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Post Solution Posing Based on *Qiraah* Learning Model for Developing Critical Thinking Process

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ABSTRACT

This research aimed to provide solutions to Qiraah teachers, in order to train and develop students' thinking abilities through a post-solution position-based learning model. The development of the learning model is based on the Qiraah learning constraints and problems faced by lecturers and students, which are obtained from needs analysis. The post-solution posing model applies six phases in learning activities, namely establishing set, comprehension, social interaction, explain, feedback, and extended practice. This research used research and development method. Data are collected through questionnaire, interview, document, and test conducted in the Arabic Language Education Study Program involving 45 students. The effectiveness of the six phases of the post-solution posing model which has been tested on learning through Qiraah using the one-group pretest-posttest technique, produces a significance value (2-tailed) of 0.000 ($p < 0.05$). This shows a significant increase in scores, so that the post-solution position learning model in the Qiraah course is considered effective for training the development of thinking skills in students.

Keyword Reading; Post Solution Posing; Teaching

مستخلص البحث

يهدف هذا البحث إلى تقديم حلول لمعلمي القراءة بهدف إلى تنمية قدرات التفكير لدى الطلاب من خلال نموذج التعلم الطرحى البعدي. يعتمد تطوير نموذج التعلم على معوقات ومشكلات تعلم القراءة التي يواجهها المحاضرون والطلبة، والتي يتم الحصول عليها من تحليل الاحتياجات. يطبق نموذج التعلم الطرحى البعدي ست مراحل في أنشطة التعلم، وهي: تحديد المجموعة، والفهم، والتفاعل الاجتماعي، والشرح، والتغذية الراجعة، والممارسة الموسعة. يستخدم هذا البحث أساليب البحث والتطوير. تم جمع البيانات من خلال الاستبيانات والمقابلات والوثائق والاختبارات التي أجريت في قسم تعليم اللغة العربية الذي شمل ٤٥ طالبا. إن فعالية المراحل الستة لنموذج التعلم الطرحى البعدي الذي تم اختباره على التعلم من خلال القراءة باستخدام تقنية الاختبار القبلي والبعدي للمجموعة الواحدة، تنتج قيمة دلالة (ثنائية) قدرها ٠,٠٠٠ (P <0.05). وهذا يدل على زيادة كبيرة في الدرجات، لذا يعتبر نموذج التعلم الطرحى البعدي في مقرر القراءة فعالا في تدريب تنمية مهارات التفكير لدى الطلاب.

كلمات أساسية تعليم ، القراءة ، التعلم الطرحى البعدي

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INTRODUCTION

The capacity for critical thinking is a crucial skill that university students need to possess in order to confront the advances in life, science, and technology. This is because success in the era of the industrial revolution relies heavily on one's ability to think, particularly when it comes to addressing life's challenges. Critical thinking among them is very important because those who have just entered the world of higher education will feel a change in the learning process that uses more adult learning methods (Ghofur & Raharjo, 2018). University students are considered adults who can learn independently by maximizing their thinking skills.

In the university classroom, the achievement of students' thinking skills is influenced by many factors, including the learning process and classroom conditioning applied by the lecturer. The learning process is intended so that students no longer only remember facts or the application of rules and procedures (Rahmawati, 2018), but rather do something based on facts, making connections between facts, categorizing them, manipulating them, placing them in new contexts or ways and applying them to find new solutions to a problem.

In universities with programs focusing on Arabic Language Education or other foreign languages, reading course (*Qiraah*) emerges as a subject capable of enhancing students' cognitive abilities. Reading skill aims to measure learners' ability to understand the implied and explicit message from what they read (Amila Sholiha, R Umi Baroroh, & Razita binti Abdullah, 2023; Haniefa, 2022). Through reading, students will recognize each word, develop literal understanding, develop interpretation skills, and criticize texts (Rahim, 2008). It will be an obstacle if in the learning process students are only fixated on understanding vocabulary and text, so the tendency to memorize texts is considered a benchmark for learning success. Memorization does help students to answer any questions related to the text (Faizah, 2018), but when students are faced with a more critical form of question they will have problems when they have to assemble or construct a new answer or sentence. Facts in the field show that the weak critical thinking skills of students are caused by the Arabic grammar rules which are still minimal for most students. So, this causes students to memorize more words, rather than think critically about the content of the text.

From the facts above, the application of critical thinking processes in *Qiraah* learning is not only applied by memorizing theories, remembering vocabulary or understanding the contents of the text, but also by analyzing and understanding its meaning and acquiring skills that are useful for life in the community (Arifin, Febriani, Desrani, Mahmudi, & Bedra, 2022; Satwika, Laksmiwati, & Khoirunnisa, 2018). The thought process is said to be a skill, and each skill needs to be practiced consistently and continuously. Because thinking skills are not innate

and cannot develop naturally. The ability to think can develop through a learning process that is carried out by reasoning based on the level and level of cognition. By knowing the level of thinking that must be achieved by students, lecturers need to recognize the characteristics of students, so that a strategy can be designed for effective learning in classroom teaching and to provide alternative solutions (Putra, Salahudin, & Oya, 2021).

