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CRITICAL THINKING-INTEGRATED LESSON PLAN WITH AQLI AND NAQLI ELEMENTS: AN EVALUATION USING LESSON PLAN ANALYSIS PROTOCOL

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Abstract:

One component that is considered essential in embedding critical thinking in higher education is lesson planning, as it ensures how and when critical thinking should be exposed to students. The study evaluates a lesson plan that incorporates critical thinking and was designed for higher education lecturers using the Lesson Plan Analysis Protocol (LPAP). The main aim is to investigate to what extent the developed lesson plan can help educators integrate CT, and *aqli* and *naqli* elements in their lessons. This paper focuses on Phase 2 (design and development) of the ADDIE model. As part of Phase 2, expert review was done to evaluate the lesson plan. Five expert reviewers in the development phase provided feedback towards the lesson plan. The key findings show that the developed lesson plan is usable in encouraging critical thinking if integrated with the chosen critical thinking skills and elements of *aqli* and *naqli.* The experts suggested more detailed descriptions for the critical thinking skills that are utilized in the lesson plan. Recommendations highlight that there is still a need for further individualization of lesson plans, taking into consideration different subject needs for critical thinking pedagogy. Therefore, it adds to the overall objective of enhancing teaching methods that expose students to critical thinking skills, which would be beneficial in their studies and later in their professions.

Keywords:

ADDIE model, *Aqli* and *Naqli*, Critical Thinking, Expert Review, LPAP

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Introduction

Critical thinking (CT) is essential for university students because it benefits students in their academic lives and can help them in their daily lives. The need for this skill will not stop once they have graduated. Employers highly require CT to hire fresh graduates to serve their companies. Employers increasingly prioritise critical thinking (CT) when hiring fresh graduates. According to the World Economic Forum (2020), critical thinking and problem-solving will become prominent by the year 2025. To prepare the graduates for the Fourth Industrial Revolution (I.R 4.0), these are the skills required for them to have.

Today CT remains among the soft skills that undergraduates lack. In a Forbes article written by Dr. Byran Robinson (2024), he revealed that in a study conducted in the U.S., graduates rank lower in a number of skills, including strategic and CT. Creativity, communication, and CT skills are among the top skills employers seek when hiring (Ho, 2021). When students started working, their inability to apply CT skills from their college years resulted in a lack of opportunities for practice due to poor decision-making and problem-solving skills (Quraishah, Singh & Sulaiman, 2022). This has led to low career readiness among fresh graduates (Ho, 2021).

The issue right now is the failure of students to realise the importance of CT skills for them. For the generation of post-millennial, the over-dependency on the information available online leads them to shutting down their intellectual thinking and accept everything without evaluating the validity of the information they received (Bassham, Irwin, Nardone & Wallace, 2013).

Although there are extensive discussions on the importance of CT among undergraduate students, there are still fewer studies conducted to address the issues related to teaching approaches and materials that emphasise CT (Amir Johan et al., 2023). Zou, Xie & Wang (2022) in their study suggested that there is a need to develop and implement more technology-enhanced teaching materials that can help to enhance students' CT. The solution to these challenges lies in integrating CT into the lesson. Instructors must prepare a lesson that can expose and enhance students' ability in CT.

Lesson planning is essential to a successful teaching and learning process because it creates a well-defined teaching framework that could assist with the smooth flow of the lesson (Sehweil, Mahmoud & Jeidi, 2022). Lesson planning can be the link that connects what is given in the curriculum guides and textbooks with what is enacted in the classroom (Li, Chen & Kulm, 2009). It is a sequenced outline that helps teachers teach effectively within a specific time frame (Angaiz, Zahra, Nazia, 2021). A lesson plan was developed in this study to assist educators in integrating *aqli* and *naqli* elements in their teaching, which would lead to the enhancement of student's CT skills.

In addressing the issues and gap, this study is intended to investigate to what extent the developed lesson plan can help educators integrate CT in their lessons. This study explores the integration of *aqli* (rational) and *naqli* (revealed) elements into lesson plans to enhance critical thinking in higher education, evaluated through expert analysis using the Lesson Plan Analysis Protocol (LPAP).

