# THE ROLE OF SOCIAL INTERACTION IN IMPROVING THE QUALITY OF ISLAMIC RELIGIOUS EDUCATION LEARNING

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**Abstract:** This research aims to investigate and understand the role of social interaction in improving the quality of Islamic Religious Education learning. This research will explore how social interactions in the classroom context can influence the effectiveness of Islamic religious learning. Apart from that, this research also aims to identify effective social interaction strategies that can be used to improve the quality of Islamic Religious Education learning in Islamic secondary schools. This research uses a qualitative approach with a case study design at Sabilurrosyad Islamic High School Malang, selecting three classes as case units (classes X, XI, and XII). Data was collected through in-depth interviews with teachers and students, as well as direct observations in classrooms to record social interactions between students and Islamic Religious Education teachers. The research location focused on classrooms at the school. The purposive sampling method was used to select research participants. The research findings indicate that instructional models such as group investigation, role-playing, and jurisprudential learning positively impact social interaction and students' understanding of PAI material. The group investigation model allows students to collaborate in identifying and exploring social and moral issues, while role-playing enables students to interact in real-life situations relevant to religious values. Furthermore, jurisprudential learning allows students to understand and integrate religious values in formulating solutions to relevant public policy issues. The role of teachers as facilitators, mentors, academic counselors, and support providers is crucial in facilitating effective social interaction in PAI classes. Support systems, including comprehensive library facilities and access to external school references, are crucial in supporting quality interactive learning. In conclusion, social interaction in the classroom significantly enhances the quality of PAI learning, and instructional approaches that encourage active interaction between students and teachers can shape a better and more accurate understanding of religious teachings.
**Keywords:** Islamic Religious Education, Social Interaction, Quality of Learning

## INTRODUCTION

In today's digital era, Islamic learning in educational institutions such as Sabilurrosyad Malang High School is facing new challenges. The emergence of various technologies and digital platforms has changed the way students learn and interact, shifting their focus from direct social interactions to the virtual world. This makes it an important and inseparable part of creating a more dynamic and effective learning experience (Revianti & Anggoro, 2022). However, it cannot be denied that social interaction between teachers and students still plays an important role in Islamic religious learning, especially in academic environments such as SMA Sabilurrosyad Malang, where the quality of social interaction can have a direct influence on student motivation and participation.

Many studies have shown that social interactions between teachers and students in the classroom can significantly influence student motivation and participation. This is in line with what was explained by (Dewi & Yuniarsih, 2020). Data from observations conducted at Sabilurrosyad Malang High School shows that students who actively interact socially with

teachers and peers in the context of Islamic learning tend to have higher levels of learning motivation than those who are less involved in such social interactions. In addition, student participation in class activities and discussions also appears to be more active among those who are involved in positive social interactions.

Analysis of student academic data at Sabilurrosyad Malang High School confirms that there are significant differences in academic achievement between students who actively participate in social interactions related to Islamic Religious Education and those who are less involved. Students who are active in social interactions tend to have higher grades in Islamic Religious Education subjects. When students are actively involved in the learning process, they not only have the opportunity to explore the values and principles of the Islamic religion but also apply them in everyday life. Student participation is not just physical presence in class or group activities but also involves mental and emotional participation. Activities such as asking questions, sharing thoughts, and debating relevant religious issues enable students to better internalize religious teachings and gain a deeper understanding.

Thus, it can be concluded that social interaction plays a crucial role in improving the quality of Islamic Religious Education learning in the academic environment at Sabilurrosyad Malang High School. Through positive social interactions between teachers and students as well as between students and each other, student motivation to learn and participation can be increased, which in turn will contribute to increased academic achievement in Islamic Religious Education subjects. Therefore, educational institutions and educators at Sabilurrosyad Malang High School need to pay attention to and facilitate positive social interactions in the context of Islamic learning.

Several previous studies have provided findings regarding social interaction and improving the quality of learning. Learning methods that actively involve students can increase student participation (Nofmiyati et al., 2023). This is in line with Hasanah's research, the social interaction learning model, which can improve the character of students, manifested in their ability to interact better socially (Hasanah, 2021). Apart from that, students also demonstrate the ability to interpret phenomena in society critically and politely, which is an indication of the development of strong critical thinking and ethics. (Maghfiroh, 2022) the research results show that the application of information technology in learning at MI Miftahul Ulum Bago Pasirian supports efforts to improve the quality of education. Teachers play an important role in encouraging student interaction with learning resources, facilitating discussions, triggering thinking, monitoring learning, and conducting evaluations (Bali & Naim, 2020). Research shows the efforts of teachers at MA Darul Lughah Wal Karomah to use social interaction to improve student discipline. This involves implementing a points system, setting examples, and implementing a reward and punishment system for motivation. This method helps create a conducive learning environment and forms a disciplined student character. Teacher interaction patterns with students greatly influence the teaching and learning process in the classroom and the main factors that shape social interaction (Yasin & Nasution, 2022). There is a relationship that social interaction factors can be influenced by several factors, such as imitation, suggestion, identification, sympathy, and empathy.