Critical thinking skills can be developed with student-centered teaching methods, for example using problem posing learning models. The problem-posing learning model was developed by Lynn D. English (1997) and was originally applied to mathematics. Problem-posing is defined as reformulating a given problem or producing new problems or questions, and is consider an important intellectually activity (Divrik, 2023; Silver & J, 1996). The problem-posing learning model entered Indonesia in 2000 and began to be developed for other subjects (Nurmita & Linesti, 2018). Problem posing applies learning based on *"problem submission"*. Cai and Brook (2006) also call problem-posing *"looking back in problem-solving"*. The principle is that after students complete the given problem, they are asked to review the results of their work. In this case, *"looking back"* is not to look for something wrong or not, but to carry out alternative solutions such as building, analyzing, and comparing other forms of settlement (Irwan, 2011).

The problem-posing learning model can be applied to three forms of cognitive activity (Nurmita & Linesti, 2018) namely:

a) Pre-solution posing is making questions based on the situation or information provided. Lecturers provide information or situations, and students make questions from the information or situations provided.
b) Within solution posing, which is making sub-questions of the questions given. Making questions is intended as a simplification of the questions given to make them easier to solve. Thus, making such questions will support the completion of the original problem.
c) Post solution posing, namely students modify or revise the objectives or conditions of the problems that have been completed to produce new questions. The new questions created can be changed by changing the situation in the initial questions, adding information on the initial questions, or changing the questions in the initial questions.

From three activities above, to develop students' thinking skills in *Qiraah* learning, it is more suitable to apply the third activity, namely post solution posing where students are trained to modify the objectives or conditions of the problems that have been completed to create new similar questions. The implementation of learning in the post-solution posing type of problem-posing has several steps,

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namely material learning, guidance in submitting problems in groups and solving problems that are posed by themselves, exchanging problems with classmates, developing, and presenting work, as well as analyzing and evaluating the problem-solving process. In its application, students will be more involved in the learning process, discuss with friends, practice asking and solving questions, and present learning outcomes in class (Yaumil, Yuhana, & Rafianti, 2020).

The problem-posing model is mostly applied to Mathematics and has been proven to be effective in training students' thinking skills (Irwan, 2011; Nurmita & Linesti, 2018; Putra et al., 2021; Siswono, 2000). It has not been widely applied in foreign language teaching in Indonesia, especially in universities. Seeing the character and benefits of this learning model, the researchers assume that this learning model can be developed for teaching *Qiraah* and can be useful for developing thinking processes and increasing student activity in the *Qiraah* learning process.

Based on the background and literature survey above, the problems in this study were identified into 3 things, namely 1) learning needs to train thinking skills on *Qiraah* material. The results of existing research tend to lead to theoretical studies and have not yet entered into practical studies of learning; 2) development of a *Qiraah* learning model based on post solution posing. This learning model is applied to develop critical thinking in mathematics material, and no research has been found that applies it to teaching language skills; and 3) testing the effectiveness of the learning model for developing students' thinking abilities through *Qiraah* learning.

The scientific benefits obtained from this research include: 1) The post-solution posing learning model developed in this study is expected to be a choice of the latest learning model; 2) students' thinking skills can be honed and trained through critical questions that must be asked by each student, and critical questions from peers that must be resolved through problem-solving abilities; and 3) Problem posing is not limited to the formation of completely new questions but can mean reformulating the questions given, and 4) Readers can see the steps for implementing post solution posing which may be applied to skills or other linguistic courses.

METHOD

The main objective of this research is to develop a learning model that can be proven effective in developing students' thinking skills. To realize this goal, this research uses a mixed method approach. A mixed-method is the application of two methods at once in the research process which aims to broaden and gain

a better understanding and to test research results using different approaches (Creswell, 2014). The method used is research and development with the ADDIE model, which is an acronym for Analysis, Design, Development, Implementation, Evaluation.

Data are collected through questionnaire, interview, document, and test conducted in the Arabic Language Education Study Program involving 45 students. The data in this study are in the form of qualitative and quantitative data. Qualitative data in the form of the results of the study while in the field is in the form of descriptive, obtained from 1) the results of interviews with the *Qiraah* course lecturers, 2) the results of observations of the *Qiraah* learning process, 3) the results of document studies. Quantitative data in the form of numbers are obtained from 1) the results of the needs analysis using Google Forms which are then converted and tabulated into numbers, percentages, and diagrams, and 2) the results of testing the learning model product in the form of formative values, and 3) experimental testing of the effectiveness of the application of the learning model in developing thinking processes.

Data analysis techniques are adapted to the stages of the research. Each stage has a different purpose, so the data analysis is different. Qualitative data analysis uses the following techniques: 1) Data collection from students, lecturers and documents, 2) Data presentation by compiling and grouping data to provide a complete research picture, 3) Data reduction is carried out by summarizing research results and focusing on things which are considered important by the researcher, and 4) Concluding is the final stage in the research process to give meaning to the data that has been analyzed. Meanwhile, quantitative data analysis is carried out using experimental research procedures, namely 1) normality test, 2) homogeneity test and 3) paired T-test.