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Literature Review

The integration of Aqli and Naqli in Higher Education Classrooms

Imam Al-Ghazali theorised that the educational process must stimulate an awareness of the Creator within individuals, thereby fostering adherence to His directives (Sheikh & Ali, 2019). It is imperative that educators, policymakers, and stakeholders in the educational setting collaborate to embed the principles of religious moderation within all facets of education, thereby cultivating a generation that possesses not only intellectual awareness but also the discernment to appreciate differences and honour diversity (Saharani & Suharyati, 2024). The principal importance of Islamic critical thinking lies in its capacity to fortify faith (*iman*) and righteousness (*taqwa*) toward Allah SWT through reflective contemplation and rigorous analysis (Junoh et al., 2021).

The idea of integrating *aqli* and *naqli* knowledge in Malaysian higher education originated from Universiti Sains Islam Malaysia (USIM). The *aqli* and *naqli* paradigm stems from Islamic epistemology, where *aqli* represents reason-based knowledge derived from logic and empirical evidence, while *naqli* is knowledge sourced from divine revelation, including the Qur'an and Hadith (Johari et al., 2015). The integration of these elements fosters a holistic learning environment that balances scientific inquiry with ethical and spiritual wisdom (Rahman & Noh, 2021).

The integration of *naqli* and *aqli* knowledge in higher education provides a comprehensive educational framework that enhances students' understanding, prepares them for professional challenges (Ibrahim et al., 2016), and fosters a balanced development of intellectual and ethical capacities (Idrus, 2016). Abdullah et al. (2019) in their study revealed that students believed that integrating *naqli* and *aqli* elements in higher education can be more successful and holistic, fulfilling the University's mission and vision of generating a respectable Muslim society. Another study conducted by Ramli & Abdullah (2023) demonstrated that the integration of *aqli* and *naqli* knowledge, which is being cultivated within students, enables them to assert their Muslim identity with assurance, even in international contexts.

In relation to CT, the integration of *aqli* & *naqli* improved problem-solving skills (Shukor et al., 2017). Comprehensive thinking will form a perfect & thoughtful mind besides strengthening faith (Ramli et.al, 2018). This approach not only enriches the curriculum but also aligns with the broader educational goals of producing holistic and competent graduates. In light of the findings, the appropriateness of imparting *aqli* and *naqli* knowledge is deemed permissible for instruction among the defence university (the location of the study) students, particularly cadets, as one of the distinguishing attributes is the role of 'an imam and spiritual leader'.

The Design and Development of Critical Thinking-Integrated Lesson Plan

The researcher developed a lesson plan that integrates critical thinking. The design of the lesson plan was based on the 5-Step Critical Thinking Framework (Duron, Limbach & Waugh, 2006). The model (Figure 1) can be implemented in any classroom or training setting to help students gain critical thinking skills.

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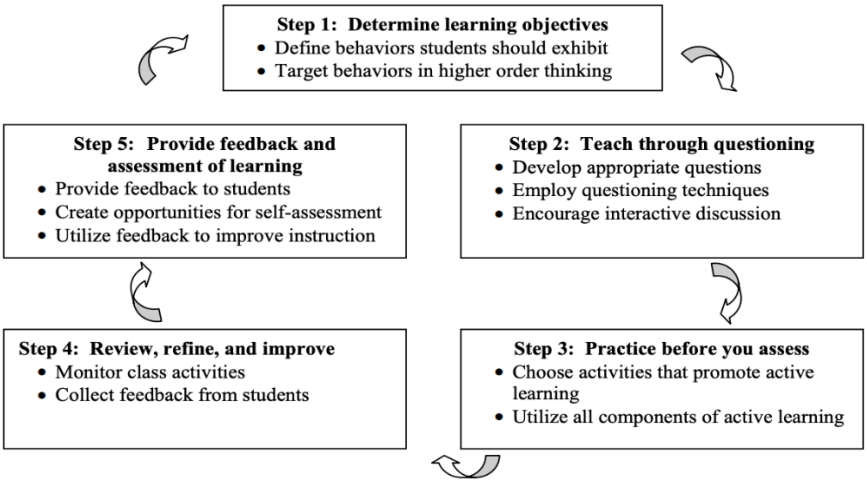