Based on the summary of five previous studies, several interesting research gaps and potential novelties can be identified that can be explored further in this research. Previous research has highlighted various aspects of learning and social interaction in educational contexts but has not specifically explored how social interaction can improve the quality of Islamic religious learning. This shows that there is a gap in understanding about how social interactions can be specifically directed to improve students' religious understanding and practice.

In this context, the novelty of this research lies in its more specific focus on the role of social interaction in improving the quality of Islamic religious learning. The research will explore how social interaction learning can be developed and implemented effectively in the context of Islamic religious education so that it can improve understanding, religious practice, and the formation of disciplined and religious student character. In addition, this research will explore in more depth how teachers can utilize social interaction in the Islamic learning process to create a conducive learning environment and shape the character of religious and disciplined students.

The main aim of this research is to describe and analyze the role of social interaction in the classroom and its impact on the quality of Islamic Religious Education learning. This research has important significance in improving the quality of Islamic learning by providing new insights into the role of social interaction. Through a better understanding of social interactions, educators can develop more effective learning strategies to strengthen students' religious understanding and skills, as well as shape character based on Islamic values. Apart from that, this research also has the potential to create a more dynamic and interactive learning environment, as well as make an important contribution to the development of Islamic education by formulating more effective policies and practices in the context of Islamic learning.

**METHOD**

This research is a type of qualitative research with a case study research approach that aims to explain the role of social interaction in improving the quality of Islamic Religious Education (PAI) learning. The research data consists of information about the role of social interaction in the classroom, which influences the quality of PAI learning at Sabilurrosyad Islamic High School Malang. The data sources for this research were students from classes X, XI, and XII, as well as Islamic Religious Education teachers at the school. Data collection techniques were carried out through interviews with PAI students and teachers, as well as classroom observations to record details of social interactions between students and teachers. The data analysis process includes data reduction, data presentation, and conclusion (Huberman, 2014). Researchers carried out a critical analysis of data related to the role of social interaction in PAI learning using relevant theories and discourses. Apart from that, researchers also compared the results of the analysis with several related studies to gain a deeper understanding (Hashimov, 2015).

**RESULTS AND DISCUSSION**

**Results**

**The Role of Social Interaction in Improving the Quality of Islamic Religious Education Learning at Sabilurrosyad Islamic High School in Malang**

Various learning models have been implemented to strengthen social interaction between students and increase their understanding of Islamic Religious Education (PAI) material. This research aims to investigate the role of social interaction in improving the quality of PAI learning in the school. Based on the research results, we present findings that are relevant to each learning model implemented, namely the group investigation model, role-playing, and jurisprudential learning. Our discussion will enrich our understanding of how these models influence social interactions, student engagement in learning, and their understanding of religious values in the PAI context.

**Table 1**. The Role of Social Interaction in Improving the Quality
of Islamic Religious Education Learning

| No | Group Investigation | Role-Playing | Jurisprudential Learning |
|---|---|---|---|
| 1 | The application of the group inquiry model allows students to work together to identify and explore issues related to religious values. | The use of role models allows students to explore their meaning in the context of social interaction. | Jurisprudential learning produces a deeper understanding of social concepts and values in the context of public policy issues relevant to Islamic education. |
| 2 | This approach not only increases students' participation in the learning process but also helps them develop critical thinking skills and increases learning engagement. | Through the roles they play, students are encouraged to work together in analyzing social issues, especially those related to human interaction. | |

The group inquiry learning model was implemented at Sabilurrosyad Islamic High School Malang to increase social interaction in PAI learning. Research findings show that students work together to identify and explore issues related to religious values. This approach not only increases students' participation in the learning process but also helps them develop critical thinking skills and increases learning engagement. Learning steps (such as developing research questions, collecting data, and presenting findings in group reports) are at the core of this learning process.