RESULTS & DISCUSSION

The research is carried out using the ADDIE model, namely Analysis, Design, Develop, Implementation and Evaluation. The research stages are described in the following sub-focus:

The Needs Analysis of *Qiraah* Learning

The needs analysis aims to obtain initial data on student needs in the *Qiraah* learning process at the Arabic Language Education Study Program, State University of Jakarta. Needs analysis is also carried out to find gaps or gaps between the learning process that has been taking place, learning objectives and student desires or expectations. The gap that occurs between the expected ideal

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conditions and the actual conditions of the learning process is something that needs to be studied in depth through needs analysis (Nasrulloh & Imanil, 2018).

The first needs analysis from the aspect of necessity is carried out to analyze what students should know and do during and after attending lectures (Nation & Macalister, 2010). The following answers were:

Table 1. Aspects of Requirement in the Need Analysis Results

No	Indicators	Score	Category
1	Repeat understanding of the text independently or in groups	68,5%	Often
2	Looking for Arabic reading texts as an independent reading practice material	52,6%	Sometimes
3	Open the dictionary to find the meaning of a vocabulary (either when the lecturer explains, or when studying independently)	89,5%	Often
4	Conduct group study or discussion with peers to understand the content of the text	68,4%	Often
5	Practice with peers by asking each other questions about the content of the text	63,2%	Sometimes
6	Give an opinion or correct a friend's wrong answer	57,9%	Sometimes

Derived from the findings of the needs analysis outlined Table 1, it is evident that, in response to the initial and fourth inquiries, 68% of students exhibit awareness in comprehending and revisiting texts through collaborative peer and group discussions. Additionally, a significant majority, accounting for 89.5% of students, demonstrate the capability to autonomously consult a dictionary (as indicated by responses to the third item). These specific questions are strategically deployed to glean insights into the students' proficiency in grasping textual content and their cognitive processes. However, the ability to understand the text in the mind alone is not enough if it is not accompanied by the ability to re-explain or interpret the text verbally (Amalia, 2017).

In the fifth question item, 63.2% of students rarely do exercises with their peers by asking each other questions about the content of the text. And 57.9% of students rarely give opinions or corrected the wrong answers of friends (as in the sixth question item). This shows that most of the students who take *Qiraah* courses already have good reading comprehension skills but do not yet have skills in interpreting reading and evaluating text content. The ability to understand reading is a thinking process, but critical thinking skills require action, namely

evaluating, interpreting, and even producing a solution and problem solving (Rahmawati, 2018).

The second needs analysis from the difficult aspect is carried out to obtain information regarding what students already know but are still experiencing difficulties or obstacles in learning. The answer is generated as follows:

Table 2. Aspects of Difficulty in Needs Analysis Results

No	Indicators	Score	Category
1	Difficulty answering questions given by the lecturer from the text being discussed	54,2%	Sometimes
2	Difficulty understanding the content of the text because it has a limited vocabulary	63,2%	Sometimes
3	Difficulty in finding main ideas and explanatory ideas from the text being discussed	63,2%	Often
4	Difficulty conveying a simple explanation of the text being discussed	63,2%	Often
5	Difficulty finding the value contained in the text	43,7%	Sometimes
6	difficulty connecting the values contained in the text with everyday life	57,9%	Sometimes
7	Difficulty making conclusions from the text being discussed	47,4%	Sometimes
8	Difficulty finding the meaning contained in the text due to limited skills in using a dictionary	42,1%	Sometimes
9	Difficulty when asked to correct a friend's answer who answered incorrectly	68,4%	Often

Based on the responses provided in Table 2, the researchers can infer that a majority of students encounter challenges in 1) responding to questions posed by the lecturer regarding the discussed text, 2) identifying the main and supporting ideas in the discussed text, 3) articulating a simple explanation of the discussed text, 4) discerning the underlying values within the text, and 5) facing difficulties when tasked with correcting a peer's erroneous answer. However, despite these challenges, students have demonstrated the ability to: 1) comprehend the text's content due to an adequate vocabulary, 2) connect the values embedded in the text to everyday life, 3) draw conclusions from the discussed text, and 4) adapt effectively to group study for text-related discussions.

The conclusion from the results of the needs analysis above, reading is an activity to find information through written symbols. However, reading is not only about knowing written information and understanding. In terms of

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understanding, the ability to read is just to find out information without wanting to explore what the author means. But in college, students need to critically evaluate or test the truth of information obtained through writing, students are required to be able to understand deeply and analyze reading as a need to test whether the information is authentic or not. This is in line with Restuningsih, Dantes, & Sudiana (2017) who states that reading skills have entered all aspects of life, and all kinds of information can be obtained by reading. However, reading requires a certain level of understanding so the intent and meaning obtained from reading are not misinterpreted.

Post Solution Posing-based *Qiraah* Learning Model to Develop Critical Thinking Skills

After conducting the analysis, the next stage of the ADDIE research and development model is Design and Develop. At the design stage, the researchers design the concept of the developed model. The product design or learning model is still conceptual which underlies the development process at a later stage. Then at the development stage, researchers realized from product designs that are previously still conceptual into concrete and practical forms.

The post solution posing learning model can be applied by dividing students into groups or individually. When conducting learning activities in groups, the syntax taken to implement the post-solution posing learning model are as follows:

Phase 1: *Establishing Set*

The lecturer conveys the learning objectives and prepares students to attend lectures.