Figure 1. 5-Step Critical Thinking Framework (Duron, Limbach & Waugh, 2006)

Depending on appropriate changes to learning objectives, discussion strategies, and pedagogical activities, this framework has relevance across many disciplines. Using active learning and successful teaching techniques, this figure shows a five-step instructional method meant to develop higher-order thinking skills in pupils. The suggested (Duron, Limbach & Waugh, 2006) framework helps one to understand the steps as follows:

i. Determine learning objectives.

In the first step, the educator must precisely identify the abilities or behaviours he or she wants for the development of the students. As described in Bloom's taxonomy, the educator emphasizes goals requiring higher-order thinking levels, including analysis, evaluation, and creation among the students.

ii. Teach through questioning.

In the second step, the educator has to create questions meant to push students towards higher levels of CT. The educator is advised to use open-ended questions, Socratic questioning, or reflective enquiries, among other questioning strategies. Furthermore, when the educator guides group discussions, it lets the students interact with one another's thoughts and viewpoints.

iii. Practice before you assess

Before evaluating, the educator should prepare practices for students to do. Active learning activities in Step 3 can be group projects, problem-solving, case studies, or simulations. Through participation and self-reflection, these tasks ensure that students actively engage in the learning process.

iv. Review, refine and improve

In step 4, using data collected from the observation, the educator should continually evaluate, revise and improve the teaching plan they have developed. Getting student comments is also important since it will help one to know what may need improvement and what goes well.

v. Provide feedback and assessment for learning

In the final step, Step 5, the educator should provide helpful criticism to enable students to evaluate their performance and direct themselves towards development. Apart from that, students should be encouraged to consider their own development and learning. This would encourage autonomous learning among students. The feedback provided by the students help the educator to improve course design and teaching approaches.The actions create a continuous

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loop that encourages constant development in learning and instruction. By considering the students' feedback (Step 5), the process returns to Step 1 where the feedback received helps to define improved goals. In order to reach higher-order thinking results, this framework stresses the need of active learning, ongoing progress, and feedback integration.

From this framework, a lesson plan is developed to help educators to integrate critical thinking into their lessons. The developed lesson plan utilizes Bloom's cognitive and affective domains (Krathwol, 2002; Hoque, 2016), the OODA Loop (Richards, 2020), and the integration of *aqli* and *naqli* elements that are blended to help students enhancing the CT. The integration of these frameworks ensures that students engage with the lesson on intellectual, emotional, and spiritual levels. They not only develop the ability to think critically and ethically but also internalize values that influence their character and way of thinking.

Once the development of the lesson plan was completed, it would have to go through an evaluation of the experts. For this purpose, the researcher would have to determine the evaluation form for the lesson plan. Three types of lesson plan evaluation forms were identified, which are 'Rubric to Assess Science Lesson Plan' – RALP (Großmann & Kruger, 2024), 'Lesson Plan Evaluation Form' – LPEF (Ferrell, 1992), and 'Lesson Plan Analysis Protocol – LPAP (Ndihokubwayo et al., 2022). RALP was not considered as suitable for the lesson plan as its' main focus is on science subjects (as stated in the name). Since the developed template was designed for social science subjects, it is not suitable for RALP to be utilized. In LPEF, there is no section that evaluates CT skills. Whereas, in LPAP, under the item 'generic competence', the evaluation of skills such as lifelong learning, communication skills, as well as CT skills are made. Therefore, it is determined that LPAP is the most suitable evaluation form to be utilized.