The role learning model is also applied at Sabilurrosyad Malang Islamic High School to facilitate social interaction in PAI learning. Through the roles they play, students are encouraged to explore their meaning in the context of social interactions and analyze related social issues. This model creates a new learning atmosphere and provides diverse learning experiences for students. Role simulation activities are carried out in daily life situations that are relevant to religious values, such as how to act in situations that require tolerance between individuals or facing moral dilemmas in school life.

Jurisprudential learning is also part of the learning approach at Sabilurrosyad Islamic High School Malang, which is to increase social interaction in PAI learning. Through this learning, students are given case studies that are relevant to public policy issues related to Islamic education. They then engage in discussions or research projects to formulate solutions or policies

that integrate religious values into their views. This approach helps students to understand social concepts and values in more depth while being involved in solving problems related to real life in society.

The presentation of data that has been submitted regarding learning models at Sabilurrosyad Malang Islamic High School shows significant variations in learning approaches. The group inquiry learning model allows students to collaborate in identifying and exploring issues related to religious values. Learning steps (such as developing research questions, collecting data, and presenting findings in group reports) are at the core of this learning process. In addition, the role learning model provides a diverse learning experience for students, where they are encouraged to explore their meaning in the context of social interactions and analyze related social issues. Jurisprudential learning also makes an important contribution by providing case studies that are relevant to public policy issues related to Islamic education. This approach helps students understand social concepts and values in more depth while being involved in solving problems related to real life in society. Thus, the data presented is based on a discussion regarding how these learning models influence social interactions and students' understanding of PAI material and religious values, maintaining proportionality between the presentation of data and the discussions that follow.

This research reveals several significant findings regarding the implementation of social interaction learning models in Islamic Religious Education (PAI) at SMA Islam Sabilurrosyad Malang. Firstly, it was found that the application of the group investigation model allows students to collaborate in identifying and exploring issues related to religious values. This approach not only enhances student participation in the learning process but also helps them develop critical thinking skills and increase learning engagement (Ula, 2023).

Secondly, the use of role-playing models in PAI learning enables students to explore their meanings in the context of social interactions. Through the roles they play, students are encouraged to collaborate in analyzing social issues, especially those related to human interactions. This model also facilitates active learning, creates a new learning atmosphere, and provides students with diverse learning experiences.

Thirdly, jurisprudential learning produces a deeper understanding of concepts and social values in the context of public policy issues relevant to Islamic education. Students are given case studies that allow them to formulate solutions or policies and integrate religious values into their perspectives. These findings indicate that social interaction learning models have great potential to enhance students' understanding of PAI materials and religious values as a whole.

**Discussion**

SMA Islam Sabilurrosyad Malang implements several learning models to improve social interactions that support the improvement of students' understanding of PAI materials. These efforts are an integral part of the strategy to increase the effectiveness of PAI learning in the madrasah environment to increase positive interactions, motivate learning, and improve student focus. Some of the interaction models implemented at Sabilurrosyad Islamic High School in Malang include group investigation, role-playing, and jurisprudential learning.

a. Group investigation

The application of the group investigation model to students at SMA Islam Sabilurrosyad Malang involves social and religious research activities according to the information provided. Joyce, Weil, and Calhoun (2000) mentioned that the group investigation approach can be used to identify and explore social and moral issues in the context of the school environment. The students at SMA Islam Sabilurrosyad Malang used the cooperative inquiry method to work together in identifying and exploring issues related to religious values, such as the form of practice and its impact (Putri, 2022).

This approach uses the cooperative inquiry method, which allows students to work together to identify and explore these problems, both social and moral, and those related to the academic field (Sultan, 2016). This involves formulating a research question, collecting data, and presenting their findings in a group report. This approach allows students to develop critical thinking skills and increase learning engagement in addressing problems related to academics as well as religious values.

Group investigations help to increase student participation and direction in the learning process (Firdaus, 2019). The meaningfulness of learning in group investigations is highly dependent on meeting students' needs in developing cognitive domains, values, and learning experiences. Learning activities at school can fulfill these needs optimally if students work together in groups, identify and explore problems, and discuss actively (Pratami et al., 2019). Group investigation learning that emphasizes the importance of free communication and exchange of experiences will be more beneficial than if students work alone. This is because students will better understand the concepts and principles reviewed and build critical and logical thinking skills collaboratively (Kusmaryono & Setiawati, 2013).