Phase 2: *Comprehension*

Before presenting the material, the lecturer organizes students into groups based on their educational background or initial proficiency. Subsequently, the lecturer delivers the material, and students utilize dictionaries and other resources to comprehend the text.

Phase 3: *Social Interaction*

Students engage in discussions pertaining to 1) the development of strategies for submitting questions, 2) the formulation of text-related issues, and 3) the modification of social conditions.

Phase 4: *Explain*

Groups take turns posing and answering questions from other groups. Groups selected to respond formulate strategies for answering questions,

delegate tasks to spokespersons, and engage in discussions while consulting dictionaries.

Phase 5: *Feed Back*

The lecturer evaluates the understanding and construction of critical thinking processes and provides feedback to the groups.

Phase 6: *Extended Practise*

Lecturers create opportunities for ongoing group practice, with a specific focus on applying acquired skills to more intricate scenarios.

In the context of active self-directed learning, the stages are executed as outlined below:

Phase 1: *Establishing Set*

The instructor communicates the learning objectives and readies students for upcoming lectures.

Phase 2: *Comprehension*

Educators prompt students to develop their own understanding of the text using dictionaries and other resources. Opportunities are provided for students to pose questions related to challenging vocabulary or contexts.

Phase 3: *Social Interaction*

Individually, students engage in: a. Formulating strategies for submitting questions, b. Identifying text-related issues, c. Adjusting social conditions.

Phase 4: *Explain*

Each individual prepares 1-2 questions, participating in a rotating sequence of asking and answering questions.

Phase 5: *Feed Back*

Instructors assess the understanding and development of critical thinking processes, providing individualized feedback.

Phase 6: *Extended Practise*

Instructors offer opportunities for ongoing group practice, with a specific emphasis on application in more intricate scenarios.

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The above model syntax, described in the following activity:

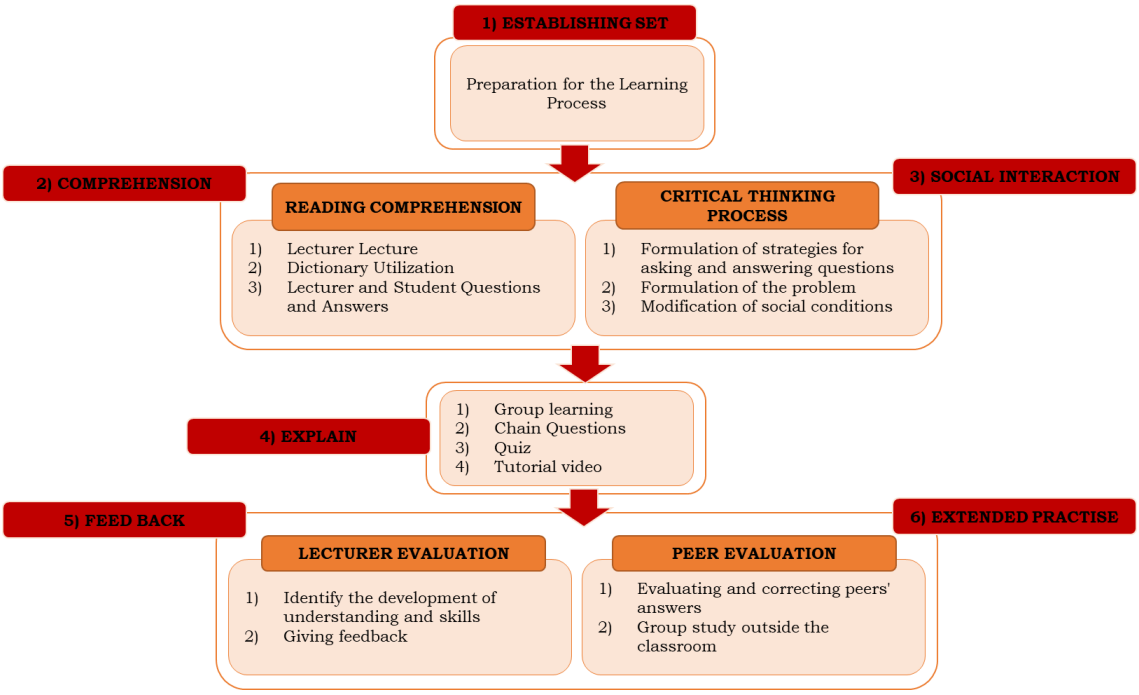

Figure 1. The Syntax of Post Solution Posing-based Qiraah Learning Model

In applying the post-solution posing model, it is important to note that this model requires direct interaction between lecturers and students, as well as between students and students. Thus, the application of this model can only be done through face-to-face or virtual face-to-face with the application zoom meeting, google meets or other applications that allow face-to-face meetings. The post solution posing learning model can also be applied individually or in groups which researchers can explain in the following concrete steps:

Establishing Set Phase

Before entering this first phase, the lecturer first determines the learning mode that will be carried out through face-to-face or virtual face-to-face. Then the lecturer prepares all learning needs such as teaching materials, media/learning support tools and other tools or needs. This phase can be regarded as the preliminary stage of the learning process, where the lecturer conveys the learning objectives, and learning techniques and prepares students to attend lectures. In this phase, the lecturer can start with greetings, apperception, motivation and others.