Lesson Plan Analysis Protocol (LPAP)

The Lesson Plan Analysis Protocol (LPAP) refers to a guide that is used in analyzing lesson plans, largely in educational settings, for their quality and effectiveness. It was aimed at checking various components of lesson plans that had to meet certain standards academically and be effective for classroom use. According to Telesphore et al. (2024), Kloker, Bukoli & Kateete (2024), Byukusenge et al. (2024), and Ndihokubwayo et al. (2022), the LPAP features benefits that could assist in carrying out an analysis of lesson plans. They are as follows:

i. LPAP analyses lesson plans based on various components: special education needs, lesson approaches, and lesson evaluation. These components are highly important in determining the overall quality and teachability of a lesson plan.
ii. There is a scoring system adopted in the protocol rating of lesson plans.
iii. LPAP can especially be used in the assessment of lesson plans in competency-based curriculums.

LPAP is useful as it checks the quality of the lesson plan to see whether they are per the educational standard and if realistic for use within the classroom. This will emphasize the strengths, weaknesses, and areas of improvement, thereby informing the systematic method of improving practice in lesson planning.

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Research Methodology

Research Design

This study is guided by the ADDIE model, a widely used framework in education. Through the application of DDR Type 1 and the ADDIE model, the main aim of the study is to produce a web-based lesson plan tailored for defence university instructors. The ADDIE model (Analysis, Design, Development, Implementation & Evaluation) is one of the most valuable tools for creating educational materials and other learning resources (Shelton & Saltsman, 2008; Gamal, 2023; Martatiyana, Usman, & Lestari, 2023). This research design was chosen because it allows the use of multiple data collection methods, which included surveys, interviews, and expert reviews. This enabled the researcher to decide on the suitable method for tasks. It is also to ensure that the research objectives would be achieved systematically (Shelton & Saltsman, 2008). The five stages of the ADDIE model utilized in this study are separated into three main phases. They are 1) the Analysis Phase, 2) the Design and Development Phase, and 3) the Implementation and Evaluation Phase. Through this model, the researcher focused on designing a lesson plan and developing an instructor guide (Chyung, 2008) in integrating CT into the lesson. For this paper, phase two (design and development) would be the focus.

Participants

The participants involved in Phase 2 of the study were experts in determining the validity of the web-based lesson plan that was developed. The purposive sampling technique was utilized in this phase because the experts were chosen to fulfil the criteria set for the experts. The criteria for an expert include at least five years of experience in their field of expertise (Education) and possess at least a master's degree of qualification (Hallowell & Gambatese, 2010). For this study, both criteria mentioned were used in the selection of the experts. The experts' background is shown in the table below:

Table 1: Demographic Data of the Experts

Information	Exp 1	Exp 2	Exp 3	Exp 4	Exp 5
Gender	Female	Male	Male	Male	Female
Academic qualification	PhD	PhD	Master's degree	Master's degree	PhD
Experience	15 years	15 years	23 years	25 years	25 years
Designation	Senior Lecturer	Senior Lecturer	Senior Lecturer	Senior Lecturer	Professor

Based on Table 1 above, three male and two female experts were involved in the study. Two of the experts have a minimum of a master's degree, and the other three have a PhD in their respective fields. One expert is a professor, and the remaining experts (four) are senior lecturers. Their experience ranges between 15 and 25 years among them.

Instrument

The developed lesson plan was given to experts to be evaluated using the LPAP (Ndihokubwayo et al., 2022). The evaluation form included instructional objectives, lesson descriptions, lesson stages, lesson approaches, generic competence, critical thinking, and interpretation of the scores. Minor modifications were made and verified by the experts before

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the lesson plan was distributed for evaluation. Among the modifications involved a change in the item that is related to critical thinking. Modifications of the analysis items are as follows:

Table 2: Modifications of Analysis Items in the LPAP

Original Items	Revised Items	Justification
1. Generic competences (GCs) and Cross-cutting issues (CCIs)	1. Generic Competences 2. Critical Thinking	
Descriptions	Descriptions	
1. Generic competences (GCs): critical thinking, creativity, and innovation, research and problem solving, communication, cooperation, interpersonal relations, and life skills, and lifelong learning. The cross-cutting issues (CCIs): Comprehensive sexuality Education, Environment and sustainability, financial education, gender, Genocide Studies, Peace and Values Education, Standardization Culture, and Inclusive Education.	1. Refers to creativity, innovation, problem-solving, communication, cooperation, interpersonal relations, and life skills. For example, communication can be achieved through discussion in group work and by presenting findings. 2. The use of the selected critical thinking models/skills is mentioned in the lesson stages.	'GCs' was separated into two items (Critical thinking is assessed separately). CCIs was omitted.

