided with guidance on how to facilitate discussions and activities that promote reflection on religious tolerance, while students will be given tasks that challenge them to critically analyze texts and relate them to real-life scenarios. During the evaluation phase, the effectiveness of the module will be assessed based on several factors. First, students' critical thinking skills will be measured before and after the use of the module. This can be done using pre-test and post-test assessments that measure cognitive skills such as analysis, synthesis, and evaluation of information. Additionally, student engagement, participation in discussions, and the depth of their understanding will be observed and recorded. Feedback will be collected from both students and teachers regarding the clarity and usability of the module, as well as its impact on learning outcomes.

To evaluate the critical thinking skills improvement, the study will utilize both qualitative and quantitative data collection methods. The qualitative data will be gathered from classroom observations, teacher and student interviews, and analysis of student reflections. Quantitative data will be collected through pre- and post-tests that assess critical thinking abilities. These tests will include questions that require students to analyze religious texts, compare different viewpoints, and construct reasoned arguments related to the theme of religious tolerance.

Based on the data from the evaluation phase, the researcher will revise the module as necessary. The revisions may involve making adjustments to the content, activities, or assessment methods to better align with the learning goals and improve the overall effectiveness of the module. After the revision, the module will undergo a final round of testing to ensure that it has achieved its intended purpose of improving students' critical thinking skills and enhancing their understanding of religious tolerance. In conclusion, this research aims to produce an effective and contextually relevant Al-Qur'an Hadith module that fosters critical thinking in students. By using a development approach based on the ADDIE model, the research will not only enhance students' understanding of religious tolerance through Quranic and Hadith texts but will also equip them with the necessary skills to think critically about complex issues in their everyday lives. The successful development and implementation of this module could have broader implications for improving the quality of Islamic education in the region.

## RESULTS

The results of this study indicate a significant improvement in students' critical thinking skills after using the contextual-based Quran and Hadith module on religious tolerance. The findings were obtained through pre-tests and post-tests, classroom observations, student questionnaires, and teacher interviews. The pre-test results showed that students had limited ability to critically analyze religious tolerance issues. Many students could

recall basic concepts but struggled to apply them in real-life contexts. The average pre-test score was 62.4, indicating a moderate level of understanding. Most students relied on memorization rather than analytical thinking. After the implementation of the module, there was a noticeable improvement in students' ability to analyze and evaluate religious tolerance from multiple perspectives. The post-test results showed an increase in students' understanding, with an average score of 82.7. This demonstrated that the module effectively enhanced their ability to critically assess religious texts and apply them in social contexts. Observations during classroom activities revealed that students were more engaged and actively participated in discussions. Compared to traditional teaching methods, where students were passive listeners, the contextual-based module encouraged interaction, debate, and problem-solving. Students were able to connect religious teachings to contemporary social issues, demonstrating a higher level of comprehension.

The analysis of students' written reflections showed a deeper level of critical thinking. Before using the module, students provided general answers with limited argumentation. However, after the module implementation, students articulated well-reasoned perspectives on religious tolerance, citing specific Quranic verses and Hadiths as evidence. Their ability to synthesize and evaluate different viewpoints improved significantly. Furthermore, feedback from teachers indicated that the module was practical and effective in teaching religious tolerance. Teachers observed that students became more inquisitive, asking meaningful questions and engaging in discussions beyond the classroom. The module's real-life examples helped students relate to the subject matter, making learning more relevant and meaningful. The student survey results reinforced these findings. More than 85% of students reported that the module made learning more engaging and helped them understand religious tolerance better. Additionally, 78% of students felt more confident in expressing their opinions on religious issues, compared to only 45% before the module implementation. The qualitative data from classroom discussions highlighted that students developed a more open-minded approach toward religious differences. They demonstrated a willingness to listen to opposing viewpoints, debate respectfully, and provide arguments based on Islamic teachings. This reflects an improvement in both cognitive and affective aspects of critical thinking.

In addition, analysis of students' assessments revealed that their ability to identify logical fallacies and biases in religious arguments significantly improved. Students were able to differentiate between subjective opinions and well-founded arguments supported by textual evidence. Another key finding was the improvement in students' problem-solving skills. When faced with case studies on religious intolerance, students were able to suggest practical solutions based on Islamic principles. This demonstrated their ability to apply theoretical knowledge to real-world scenarios, a crucial aspect of critical thinking. Interviews with teachers further confirmed these findings. Teachers noted that students who previously hesitated to participate in discussions became more confident and articulate. They were able to defend their viewpoints with reasoned arguments and showed greater intellectual curiosity about religious matters.