Comprehension phase

The comprehension or comprehension phase is the phase where reading is an activity of seeking and finding information through written symbols. In this phase, the process carried out is the delivery of written information and

understanding of the information in the minds of students. In its application, the lecturer can determine whether it will be done in groups or individually, (this decision was taken after seeing the development of student abilities). In the initial meetings, it is better to carry out in groups.

At meetings with group learning, the principles that can be applied are:

First, the lecturer divides the students into several groups. Each group should be a maximum of 5 (five) people whose members are heterogeneous in terms of educational background or initial abilities, and introverted or extroverted personalities. Determination based on educational background takes into account the condition of students with Islamic boarding schools backgrounds who are usually superior in vocabulary when compared to students with senior high school or vocational high school backgrounds or even those who have never studied Arabic at all. So that students with educational backgrounds from Islamic boarding schools can help their friends gain an understanding of the text.

Determination of group members based on introverted and extroverted personalities according to Ulya (2017) that introverted students prefer to use passive learning methods such as lectures or conventional ones. Introverted students tend to be passive and prefer to work alone. Meanwhile, extroverted students tend to be active and more cooperative like to work together and can communicate in teams.

Second, Lecturers explain the content of the material, and students in groups can use dictionaries and other objects to gain an understanding of the text as long as the lecturer explains. Meanwhile, at meetings with individual learning, after students show the development of text understanding, the lecturer can ask students to independently find/get understanding from the text by using dictionaries and other objects. The Lecturer's function is to facilitate the learning process and provide opportunities to ask questions about difficult-to-understand vocabulary/contexts.

Social Interaction Phase

This social interaction phase starts from thinking about the importance of interpersonal relationships and social relationships or individual relationships with their social environment. Most people can learn quickly when there are interactions in the social environment, for example, interactions with lecturers or interacting with groups.

Research by Aprianingtyas, Suparmi, & Widha Sunarno (2020) shows that students who have high social interaction tend to try to find out everything they learn more deeply and more broadly. Meanwhile, students who have low social interaction tend to get bored of learning something new. Differences in cognitive

learning outcomes between students who have critical thinking skills at high, medium and low levels can be seen through the way students analyze the observations contained in the questions. Students with high-level critical thinking skills can interpret observational data correctly, while students with moderate-level critical thinking skills are only able to interpret observations correctly. Meanwhile, students with low critical thinking skills have difficulty interpreting their observations and are less able to explain events based on observations using existing knowledge. Critical thinking skills are not innate and cannot develop naturally. Critical thinking skills can develop through the learning process to stimulate the cognitive system or brain work by reasoning.

Because the problem-posing learning model aims for students to develop thinking skills through efforts to design their problems and work together to solve them. The problem in question is in the form of a question. In this model, students are not required to create completely new questions but can formulate questions that have been given.

Post solution posing is said to be *"find a more challenging problem".* This strategy invites students to create new and more challenging questions, but still related to the text. Students are challenged to be able to modify the objectives or conditions of the questions contained in the text.

In social interaction in this learning model, students who have joined the study group conduct discussions related to:

Strategy for preparing questions

At this stage, students jointly develop strategies for posing questions such as formulating question points, at least those relating to 5W1H (what, when, who, where, why, how). Critical thinking skills among students will be intertwined with group discussion and collaboration. It is expected that each group member will issue arguments and ideas to determine the points of the questions to be asked.

Modification of social conditions

At this stage, students can add data from existing texts, change the value of the original questions already contained in the textbook, but still with the conditions and situations of the text, or create new questions by changing the conditions but still maintaining the context (Irwan, 2011).

Formulation of Text Problem

At this stage, students begin to develop question points into interrogative sentences in Arabic. Students can be divided into tasks, namely as sentence makers, vocabulary searchers through dictionaries, spokespersons, and so on.

Explain phase

There are two problem-solving strategies according to Best (1999), these two strategies can also be used to answer questions, namely algorithmic strategies and heuristic strategies. An algorithm strategy is a procedure that guarantees the correct answer to a problem. This strategy is not always efficient but usually solves the problem. Then the heuristic strategy is not a procedure but is the result of creativity based on experience. This strategy does not guarantee the achievement of problem-solving but often makes problem-solving easier and more practical.

At a meeting with group learning, the lecturer appoints, in turn, the groups that ask questions and the groups that answer. At this stage, each group will get a turn to be a group of questions and answers. The task of group members is to work together to develop strategies to answer questions. At this stage, students' critical thinking skills can be honed due to several situations such as (1) students will find questions that have been modified in the situation, so that students cannot directly recognize concepts or know how to determine the solution to a problem; 2) students will use the knowledge they already have, reasoning, cognitive strategies and experiences to be able to contribute to the group to answer questions. Whereas in learning that does not form groups, each individual prepares 1-2 questions and takes turns/sequences asking questions and answering questions.

Feed Back Phase

In this phase, the lecturer checks the understanding and construction of critical thinking processes and provides feedback to each group and individual. Also, determine whether the student has managed to do the task well and feel the sharpening of his thinking skills.