Based on Table 2 above, the expert mentioned that the 'Generic competences (GCs) and Cross-cutting issues (CCs)' item should be separated into two; 'Generic competences' (includes creativity, innovation, problem-solving, communication, cooperation, interpersonal relations, and life skills), and 'Critical thinking' (includes Bloom's cognitive and affective domains, OODA Loop, and *aqli* and *naqli* elements). CCs were omitted in the revised version as it was deemed unrelated to the lesson plan by the expert. In the analysis protocol, the 'Critical Thinking' items are represented in Figure 2 below:

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Critical Thinking

- The use of the selected critical thinking models/skills is mentioned in the lesson stages. "Outlined and described" means the teacher mentions CT utilized and explains how it will be done.

Critical Thinking	Not stated	Not clearly stated	Outline only	Outlined and described
Bloom's Cognitive domains	0	0	1	2
Bloom's Affective domains	0	0	1	2
OODA Loop	0	0	1	2
Integration of *Aqli* & *Naqli* Comments	0	0	1	2

Figure 2. 'Critical Thinking' Items in the LPAP

In the analysis protocol, each item was given a score between 0 and 2. Once the analysis was done, the score would be accumulated to determine if the lesson plan was poor, fair, good, very good, or excellent. The scoring criteria of the analysis protocol are shown below:

Table 3: Scoring Criteria of the Lesson Plan

No.	Score	Remarks
1.	Below 19 (below 50%)	Poor lesson plan: This lesson cannot be taught
2.	19 – 26 (50% - 69%)	Fair lesson plan: This lesson cannot be taught
3.	26.6 – 30 (70% - 79%)	Good lesson plan: This lesson can be taught
4.	30.4 – 33.8 (80% – 89%)	Very good lesson plan: This lesson can be taught
5.	34.2 – 38 (90% – 100%)	Excellent lesson plan: This lesson can be taught

Based on the table above, for a score below 19 (below 50%) to 26 (69%), the lesson plan is considered "poor" or "fair" and cannot be taught. If the overall score of the evaluation falls between 26.6 (70%) and 38 (100%), which is categorized as "good" and "excellent" subsequently, the lesson plan can be taught by the educators.

Results and Discussion

The objective of this study is to evaluate a CT-integrated lesson plan using LPAP. The data was collected through the evaluation form from five experts from various educational fields, i.e., education, educational technology, and CT in education. LPAP was used as the instrument

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in the evaluation of the lesson plan. However, this study focused only on the evaluation of CT and integration of *aqli* and *naqli* elements in the lesson.

The Integration of CT and Aqli Naqli Elements in the Lesson Plan

The evaluation of the lesson plan was made using the LPAP. Table 4 below shows the scores given by all the experts for the 'Critical Thinking' item in the lesson plan.

Table 4. Scores for the 'Critical Thinking' item in the LPAP

Critical Thinking	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
Bloom's Cognitive domains	2	1	2	2	2
Bloom's Affective domains	2	1	2	2	1
OODA Loop	2	1	2	2	2
Integration of *Aqli* & *Naqli*	2	1	2	2	1
Expert's Comments	- Suggest that researcher to add in the sample lesson plan - the way to implement OODA (decide and act) so the user can see and matchmaking with the suitability of the lesson	- Integration of *aqli* and *naqli* is important - Consider emphasizing how it can be applied in student daily lives	Only *naqli*	- All the critical thinking theories are applied in this lesson plan	- How to internalize values? (Bloom's affective domains) - How and to what extent? (Integration of *Aqli* & *Naqli*)

*(Marks: 0 – not stated/not clearly stated, 1 – outline only, 2 – outlined and described)

Five experts rated each category on a scale from 0 (not stated or unclear) to 2 (outlined and described). Based on the scores given by the experts, it could be said that most elements received a score of 2 from all experts, indicating that they were well-outlined and described. Expert 2 consistently gave a lower score (1) across all categories, suggesting that he felt the aspects were only outlined and lacked depth in explanation or implementation.