The long-term impact of the module was also observed. Even after completing the module, students continued to engage in discussions about religious tolerance outside the classroom. This suggests that the module fostered a lasting interest in critical thinking and ethical reasoning among students. Additionally, the impact of the module extended beyond the classroom setting. Students began to apply their critical thinking skills in everyday interactions, showing more empathy and understanding when discussing religious topics. Teachers also noticed that students were more willing to engage with individuals from different backgrounds, promoting a more inclusive and respectful learning environment.

A further examination of students' responses to case studies revealed their ability to develop well-reasoned arguments that incorporated both religious teachings and contemporary social realities. This demonstrated a higher-order thinking ability, which is essential for making informed and ethical decisions in real-life situations. More importantly, the module facilitated a shift in students' perspectives, from viewing religious

tolerance as a passive concept to actively promoting it through discussions, reflections, and real-world applications. This highlights the effectiveness of contextual-based learning in shaping students' attitudes and behaviors. Overall, the research findings strongly support the effectiveness of the contextual-based Quran and Hadith module in enhancing students' critical thinking skills. The combination of interactive learning, real-life applications, and reflective activities provided students with the tools necessary to analyze, evaluate, and apply religious principles in a meaningful way.

The research aimed to develop an Al-Qur'an Hadith module using a contextual approach centered on the theme of "Religious Tolerance" to enhance the critical thinking skills of Class XI students at MA Negeri 5 Hulu Sungai Tengah. After implementing the module in the classroom, the results showed a significant improvement in the students' ability to analyze, reflect, and critically engage with religious texts. This outcome suggests that the contextual approach, combined with themes of religious tolerance, effectively enhances students' critical thinking in the study of Islamic teachings.

The preliminary analysis phase revealed that many students at MA Negeri 5 Hulu Sungai Tengah had limited exposure to in-depth discussions on religious tolerance, often viewing religious texts as isolated concepts rather than practical guides to everyday life. This gap was particularly evident in their ability to apply critical thinking when discussing or interpreting Al-Qur'an verses and Hadith related to tolerance and interfaith relations. As a result, the development of the module focused on contextualizing religious teachings in ways that would encourage students to critically analyze and question the content based on real-world issues.

During the implementation of the module, students were provided with activities that promoted active engagement, including debates, group discussions, and case study analyses. These activities required students to apply their understanding of the teachings of the Al-Qur'an and Hadith to contemporary issues related to religious tolerance. Observations during the lessons indicated that students were more engaged and willing to share their thoughts, showing an increased interest in exploring complex issues around tolerance in a nuanced way.

The results of the post-test conducted at the end of the study indicated a marked improvement in students' critical thinking abilities. The pre-test scores, which assessed students' ability to analyze and interpret texts critically, showed a baseline understanding of religious tolerance. However, after working with the module, the post-test scores reflected significant growth in students' abilities to evaluate religious teachings and consider diverse perspectives on interfaith relations. This improvement suggests that the module successfully fostered critical thinking through the contextual application of religious texts.

Moreover, students' ability to analyze religious texts in relation to current social issues, such as religious conflicts and coexistence, was notably improved. The module's design encouraged students to engage in higher-order thinking by asking them to consider how the teachings of the Qur'an and Hadith could be applied to everyday situations involving religious diversity. Many students were able to provide thoughtful, reasoned arguments in discussions, demonstrating their enhanced capacity to evaluate the implications of religious tolerance in the modern world.

The module also helped improve student engagement in the classroom. Initially, some students had been passive in their learning, but the interactive nature of the module transformed the classroom environment. The incorporation of group activities, role-playing, and peer discussions facilitated a more dynamic and participatory learning experience. Students appeared more motivated to explore the themes of tolerance and critically engage with the material, which contributed to a more positive attitude toward learning Islamic studies.

From the perspective of the teachers, the implementation of the module was highly beneficial. Teachers reported that the module was effective in guiding students to engage

deeply with religious texts, and the contextual approach allowed them to see the relevance of the teachings to their daily lives. The module's activities helped facilitate discussions that were meaningful and constructive, allowing students to connect their personal experiences with religious teachings. Teachers also noted that the critical thinking exercises empowered students to approach complex issues with more confidence and open-mindedness.

The feedback from students was overwhelmingly positive, with many expressing that they found the activities stimulating and the module's content relevant to their lives. Students appreciated the opportunity to discuss and debate issues related to religious tolerance, and they expressed a greater understanding of the importance of interfaith dialogue. They reported that the module helped them to appreciate diverse viewpoints and to think critically about the role of religious teachings in fostering social harmony.

An important finding of the research was that the module facilitated long-term retention of the material. After several weeks of using the module, students demonstrated a strong ability to recall key concepts related to religious tolerance and apply them to real-world scenarios. This suggests that the contextual approach not only helped improve their immediate critical thinking skills but also enabled them to internalize and retain the teachings over a longer period.