Extended Practise Phase

In this phase, lecturers provide opportunities for continued practice with peers, with special attention to applying to more complex situations. Lecturers also motivate students in the form of critical thinker who usually always raises probing questions, has an open mind, and makes logical conclusions based on evidence.

Simulation activities of Post Solution Posing Learning Model in *Qiraah* Course, below:

Step 1: Establishing Set

The lecturer opens with greetings, records student attendance, conveys learning objectives and prepares students to attend lectures.

Step 2: Comprehension

The lecturer divides the students into several groups which are determined based on their educational background or initial ability. The lecturer asks the students to sit together in one group, and the lecturer delivers the material, followed by the students using dictionaries and other objects to gain an understanding of the text,

The material delivered from the book سلسلة في تعليم اللغة العربيه المستوى الثاني القراءة pages 153-154 under the title الرِّيَاضَةُ لِلرُّوْحِ البَدَنِ.

رِيَاضَةُ البَدَنِ ضَرُوْرِيَّةٌ وَ مُفِيْدَةٌ لِلإِنْسَانِ. وَ يَنْصَحُ الأَطِبَّاءُ بِالتَّدْرِيْبَاتِ الرِّيَاضِيَّةِ فِي أَوْقَاتٍ مُنَاسِبَةٍ مِنَ النَّهَارِ أَوِ اللَّيْلِ، لِأَنَّهَا تُقَوِّيْ العَضَلَاتِ وَ تُنْشِطُ القَلْبَ وَ تُبْعِدُ عَنْهُ الكَسَلِ، وَ تَحْفَظُهُ مِنْ كَثِيْرٍ مِنَ الأَمْرَاضِ وَ تَحْمِيْهِ مِنْ زِيَادَةِ الشُّحُوْمِ الَّتِي تُصِيْبُهُ البَدَانَةِ.

وَ مِنْ أَهَمِّ أَنْوَاعِ الرِّيَاضَةِ المَشْيُ وَ الجَرْيُ وَ السِّبَاحَةُ وَ لِكُلِّ مَرْحَلَةٍ مِنْ مَرَاحِلِ العُمْرِ رِيَاضَةٌ تُنَاسِبُهَا .فَالرِّيَاضَةُ العَنِيْفَةُ كَكُرَّةِ القَدَمِ وَ كُرَّةِ المِضْرَبِ وَ الجَرْيِ وَ الوَثْبِ تُنَاسِبُ الشَّبَابَ. وَ الرِّيَاضَةُ الخَفِيْفَةُ كَالمَشْيِ وَ أَدَاءِ الحَرَكَاتِ الخَفِيْفَةِ تُنَاسِبُ الأَجْسَامَ الضَّعِيْفَةَ وَ كِبَارَ السِّنِّ. وَ يَجِبُ أَلاَّ تَشْغَلُ رِيَاضَةُ البَدَنِ الإِنْسَانَ عَنْ وَاجِبَاتِهِ وَ عَنْ رِيَاضَةِ رُوْحِهِ عَلَى الطَّاعَةِ وَ العِبَادَةِ.

وَ يَنْبَغِي أَنْ يُهْتَمَّ بِالرِّيَاضَةِ الرُّوْحِ وَ النَّفْسِ، كَقِرَاءَةِ القُرْآنِ، وَ نَوَافِلِ الصَّلَوَاتِ، وَ تِلَاوَةِ الأَذْكَارِ المَأْثُوْرَةِ. وَ الصَّلَاةُ مَعَ أَنَّهَا عِبَادَةٌ رَوْحِيَّةٌ فَهِيَ تُنَشِّطُ الجِسْمَ وَ تَبْعَثُ فِيْ نَفْسِ الإِنْسَانِ الرَّاحَةَ وَ السُّرُوْرِ. وَ كَانَ النَّبِيُّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ يَرْتَاحُ بِالصَّلَاةِ، وَ يَقُوْلُ لِبِلاَلٍ رَضِيَ اللهُ عَنْهُ: يَا بِلَالُ أَرِحْنَا بِالصَّلاَةِ.

Step 3: Social Interaction

Students conduct discussions related to question submission strategies, formulation of text problems, and modification of social conditions.

Examples of questions that may appear based on the text:

ما هي الرياضة البدنية؟

ما أنواع الرياضات البدنية ؟

ما هي الرياضة الروحية؟

ما أنواع الرياضات الروحية؟

ما الفرق بين الرياضة البدنية الرياضة الروحية؟

لماذا الرياضة مهمة ومفيدة للبشر؟

لماذا تعتبر السباحة الرياضة البدنية المهمة؟

ما هو الوقت المناسب لممارسة الرياضة البدنية؟

ما أنواع الرياضات الخفيفة الرياضات الشاقة؟

ما أنواع الرياضات التي يمكن أن تقوي أعضاء الجسم؟

Examples of questions that may arise based on the modification of social conditions:

ما هي فوائد الرياضات البدنية و الروحية التي تقوم بها؟

مع من قمتَ غالبًا لممارسة الرياضة معًا؟

أين مكان الرياضي المفضل عندك؟

كم مرة تمارس الرياضة في الأسبوع؟

متى تمارس أنت وعائلتك؟

لماذا تعتبر ممارسة الرياضة ضرورية للغاية أثناء هذا الوباء؟

ما أنواع الرياضات التي قمتَ بها في المنزل أثناء هذا الوباء؟

كيف تحاول صحتك البدنية والروحية خلال الأعمال المزدحمة ؟

Step 4: Explain

Groups take turns asking and answering questions from other groups. Group 1 got the first opportunity to ask questions to group 2. After group 2 answered, then group 2 asked questions to group 3. This flow continued until the last group asked questions to group 1.