The feedback (comments) made by the experts provides deeper insights. The comments made were mainly on the integration of *aqli* and *naqli* (given by four experts). One expert emphasized its importance, while another suggested focusing on how it can be applied in students' daily lives. However, Expert 3 noted that only the *naqli* element was present, implying that the *aqli*

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component might need further emphasis. Expert 5 commented on how deeply the *aqli* and *naqli* elements were integrated. This suggests that refinement and improvement on the integration of *aqli* and *naqli* are needed to make sure that educators know how to implement the elements in their lessons.

On the other hand, experts also provided feedback on the CT models utilized in the lesson plan. One expert suggested explicitly how to implement the "Decide" and "Act" phases of OODA in the sample lesson plan. This would help users understand the applicability of the framework in classroom settings. This indicated that explicit guidance on decision-making frameworks can enhance students' critical thinking and problem-solving skills (Ahmed et al., 2023).

Another expert raised concerns about how students will internalize values (affective domain). Prior studies have highlighted the importance of ensuring that affective learning outcomes are explicitly designed and assessed to maximize student engagement and development (Rahim et al., 2021). This emphasized the need to clarify practical applications and measurable impact in the lesson plan. On the bright side, one expert stated that all relevant theories were effectively incorporated into the lesson plan, validating its theoretical foundation. This finding highlighted the importance of a well-structured lesson plan in enhancing students' CT skills (Yusof et al., 2022).

Overall Scores of the Lesson Plan

Table 5 below presents the overall scores of the lesson plan based on the marks given for all the items in the LPAP.

Table 5. Overall Scores from Each Expert for the Lesson Plan

Experts	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5
Overall scores	34	36	35	36	32
Remarks	Excellent	Excellent	Excellent	Excellent	Excellent

From the table above, the overall scores ranged from 32 to 36 out of 38. Expert 5 gave the lowest score of 32. This could be aligned to the expert's comments on the internalization values (Bloom's affective domain) and the extent of *aqli* and *naqli* integration. On the other hand, Expert 2 and Expert 4 gave highest score of 36, highlighting the importance of integrating *aqli* and *naqli* elements, with consideration on their application in daily life, and the applications of all the CT skills suggested in the lesson plan. This is in line with the study done by Ramli & Abdullah (2023), where students were able to apply *aqli* and *naqli* knowledge during their internship. From the scores given, which is between 32 (84.2%) and 36 (94.7%), the lesson plan is rated as "Excellent". This means that the lesson plan can be taught in the class, as stated in the scoring criteria (refer to Table 3).

Overall, the expert's feedback validates the usability of the lesson plan while highlighting key areas for improvement. This is to ensure that the lesson plan remains a valuable and effective tool that would assist educators in promoting CT in their lessons. With an effective lesson planning, teachers are able to create engaging, well-structured, and meaningful learning experiences for students (Solidjonov, 2024).

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Conclusion

A critical thinking-integrated lesson plan was developed by the researcher with the purpose of helping educators integrate CT skills along with *aqli* and *naqli* elements in their lessons. The developed lesson plan was evaluated through the LPAP by five expert reviewers. Preliminary findings demonstrate that the developed lesson plan fosters CT as long as some selected CT skills are well incorporated with both *aqli* and *naqli* elements. The expert reviewers did however suggest a more detailed descriptions of all the skills as it may ease the educators to use the lesson plan. All in all, all experts agreed that the proposed lesson plan can be taught in class with some modifications done. The feedback provided by all the experts would definitely become the guidelines for the improvements and modifications of the lesson plan. As part of ADDIE model that this study followed, the next step for the researcher is to conduct the final phase of the research, which is the implementation and evaluation phase.

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