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The Effectiveness of Using Al-Farabi's Dialogical Method to Improve Learning Motivation and Critical Thinking in Senior High School Students in Islamic Religious Education

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ABSTRACT

Globally, high student motivation is one of the key milestones in achieving optimal learning outcomes. Sadly, the reality on the ground shows that Indonesian students' motivation to learn and critical thinking skills have declined by up to 70% in the wake of the pandemic. With such a high percentage, innovation is needed to increase student motivation. Learning methods and media play an important role in achieving effective learning. A good collaboration of learning methods and media that can be used to increase student motivation and critical thinking is the dialogical method in Al-Faraby's thinking. The purpose of this study is to determine the effectiveness of using the dialogical method in Al-Faraby's thinking to increase student motivation, especially in Islamic Religious Study learning. This study uses a quantitative pre-experimental one-group pretest-posttest design. Based on the pretest results, almost all students' learning motivation was classified as "Low and Moderate," and in the posttest, the researcher found that students' learning motivation was classified as "High and Very High." Students' learning motivation increased by 17%. Furthermore, the researcher found that the N-Gain percentage score was in the "Fairly Effective" category, which means that Al-Farabi's dialogic method is quite effective in increasing motivation.

1. Introduction

Globally, the development of learning methods can be said to be very dynamic. Choosing the right learning method plays an important role in achieving effective learning. The choice of learning methods used by educators in teaching and learning activities will be more effective in achieving learning objectives (Faturrohman, 2010). Legally, Presidential Regulation No. 57 of 2021 in 12 states that learning is carried out in a learning environment that is interactive, inspiring, enjoyable, motivates students to be active, and provides sufficient space for initiative, creativity, and independence. Theoretically, choosing the right learning method will have a positive effect on increasing learning motivation (Yulianjani,

2017). Teaching and learning activities must be presented in an attractive way through interesting and interactive learning styles and methods. This will make students more interested and enthusiastic about learning, thereby increasing their motivation to learn (Rani, 2022).

Based on a survey conducted by the Ministry of Education and Culture's Technology and Communication Center the total number of teachers in Indonesia is three million and only 40 percent are literate in information and communication technology (ICT), while the remaining 60 percent of teachers are still unfamiliar with the advances in this digital era, meaning that only 1.2 million are literate in information and communication technology. The remaining 1.8 million teachers are still unfamiliar with or unprepared for the advances of the times. This also results in a lack of variety in the methods and media used in teaching and learning activities (Rosna, 2021). Selain. In addition, the transition during the Covid-19 pandemic has become an obstacle to the decline in student motivation to learn. During the Covid-19 pandemic, schools conducted online learning, which lacked interaction between teachers and students (Nurkholis, 2021). In addition, this lack of variety in online learning also made students lose focus on their studies and become addicted to gadgets, thereby reducing their enthusiasm and motivation to learn. As a result, the feelings and habits experienced by students and teachers during online learning carried over into offline learning, causing students' motivation to learn to decline.

The Covid-19 pandemic was also one of the factors that contributed to a decline in students' awareness of learning. It appears that the pandemic will have a negative impact on the psychological condition of the community, especially children and adolescents, who are generally more vulnerable to psychological problems (Akat, 2020). This is because their cognitive and emotional functions are not yet fully developed, making it difficult for them to understand the situation and express their emotions appropriately (Al-Attas, 1999). In today's modern era, motivation to learn and critical thinking skills are the foundations of education. Therefore, alternatives are needed to address the suboptimal learning motivation of students that are interactive and enjoyable (Labibah, 2025). In the world of education, learning motivation is one of the key factors that determine the success of the learning process. Motivation not only encourages students to be active in learning activities, but also helps them to persevere in the face of intellectual challenges (Khairunnisa, 2025). The dialogue method places students as active subjects in the learning process, rather than mere recipients of information (Radino, 2025). This idea has actually been expressed for a long time by classical philosophers, one of whom is Al-Farabi, who emphasized the importance of reason and interaction in the process of achieving true knowledge.

Al-Farabi emphasized the importance of interaction in the learning process, in which the dialogical method is one of the relevant approaches to achieving educational goals (Nasr S. H., 2022). The dialogical method in education aims to create a participatory and collaborative environment. Al-Faraby believes that through dialogue, individuals can explore knowledge more deeply. Discussions and question-and-answer sessions are effective means of developing students' critical thinking. Dialogue allows students to actively participate in the learning process, so

that they are not only recipients of information, but also processors of ideas (Radino, 2025). This approach strengthens the relationship between teachers and students and encourages students to take more responsibility for their learning. Teachers as facilitators is very important in dialogic methods. Al-Faraby argues that teachers should not only function as conveyors of information, but also as facilitators who encourage discussion holistic (Luluk, 2025). This creates space for students to engage in critical thinking and express their views. As good teachers are those who are able to create an open learning environment, where students feel comfortable expressing their opinions (Kasman, 2021).