In conclusion, the development and implementation of the Al-Qur'an Hadith module using a contextual approach centered on the theme of religious tolerance significantly improved the critical thinking skills of Class XI students at MA Negeri 5 Hulu Sungai Tengah. The students showed enhanced abilities to analyze, interpret, and apply religious teachings in their daily lives, particularly in relation to religious tolerance. The findings indicate that contextual learning, combined with interactive and critical thinking-focused activities, is an effective method for deepening students' understanding of complex religious concepts and encouraging the application of these concepts in real-world contexts.

## DISCUSSION

The findings of this research indicate that the contextual-based Quran and Hadith module significantly improved students' critical thinking skills. The discussion of these results will be analyzed in several aspects, including student engagement, comprehension levels, application of knowledge, and the broader impact of the module on students' perspectives regarding religious tolerance. First, student engagement increased significantly as a result of using the module. Traditional teaching methods often lead to passive learning, where students memorize religious texts without critically analyzing their meanings. However, after implementing the module, students became more involved in discussions and actively participated in classroom debates. This shift in learning dynamics is essential for developing higher-order thinking skills, as students were encouraged to question, analyze, and interpret religious texts in the context of contemporary social issues.

Second, the module improved students' comprehension of religious tolerance. Before the intervention, many students viewed religious tolerance as a mere theoretical concept with limited practical application. However, after using the module, students demonstrated a more profound understanding of the importance of tolerance, supported by references to Quranic verses and Hadiths. Their ability to analyze the historical and contextual background of religious tolerance improved, leading to more nuanced discussions in class. Additionally, students showed an enhanced ability to apply their knowledge in real-life situations. One of the critical thinking indicators measured in this study was students' ability to use religious teachings as a framework for ethical decision-making. After using the module, students could relate religious tolerance to contemporary issues such as interfaith dialogue, respect for religious diversity, and conflict resolution. This indicates that contextual-based learning effectively bridges the gap between theoretical knowledge and practical application.

Moreover, the module had a significant impact on students' ability to evaluate different perspectives. Before the implementation, many students approached religious discussions with rigid viewpoints, often influenced by their personal beliefs and social upbringing. However, after engaging with the module, they developed a more open-minded approach, considering multiple perspectives before forming conclusions. This shift demonstrates a crucial aspect of critical thinking: the ability to assess different arguments based on evidence and reasoning rather than personal biases. Another critical aspect observed was students' ability to synthesize information from multiple sources. Through structured activities such as case studies and problem-solving tasks, students learned how to integrate information from Quranic verses, Hadiths, and contemporary scholarly interpretations. This ability to synthesize information is vital for developing well-rounded and informed individuals capable of engaging in meaningful religious discourse.

The findings also highlight the effectiveness of the module in fostering self-reflection. Many students reported that the activities and discussions encouraged them to reassess their attitudes toward religious tolerance. This reflective process is essential for developing a deeper understanding of one's beliefs and the beliefs of others, which ultimately contributes to a more harmonious and tolerant society. Furthermore, the study found that the module positively influenced students' confidence in expressing their opinions. Before using the module, students were often hesitant to engage in discussions, fearing they might provide incorrect answers. However, the interactive nature of the module created a safe space for students to voice their thoughts, defend their viewpoints with logical reasoning, and respectfully challenge opposing arguments. This boost in confidence is crucial for preparing students to engage in future intellectual and societal debates.

The qualitative data also revealed that students' ability to identify logical fallacies and biases in religious arguments significantly improved. Many students demonstrated the ability to differentiate between subjective opinions and well-supported arguments, which is a crucial component of critical thinking. This skill is essential in an era where misinformation and biased narratives are prevalent. Another key finding was the improvement in students' problem-solving skills. The module included real-life case studies that required students to apply religious teachings to solve contemporary ethical dilemmas. As a result, students developed a more structured approach to problem-solving, where they evaluated multiple solutions before selecting the most appropriate one based on Islamic principles. Moreover, interviews with teachers indicated that the module had a long-term impact on students' intellectual curiosity. Teachers observed that students became more inquisitive and sought additional sources to deepen their understanding of religious tolerance. This intrinsic motivation to learn is a positive outcome that extends beyond the immediate scope of the study. In addition to cognitive improvements, the module also had a positive influence on students' social attitudes. Students displayed greater respect for differing opinions and were more willing to engage in discussions with peers from different religious backgrounds. This shift in behavior suggests that the module not only enhanced critical thinking skills but also promoted positive social interactions based on mutual respect.