Step 5: Feed Back

Lecturers check the understanding and construction of critical thinking processes and provide group feedback.

Step 6: Extended Practise

Lecturers provide opportunities for continued group practice, with special attention to applying to more complex situations.

The Effectiveness of the Post Solution Posing-based *Qiraah* Learning Model to Develop Thinking Skills

After analyzing, designing and developing the model, the next stage of the ADDIE research and development model is Implementation and Evaluation. The effectiveness test of the model was carried out using the experimental method or trials in large groups. The main large group trial was conducted at the Arabic Language Education Study Program, State University of Jakarta, in the form of Pre-Experimental Design with the One-Group Pretest-Posttest Design technique.

One-Group Pretest-Posttest Design This design uses an experimental group by giving 2 (two) tests, namely a pretest before students receive treatment, and a posttest after students receive treatment (Sugiyono, 2016). The following are the results of the assessment obtained:

Table 3. Educational Background, Average Pretest and Posttest Scores

No	The number of students	Average Pretest Scores	Average Posttest Scores	Learning Arabic Background*	Educational Background*
1	16	83,56	88,75	Have studied at BS	BS
2	10	81,90	85,00	Have studied at JHS	MAN
3	1	81	92	Have studied at JHS	VHS
4	12	84,5	89,67	Have studied at MAN	MAN
5	4	78,75	81,25	Never	MAN
6	2	77,5	82,5	Never	VHS
	Average	**81,20**	**86,53**		

**BS: Boarding School ; MAN: Senior High School ; VHS: Vocational High School; JHS: Junior high school; PS: Primary School*

Based on Table 3, it is found that the pretest resulted in the lowest score of 64 and the highest score of 95, with an average score of 82.69. Then the results of the posttest which is conducted after the learning model trial yielded the lowest score of 69 and the highest score of 97, with an average value of 87.28. If viewed from the origin of the school, the average pretest and posttest scores can be seen in the following table:

Table 4. Highest score, Lowest score and Average

Test Type	n-sample	Highest score	Lowest Score	Average
Pretest	45	95	64	81,20
Posttest	45	97	69	86,53

If viewed from the educational background, the average pretest and posttest scores can be seen in the following table:

Table 5. Educational Background and Average Score

Educational Background	n-sample	Average *Pretest*	Average *Posttes*
BS	16	84	89
MAN/SMK/MAN	29	82	86

To analyze the data above, a normality test is needed to determine whether the data is normally distributed or not. Since the number of students in the

effectiveness test was more than 30 people, detecting the normality of the data was done using Kolmogorov Smirnov. The hypothesis to be tested is H0 if the probability > 0.05 then the population is normally distributed (H0 is accepted), while H1 if the probability is < 0.05 then the population is not normally distributed (H0 is rejected). The output of the Kolmogorov Smirnov normality test is contained in the "Table of Normality" as follows:

Table 6. Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.112	45	.200	.968	45	.240
Posttest	.120	45	.108	.926	45	.007
a. Lilliefors Significance Correction						

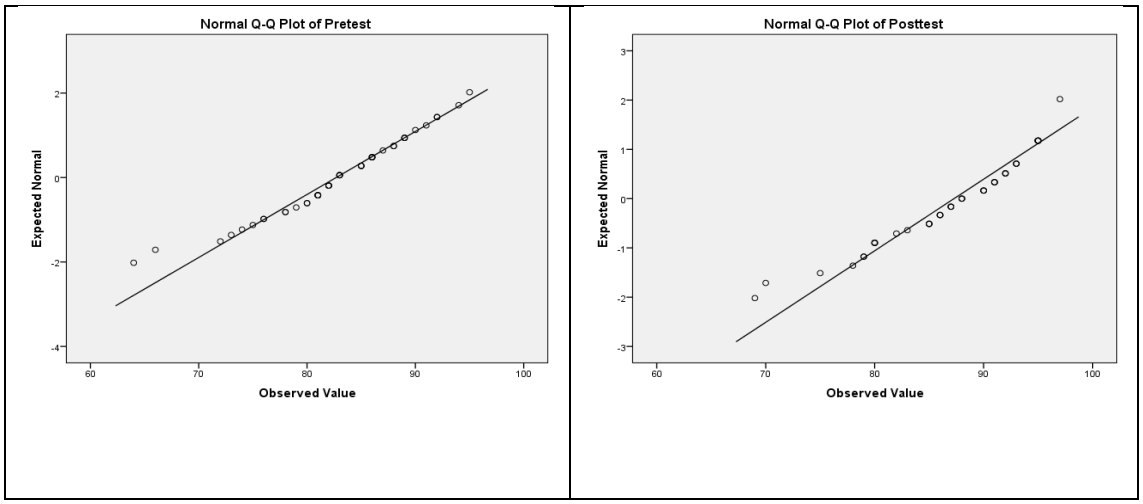

Figure 2. Normal Q-Q Plot of Pretest and Postest

Based on the table above, the df (degrees of freedom) or data samples were taken from 45 people, it is known that the sig value for the pretest group is 0.200 and the sig value for the post-test group is 0.108. Because the sig value for the pretest and posttest groups is > 0.05, it can be concluded that the pretest and posttest data values are normally distributed.