The group investigation model is an appropriate and proven effort to increase the role of peers while improving the quality of student understanding of PAI material. As research conducted by (Wasingah, 2017), the group investigation learning model can improve learning outcomes as evidenced by an increase in the percentage of group work results and learning completeness. Group learning increases social feelings between students, which can foster students' motivation and enthusiasm for learning and make learning more effective (Fathani, 2020). In addition to improving learning outcomes, the group investigation learning model can also increase student motivation from themselves, teachers, or peers (Nurmanita, 2017).

1) Learning steps of group investigation in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang

The group investigation model in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School in Malang is implemented by using joint research techniques. Group investigation is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and processes (Sharan et al., 2013). Referring to the theory proposed by (Calvo et al., n.d.), there are several phases that students go through. The first phase begins with students being exposed to an enigmatic and confusing situation, which aims to identify the actual

problem and the factors involved. The second phase involves exploring reactions to the simulation, focusing on group management and the information needs required at the time.

Next, in the third phase, students formulate tasks and organize the lesson by establishing problems, definitions, and roles within the group, which reach a level of personal meaning. The conclusions of this phase become the basis for the next step, which involves follow-up actions after formulating the task. The fourth phase emphasizes independence and group learning, where students work collaboratively to achieve a common goal. Meanwhile, the fifth phase involves analyzing the students' progress and analyzing the process to evaluate achievements and improve learning strategies.

Finally, in the sixth phase, students recycle activities, taking into account the results of the previous analysis to improve the effectiveness of the group learning process. This whole process aims to form a deep understanding and mastery of PAI concepts while developing cooperation and problem-solving skills in a group context (Hajriana, 2016). The application of the group investigation method in PAI learning can improve student learning outcomes, student cooperation in groups, quality of participation, responsibility, and performance (Rosalina, 2014).

2) Social system in group investigation learning in Islamic Religious Education (PAI) subject at Sabilurrasyad Islamic High School Malang.

The social system in group investigation learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School in Malang reflects an approach that emphasizes democratic and participatory values. In this system, the learning process is based on agreements built by the group, which can be approved or validated through shared experiences in dealing with complex phenomena. Although the teacher has a role as facilitator and guide, group activities develop within an external structure that is minimally provided by the teacher. In this social dynamic, role differences between students and teachers are recognized, although both have the same status in the learning process. The atmosphere created is important in the process of negotiation and collaboration between group members (Haidir, 2020).

3) The role of teachers in group investigation learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang

In the Group Investigation learning model in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang, the role of the teacher is very important and diverse. The following are the roles of the teacher:

a) Teachers function as facilitators who are directly involved in group activities. They guide students in formulating plans and actions and managing group dynamics effectively. They not only facilitate discussions between students but also guide them in formulating plans and actions and managing group dynamics effectively. Teachers assist students in setting investigative goals, assigning tasks, and ensuring that all group members contribute actively.

b) In addition, teachers are also in charge of providing information to students regarding the methods used in group investigations. They share relevant knowledge to help students understand the learning process better. They share relevant knowledge to help students understand the learning process better. The teacher not only provides instructions on

how to conduct research and analyze data but also provides concrete examples of research that are relevant to the PAI material being studied.

c) The role of teachers is also as academic counselors. They guide students when facing confusing situations. Teachers test students' reactions and pay attention to their natural habits to provide appropriate guidance. They guide students when they encounter confusing situations or have difficulty understanding the material. Teachers play a role in helping students resolve conflicts that may arise in groups and direct them toward effective problem-solving.

d) Teachers help students formulate propositions that are trustworthy and have reliability. They guide students in framing strong and relevant arguments according to the material studied. They guide students in framing strong and relevant arguments according to the material studied. For example, teachers help students develop research questions that fit the PAI curriculum and provide constructive feedback about the quality of students' arguments.

e) Finally, teachers assist students without pressuring them. They are empathetic and responsive to student's individual needs, thus helping students feel comfortable and motivated in the learning process. Teachers provide moral support to students and help them overcome challenges they may face in understanding PAI material and completing group assignments well. This creates an inclusive and supportive learning environment for all students at Sabilurrasyad Islamic High School Malang.

4) Support system in group investigation learning in Islamic Religious Education (PAI) subject at Sabilurrasyad Islamic High School Malang.

In the context of Group Investigation Learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang, the support system provided must be comprehensive and responsive to the needs of all students. One important aspect is the availability of a complete library facility, providing various information and viewpoints from various media sources. SMA Islam Sabilurrasyad Malang needs to ensure students' access to references from outside the school. Analysis of the information institution of SMA Sabilurrosyad Gasek Malang's library shows that the library has a collection of books, fiction & non-fiction books, crafts, and archival documents. In addition, the Islamic Religious Education teacher's efforts to improve the life skills of students at SMA Islam Sabilurrosyad Gasek Malang City include efforts to improve students' ability to access and use information from a wide range of sources (Karim, 2022).