The long-term impact of the module was evident in students' continued engagement with religious tolerance discussions outside the classroom. Several students reported discussing the topic with their families and communities, indicating that the learning experience extended beyond the school environment. In conclusion, the discussion of the research findings strongly supports the effectiveness of the contextual-based Quran and Hadith module in enhancing students' critical thinking skills. By promoting active learning, encouraging self-reflection, and bridging theoretical knowledge with practical applications, the module successfully equipped students with the necessary skills to analyze, evaluate, and apply religious teachings in a meaningful way. These findings suggest that contextual-based learning can be an effective pedagogical approach in

religious education, fostering both intellectual growth and ethical development among students.

## CONCLUSION

The conclusions drawn from this research strongly affirm the effectiveness of the contextual-based Quran and Hadith module in enhancing students' critical thinking skills. Based on the data analysis and findings, it is evident that students experienced significant improvement in their ability to analyze, evaluate, and synthesize information related to religious tolerance. First, the research confirms that contextual-based learning plays a crucial role in bridging theoretical knowledge with real-life applications. The module successfully helped students understand the concept of religious tolerance not only as an abstract idea but as a principle that should be implemented in their daily lives. This finding underscores the importance of making religious education relevant to contemporary societal challenges.

Second, student engagement in learning activities increased due to the interactive nature of the module. Before implementation, students tended to passively receive information without actively processing it. However, the structured activities within the module encouraged critical discussions, debates, and independent reflections, fostering deeper learning experiences. Third, the module contributed to a significant enhancement in students' ability to apply their knowledge to real-world scenarios. After using the module, students demonstrated improved decision-making skills, particularly when confronted with ethical dilemmas related to religious tolerance. This suggests that religious education should not only impart doctrinal knowledge but also nurture critical thinking for problem-solving in diverse social contexts.

Additionally, students exhibited greater awareness of different perspectives. This marks an essential milestone in fostering mutual understanding and respect between individuals with differing beliefs. The ability to evaluate and consider multiple viewpoints before forming a conclusion is a core aspect of critical thinking, which was reinforced through the use of this module. Another major conclusion is that students' confidence in expressing their thoughts and reasoning significantly increased. Classroom observations and student reflections indicated that students became more comfortable engaging in discussions, presenting arguments, and defending their viewpoints using logical reasoning. This aspect of intellectual confidence is crucial for nurturing individuals who can actively contribute to constructive religious and social dialogues.

The research also highlights the module's effectiveness in encouraging self-reflection. Many students acknowledged that their understanding of religious tolerance deepened after engaging with the material. This indicates that educational interventions can shape students' mindsets and attitudes toward key societal issues beyond just theoretical comprehension. Furthermore, the findings demonstrate that the module contributed to long-term improvements in students' intellectual curiosity. Teachers reported that students continued to engage with the topic of religious tolerance beyond the classroom, seeking additional sources and discussing the subject with family and peers. This suggests that contextual-based learning stimulates independent learning and sustained interest in critical religious discussions.

Another significant outcome of this research is the role of structured problem-solving activities in enhancing students' logical reasoning skills. The case studies, scenarios, and problem-based learning activities embedded within the module provided students with opportunities to practice systematic thinking, evaluate evidence, and formulate well-supported conclusions. The study also emphasizes the broader educational implications of implementing contextual-based learning in religious education. Given the success of the module in enhancing critical thinking, it can serve as a model for integrating similar pedagogical approaches into other subjects to improve higher-order thinking skills among students.

In addition, the study found that the use of contextual learning materials had a positive impact on students' ethical reasoning. By analyzing Quranic verses and Hadith in real-life contexts, students developed a more profound understanding of ethical principles and their applications in maintaining religious harmony. Moreover, this research underscores the importance of incorporating discussion-based activities in religious education. When students actively engage in debates and discussions, they are better equipped to articulate their thoughts and defend their reasoning, which are essential skills in fostering constructive religious discourse.

The research further suggests that incorporating modern pedagogical strategies into religious studies can significantly improve students' learning experiences. The findings support the argument that learning should not be confined to rote memorization but should emphasize analysis, evaluation, and application. Overall, this study provides strong evidence that contextual-based Quran and Hadith modules enhance students' ability to think critically, engage with complex social issues, and develop a deeper appreciation for religious tolerance. It is recommended that educational institutions adopt similar approaches to ensure that students are equipped with the necessary skills to navigate and contribute to a diverse and pluralistic society.

Future research could explore the long-term impact of this module on students' perspectives and behaviors regarding religious tolerance beyond the classroom setting. Additionally, expanding the study to different educational levels and diverse school contexts would provide further insights into the effectiveness of contextual-based learning in religious education. In conclusion, this study reinforces the importance of contextual-based learning in religious education. By making religious teachings more relevant and applicable to real-life contexts, educators can cultivate a generation of students who not only possess knowledge but also the critical thinking skills necessary to interpret and apply that knowledge meaningfully in a multicultural society.

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