Then the data testing continued to the data homogeneity test. This test aims to determine whether the data have the same diversity of values. The test is said to be homogeneous if the significance value (Sig) > 0.05 indicates that the data group comes from a population that has the same variance (homogeneous), while if the significance value (Sig) < 0.05 indicates that each

group of data comes from a population with different variances (not homogeneous). The test results produce the following data:

Table 7. Test of Homogeneity of Variances

Test of Homogeneity of Variances			
Nilai			
Levene Statistic	df1	df2	Sig.
.283	1	88	.596

Based on the table above, it is known that the significance (Sig) of the pretest and posttest results is 0.596. Sig value 0.596 > 0.05, then as the basis for decision making in the homogeneity test above, it is concluded that the variance is the same or homogeneous.

After both normality test procedures and homogeneity tests were carried out, data analysis was continued with the Paired Sample T-Test. This test aims to measure the difference in the two means between the pretest and post-test and to compare the difference between the two means of two paired samples with the assumption that the data are normally distributed.

Table 8. Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	45	.908	.000

Table 9. Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-4.6000	2.9264	.4362	-5.4792	-3.7208	-10.545	44	.000

If the significance value (2-tailed) <0.05, it means that there is a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in the treatment given to each variable. Meanwhile, if the significance value (2-tailed) > 0.05, it indicates that there is no significant difference between the initial variable and the final variable. This shows that there is no significant effect on the difference in the treatment given

to each variable. In the data above, the significance value (2-tailed) was obtained at 0.000 ($p < 0.05$). So that the results of the pretest and posttest experienced a significant change. Thus, it can be concluded that the post solution posing learning model that was tested in the Arabic Language Education Study Program, State University of Jakarta is effective in improving students' thinking skills in the *Qiraah* course.

When implementing the learning model, the researcher simultaneously conducts a series of studies and evaluations to produce a learning model that meets the needs and criteria. The process of review and evaluation is carried out by testing the perception of the lecturer. The assessment of the perception of the *Qiraah* course lecturer aims to get input and suggestions. Lecturers who teach courses are the main parties who are most able to assess the suitability of the model developed with the characteristics of students. Because the lecturer is the closest party to the two. These inputs, suggestions and criticisms are used by the researchers as the basis for improving the learning model before it is disseminated. The assessment of lecturer perceptions is seen from three factors, namely 1) development process, 2) learning objectives and 3) learning model.

The results of data processing on lecturers' perceptions, show that the three factors above are appropriate in terms of (1)The learning model has been developed with systematic steps; (2) The learning model developed has taken into account the level of understanding of Arabic for students in the first semester; (3) The syntax of the learning model developed has taken into account the teaching principles of *Qiraah*; (4)The learning model developed is following the learning objectives that have been set in the Semester Lesson Plan; (5) The learning model developed can help students achieve the competencies that have been set in the learning objectives;

(6) The learning model developed provides innovation in teaching *Qiraah*; (7) The learning model developed contains practical exercises for developing understanding and critical thinking; (8) The syntax of the post solution posing learning model is equipped with a flow/process for delivering *Qiraah* materials; (9) The syntax of the post-solution posing learning model is equipped with lecturer and student activities; (10) Post solution posing learning model can involve student activity; (11) The post solution posing learning model can show the competencies that will be achieved by students in the *Qiraah* course; (12) The post-solution posing learning model is suitable to be implemented together with the teaching materials currently being used; (13) Post solution posing learning model can form students to study independently; (14) Post solution posing learning model helps first-semester students to create a learning environment.

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The perception test of the supporting lecturers on average gets appropriate or equivalent results, meaning that the *Qiraah* learning model based on post-solution posing is feasible and effective for developing students' thinking skills. Critical thinking is a skill, and each skill needs to be trained consistently and continuously. The post solution posing learning model can be applied in *Qiraah* learning to develop critical thinking skills by paying attention to the steps taken by the researcher. Lecturers need to recognize student characteristics, so they can design effective learning in the classroom.

CONCLUSIONS

In sum, the capacity for critical thinking can be nurtured through consistent practice and an ongoing process. *Qiraah* courses in universities serve as a platform to enhance students' thinking skills. Attaining this proficiency involves more than just grasping the content of the text; it extends to actions such as evaluating, interpreting, or generating solutions.

The adoption of an effective learning model significantly influences the cultivation of thinking skills in students. The post-solution posing learning model emerges as a contemporary solution that can be implemented, leveraging principles like problem proposal, problem-solving, creating challenging learning experiences, and fostering interaction between lecturers and students. This study presents a practical illustration of applying the post-solution posing learning model in the *Qiraah* course, demonstrating its effectiveness in fostering critical thinking skills.

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