By integrating dialogical methods into the education system, we can develop a more holistic and effective approach. Al-Faraby's thinking reminds us that education is not a one-way process, but rather a continuous dialogue (Roeslaini, 2021). Education is a shared journey in the search for truth, where dialogue becomes a bridge connecting individuals with knowledge and values (Nasr S. H., 2022). Furthermore, it is this high level of awareness and motivation in individual that will improve student achievement. The role of motivation in producing achievement through critical thinking is very important in student learning in order to achieve critical thinking (Barus, 2023). The use of dialogic methods is a new approach in learning methods that aims to increase student motivation and critical thinking skills, thereby providing a new solution in teaching and learning activities (Awaliyah, 2015).

Through this research, researchers can analyze the effectiveness of the application of dialogic methods in increasing students' learning motivation and critical thinking skills at the senior high school level. Specifically, this research aims to: (1) explain the effect of dialogic methods on increasing students' learning motivation, (2) examine the application of dialogic methods and students' critical thinking skills, and (3) evaluate the role of dialogic methods in creating an interactive, reflective, and meaningful learning process (Roeslaini, 2021). By achieving these objectives, the research is expected to contribute to the development of more effective and student-centered learning models, in accordance with the concept of education as a dialogic process in the search for truth and values.

2. Methodology

Research Design

This research is quantitative pre-experimental with a one group pretest-posttest design. This design refers to Sugiyono's opinion. According to him, this design can be used to test a relationship between one variable and another variable within a certain theoretical framework (Nursa R. A., 2020). The theory and relationship in question is the correlation between the dialogic method variable and student motivation and learning achievement by examining the relationship between variables in the study (Sugiyono, 2016). Meanwhile, the one-group pretest-posttest research design is a simple study with one group as the research subjects. Measurements are taken before and after the dialogic method, and there is no

control group used as a comparison. After the dialogic method is administered, measurements are taken on both groups. The comparison between the pretest and posttest is considered a form of treatment effect (Sugiyono, 2016).

Development of Research Instruments

There are several stages in determining the research questionnaire instrument, namely:

1. The first step the researcher took in developing the research instrument was to analyze the research variables into sub-research areas. The research variables used as indicators to generate the desired data were student learning motivation and critical thinking.
2. The second step was to determine the type of instrument used to measure the variables and their indicators. The type of instrument used was a Likert-scale questionnaire and to develop a research instrument outline. This instrument was used by providing several statements related to student learning motivation and critical thinking at SMA Kartika XIX-1.
3. In the third step, the researcher compiled the questionnaire items according to the instrument type and the number specified in the grid, totaling 46 items. After compiling the instrument, the researcher provided guidance and expert judgment
4. In the fourth step, after providing guidance and several revisions regarding the development of the research instrument items, the researcher conducted a pilot test of the questionnaire with 78 students on Wednesday, July 16, 2025. This was done to determine the validity and reliability of the instrument that would be used in the research. This pilot test would identify valid and invalid items. Items that were not included in the actual research were not included.

To measure students' learning motivation, a specific research instrument was developed by considering both intrinsic and extrinsic motivational factors. This instrument was constructed based on established theories of learning motivation and adapted to the context of this study. It aims to capture students' level of interest, persistence, participation, and enthusiasm during the implementation of Al-Farabi's dialogic method. The motivation instrument is expected to provide a comprehensive description of how students respond emotionally and behaviorally to the learning process. Moreover, it helps identify changes in students' motivation before and after the intervention. The instrument was also validated by experts to ensure its relevance and clarity. To facilitate better understanding of the instrument structure, the indicators, dimensions, and statement items are presented in the table 1 below:

Table 1. Learning Motivation's Question Item

No.		Statement
1	+	I feel excited to work on difficult Islamic Religious Study questions
	-	I keep procrastinating on doing the assignments given by the teacher.
2	+	I focused on paying attention to the teacher's explanation during the lesson.
	-	I was busy chatting with my friends while the teacher was explaining the material.