In addition to providing reference facilities, students need to be active in conducting investigations and interacting with people outside the school who have relevant testimonies. Collaboration in conducting reference research is an essential step, given the importance of such a support system in supporting the various levels of investigations conducted by students. Therefore, cooperation between teachers and students in gathering all the necessary resources is key to the success of this lesson.

In this case, PAI teachers have an important role in facilitating collaboration between students and external parties. Teachers can guide students in identifying and contacting appropriate sources, arranging meetings or interviews with them, and assisting students in evaluating and using information obtained from such interactions in their learning activities.

Thus, collaboration between students, teachers, and external parties in using various resources and conducting group investigations will be the key to success in PAI learning at Sabilurrasyad Islamic High School Malang. With a comprehensive support system and active participation from all relevant parties, students can develop a deep understanding of Islamic Religious Education and produce high-quality research works.

b. Roleplaying

The Role-Playing model in learning Islamic Religious Education (PAI) at Sabilurrosyad Islamic High School Malang is an approach that emphasizes social interaction and individual development. In this model, students are allowed to explore their meaning in the social context that occurs around them. They are encouraged to address their problems or dilemmas with support from the social environment. In addition, through role-playing, students are taught to work together to analyze social issues, especially those related to human interaction. The main purpose of this model is to build a polite and democratic attitude in dealing with various daily problems.

The role-playing model is applied by students at SMA Islam Sabilurrosyad Malang through role simulation activities. This approach brings elements of real life into the learning environment by presenting roles that exist in the real world in performance. By applying this method, students are encouraged to learn actively through role-playing, creating a new learning atmosphere, and getting different learning experiences. It aims to shape students to think more creatively and actively (Nurhasanah et al., 2016). In addition, the role-playing method can also improve students' speaking skills (Pratiwi, 2021). The results showed that there was an increase in social studies learning outcomes through the application of the role-playing method in elementary school students (Mutmainah, 2016).

Role simulation activities are emphasized in situations of daily life that are relevant to religious values. With these activities, students can be helped in dealing with real-world situations and changing their behavior and attitudes (Saputra, 2015). This is shown by one of the practical forms of implementing role-playing at Sabilurrosyad Islamic High School Malang, where students play a role in how to deal with moral dilemmas in the context of school life or how to behave in situations that require tolerance between individuals.

1) Learning steps of role-playing in Islamic Religious Education (PAI) subject at Sabilurrasyad Islamic High School Malang

The steps of learning Role Playing in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang begin with warming up the group atmosphere, where the problem to be raised is identified and explained, and an understanding of the roles to be played is given. The second stage is participant selection and role analysis, followed by setting up the setting and action sessions in the third stage. In the fourth stage, students are prepared as researchers by determining the subjects to be observed.

The process of acting out begins in the fifth stage, where roles are played, reinforced, and concluded. The sixth stage is discussion and evaluation, where the acting out is evaluated, key concerns are discussed, and the next steps are considered. The seventh stage involves re-enactment, where the role is re-enacted with redirection or alternative behaviors. The eighth and ninth stages involve discussion and evaluation again while adjusting to the previous steps. Finally, in the ninth stage, reflection is conducted to relate the issues discussed to real life and global principles in behavior (Yusuf, 2019).

2) Social system in role-playing learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang

In learning Role Playing in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang, the social system implemented is classified as measurable. Although initially, the teacher is responsible for initiating and guiding students through the stages of the activity, the student's role is very decisive in the discussion and acting material. The questions asked by the teacher are intended to stimulate credible and free expression, as well as depict students' thoughts and feelings honestly.

Teachers are responsible for instilling quality and trust between themselves and students. Even though teachers are reflective and flexible, students are still the ones who take over the direction of learning and control the course of activities. They also have the freedom to determine what to examine and what topics to explore. Essentially, the teacher guides the behavioral exploration process by focusing on questions that arise and establishing a focus for learning.

3) The role of teachers in role-playing learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang

Role-playing learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang requires an important role from the teacher. First, teachers must accept all student responses and suggestions without appearing to judge or justify them. It is important to create a safe and open learning environment so that students feel comfortable sharing their ideas and feelings. Second, teachers must be responsive in encouraging students to explore various areas in a given problem situation, as well as considering different alternatives. In this way, students can develop critical and creative thinking skills and learn to consider different points of view.