3	+	I enjoy taking Islamic Education lessons
	-	I am not interested in Islamic Education subjects
4	+	I took the initiative to read the material in the Islamic Education textbook before the lesson began.
	-	I repeated the material taught by the Islamic Religious Education teacher under duress
5	+	I took Islamic Education lessons because of my personal desire.
	-	I feel forced to take Islamic Education lessons
	+	I take Islamic Education lessons to get satisfactory grades.
6	-	Even though my friends get high marks, it doesn't matter to me if they get low marks in Islamic Education learning.
7	+	I want to get better grades than before.
	-	I don't care about the grades I get
	+	I want to be a champion in the Islamic Religious Study competition by diligently studying Islamic Religious Study lessons.
8	-	I only study Islamic Religious Education when there is an assignment and when exams are approaching.
9	+	I feel happy when the teacher assesses the results of my homework
	-	The gifts that the teacher gave me were just ordinary.
10	+	I am happy when the teacher announces the best scorers in exams or quizzes.
	-	I feel bored with the announcement of the best scorers in exams or quizzes.
	+	The media used by the teacher in teaching makes me enthusiastic about learning Islamic Education.
11	-	I am not interested in studying Islamic Education even though it uses various media and methods.
	+	The interesting ways that teachers use to explain the material make me enjoy studying Islamic Education.
12	-	The methods used by teachers in delivering material are very boring
	+	The neat arrangement of chairs and tables makes me comfortable taking Islamic Education lessons.
13	-	No matter how comfortable the classroom is, I still don't feel motivated to take Islamic Education lessons.
	+	The pleasant learning atmosphere makes me comfortable when studying Islamic Education in class.
14	-	Boring learning methods make me unable to focus on studying Islamic Education

To ensure the systematic measurement of students' critical thinking skills, a research instrument was carefully developed based on relevant theoretical frameworks and previous studies. This instrument was designed to capture various aspects of critical thinking, including analysis, evaluation, and logical reasoning abilities demonstrated by the students during the learning process. The instrument also considers the learning objectives and the characteristics of Al-Farabi's dialogic method applied in this research. Therefore, the alignment between the teaching method and the assessment tool is expected to produce valid and reliable data. In order to provide a clear overview of the structure and components of the instrument, the detailed indicators, dimensions, and question items are presented in the table 2 below:

Table 2. Critical Thinking's Question Item

No.		Statement
1	+	I don't immediately believe the information I receive without proof.
	-	I accept any information as long as it comes from someone I trust.
2	+	I'm not easily satisfied with the answer 'because that's the way it is'
	-	I feel that a short answer is sufficient without the need for further explanation.
3	+	Looking from different angles

	-	I don't think about how knowledge relates to my life.
4	+	I try to understand various opinions before making conclusions.
	-	I only see a problem from one point of view.
5	+	I am used to organizing my thoughts in a coherent and logical manner.
	-	I tend to be indifferent to logical sequence when expressing opinions.
6	+	Saya menganalisis masalah secara mendalam sebelum mengambil keputusan.
	-	I tend to jump to conclusions without much analysis.
7	+	I am more confident about things I have thought deeply about.
	-	I believe something because everyone else believes it.
8	+	I feel calm after finding the truth through the process of thinking.
	-	I still feel anxious even though I have faith.
9	+	My faith feels strong when my mind and heart are in line.
	-	I feel confident even though I don't fully understand it logically.

Descriptive Statistics-Data Analysis

This study required scoring to analyze the data. Learning motivation scores were used to determine the extent of student's motivation to learn. The Learning Motivation and Critical Thinking instrument consisted items. Each had five alternative answers, with their respective scores outlined in the following table 3:

Table 3. Scores for Student Learning Motivation Instrument Items

Item	Scores				
	SA	A	U	DA	SDA
Positive (+)	5	4	3	2	1
Negative (-)	1	2	3	4	5

(Sugiyono, 2016)

Description:

SA	: Strongly Agree
A	: Agree
U	: Uncertain
DA	: Disagree
SDA	: Strongly Disagree

Next, the researcher determined the scoring criteria for the learning motivation instrument items using the following steps, based on Azwar (2003):

1. Determine the minimum score based on the lowest weighting = 35
(number of items) x 1 (lowest weighting) = 33.
2. Determine the maximum score based on the highest weighting = 33
(number of items) x 5 (highest weighting) = 165.
3. Determine the area of distribution using the formula maximum score - minimum score. The resulting area of distribution is 165 - 33 = 132.
4. Determine the standard deviation (σ) = 140 (area of distribution) / 6 = 23.33 (rounded to 23).
5. Theoretical mean (μ) = 33 (minimum score) x 3 = 99

After obtaining the learning motivation score, the next step is to interpretation the score data according to the following categorization or score range on table 4:

Table 4. Categorization of Student Learning Motivation Scores

Formula	Motivation and Thinking Formula	Critical	Category	Interpretation
$X \leq \mu - 1,5\sigma$	$X \leq 99 - 1,5(23)$		$X \leq 64,5$	Very Low
$\mu - 1,5\sigma < X \leq \mu - 0,5\sigma$	$99 - 1,5(23) < X \leq 99 - 0,5(23)$		$64,5 < X \leq 87,5$	Low
$\mu - 0,5\sigma < X \leq \mu + 0,5\sigma$	$99 - 0,5(23) < X \leq 99 + 0,5(23)$		$87,5 < X \leq 110,5$	High
$\mu + 0,5\sigma < X \leq \mu + 1,5\sigma$	$99 + 0,5(23) < X \leq 99 + 1,5(23)$		$110,5 < X \leq 120,5$	Very High

Based on the results of the calculation of the student learning motivation scores above, it can be concluded that students who get a score equal to less than 70.5 are stated to have very low learning motivation, students who get a score less than 70.5 are stated to have low learning motivation, students who get a score between less than 93.5 and more than or equal to 116.5 are stated to have high learning motivation, and students who get a score between less than 116.5 and more than or equal to 120.5 are stated to have very high learning motivation.