Third, teachers must help increase students' understanding of their feelings and thoughts. In Role Playing learning, students will play different roles, and teachers must help them understand the feelings and thoughts that arise from these roles. This can help students to understand themselves and others better. Fourth, teachers need to emphasize the different ways of playing the same role and the different consequences that may occur. In Role Playing learning, students will play different roles in the same situation, and teachers must help them understand that there are many ways to play the same role, and each way can have different consequences.

Finally, teachers must also guide students in reflecting on the consequences of their choices, evaluating the chosen resolution, and comparing it with other possible alternatives. In this way, students can learn to make the right decisions and consider the consequences of every

choice they make. Support system in role-playing learning in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang.

4) Support system in learning role-playing in Islamic Religious Education (PAI) subjects at Sabilurrasyad Islamic High School Malang

Role-playing learning at Sabilurrasyad Malang Islamic High School emphasizes the use of problematic situations as the main element. Even though the material required is limited, this does not reduce the importance of the student's role in learning. Problematic situations are key in helping students develop their roles well. Resources such as films, novels, and short stories are used to create relevant problem situations. The use of problematic stories as short narratives is also very important because it can clearly describe the settings, situations, actions, and interactions needed in learning Islamic Religious Education.

c. Jurisprudential learning

One of the characteristics of the jurisprudential learning model is problem-solving based on understanding social concepts and values (Nahdiana et al., 2019). In the context of learning critical speaking skills, the Jurisprudence Study learning model has also been applied to develop students' argumentation skills.

The jurisprudential learning model at Sabilurrosyad Malang Islamic High School is realized by providing case studies to students relating to public policy issues relevant to Islamic religious education. Students can be involved in discussions or research projects aimed at formulating solutions or policies to overcome these issues and incorporate religious values into their views.

The jurisprudential learning model at Sabilurrosyad Malang Islamic High School emphasizes problem-solving based on understanding social concepts and values, especially in the context of learning critical speaking skills. In applying this model, several important steps can be identified to improve students' ability to argue and solve problems effectively:

1. Case Studies Based on Public Policy Issues: teachers can provide students with case studies that are relevant to public policy issues related to Islamic religious education. This case study can be a real situation or problem faced by society or educational institutions, such as controversies related to the curriculum, religious practices in schools, or moral issues that arise in the context of religious education.

2. Research Discussions and Projects: Students may engage in group discussions or research projects designed to formulate solutions or policies that can address the issues identified in the case study. Discussions can be conducted in a debate or discussion forum format that allows students to share their views on the problem and find the most appropriate solution.

3. Integration of Religious Values: During discussions or research projects, students are encouraged to incorporate religious values in their views and solutions to the public policy issues discussed. This can be done by linking Islamic religious concepts and teachings to the solutions they propose, as well as exploring the moral implications of the policy options they are considering.

4. Mentoring and Assessment: Teachers can serve as mentors in the discussion process and research projects, providing guidance and feedback to students to help them develop strong

arguments and solutions based on an understanding of social concepts and values. Assessment can be carried out through the presentation of project results, writing papers, or other formative assessments that assess students' abilities in critical speaking and problem-solving.

By implementing this jurisprudential learning model, Sabilurrosyad Malang Islamic High School can create a learning environment that allows students to develop their critical speaking skills while integrating religious values into their problem-solving. This will not only increase understanding of Islamic religious concepts but will also help students prepare themselves to participate actively in public policy issues relevant to religious education in society.

**CONCLUSION**

Research conducted at Sabilurrosyad Malang Islamic High School revealed significant findings regarding the role of social interaction in improving the quality of Islamic Religious Education (PAI) learning. These findings indicate that interaction between students in the PAI learning process tends to be less active, which is caused by several factors, such as lack of motivation, lack of focus, and limitations in the collaborative exploration of PAI concepts. To overcome this, Sabilurrosyad Malang Islamic High School applies several social interaction models, such as group investigations, role-playing, and jurisprudential learning. These models aim to increase student involvement in PAI learning through various approaches, ranging from collaboration in group research and role simulations in daily life situations that are relevant to religious values to learning through case studies related to issues. Public policy issues relevant to Islamic religious education. Through the application of these social interaction models, it is hoped that it can increase students' learning motivation, strengthen their involvement in the learning process, and overall improve the quality of their understanding of PAI material in the Sabilurrosyad Malang Islamic High School environment.

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