3. Results and Discussion

Participants, class conditions, and implementation time

The participants in this study were senior high school students of SMA Kartika XIX-1 Bandung, specifically grade XI senior high school students, with a population of 25 people there are 16 boys and 11 girls which used learning methods especially in Islamic Religious Education subjects which are generally applied in class using the lecture method. The technique used in determining the sample was purposeful sampling. The researcher chose senior high school students aged 16-18 years because they are in a crucial year in the formation of their interests and motivations in life. The selection of children aged 16-18 years was also based on the characteristics of their intellectual and cognitive development, where at this time children have been able to determine their desires, interests, or motivations to explore a particular subject, topic, or section. With these characteristics of children, the dialogic method that emphasizes interactive activities helps children to increase their learning motivation and critical thinking skills. In learning, students usually use lecture and presentation method (Glynn, 2011).

The research was conducted in the odd semester of the 2025/2026 academic year. Starting from July 23 to September 11, 2025. The treatment of using the dialogic learning method in al-Faraby's thoughts was carried out in 8 offline meetings and 1 online meeting followed by a research instrument in the form of a questionnaire in the pretest and posttest. The research instrument used by the researcher was a questionnaire, using a Likert scale of 35 items and using a test instrument. The Likert scale is a form of research instrument that emphasizes respondent agreement which is used to determine respondent agreement with statements to represent individual characteristics (Boone Jr, 2020). This research instrument will later go through a construct validity and reliability check by expert judgment.

Descriptive Data of Sub-Variable Scores and Indicators of Students' Learning Motivation and Critical Thinking Conditions Before Using the Dialogic Method in Al-Faraby's Thinking

The first problem formulation asks about the condition of students' learning motivation and Critical Thinking before using the dialogic method in Al-Faraby's thinking. In order to answer the first problem formulation, a pretest was conducted on Friday, August 14, 2025, with 25 respondents from grade XI-7 of SMA Kartika XIX-1 Bandung City. The scores and percentages of the initial condition of students' learning motivation and Critical Thinking on the pretest data, the average pretest score was 102.8, with a low interpretation. The summary of the pretest scores and their interpretation is as follows in table 5:

Table 5. Pretest Score Percentage

No	Interpretation	Frequency	Percentage
1	Very High	0	0%
2	High	10	40%
3	Low	11	44%
4	Very Low	4	16%

Based on the table of the Pretest Score Recapitulation and the percentage above, it can be seen that there are 0 out of 25 students or 0% of students who fall into the category with very high Islamic Religious Study learning motivation and Critical Thinking, there are 10 out of 25 students or 40% of students who fall into the category of high Islamic Religious Study learning motivation and Critical Thinking, there are 11 out of 25 students or 44% of students who fall into the category of low Islamic Religious Study learning motivation and Critical Thinking, and there are 4 out of 25 students or 16% of students who fall into the category of very low Islamic Religious Study learning motivation and Critical Thinking.

Descriptive Data of Sub-Variable Scores and Indicators of Students' Learning Motivation and Critical Thinking Conditions After Using the Dialogic Method in Al-Faraby's Thinking

The second research question addressed student's learning motivation and critical thinking after using the dialogic method in Al-Faraby's thinking. To answer the first research question, a pretest was administered and got the scores and presentations for students' initial learning motivation and critical thinking on *posttest* score above known that the posttest score is 120,28 and the interpretation is very high. After that for recapitulation score we can see the interpretation follow in table 6:

Table 6. Posttest Score Percentage

No	Interpretation	Frequency	Percentage
1	Very High	0	0%
2	High	0	0%
3	Low	8	32%
4	Very Low	Scores	Interpretation

The Effectiveness of Using the Dialogic Method in Al-Faraby's Thinking to Improve Students' Learning Motivation and Critical Thinking in Islamic Religious Education Learning

Researchers conducted an Effectiveness Test to see whether there was a difference in the average score of the Islamic Religious Education learning method using the dialogic method in al-Faraby's thinking. This was effective or not in increasing students' learning motivation and critical thinking. Therefore, an N-Gain test was conducted by looking at the percentage value. The results of the N Gain Effectiveness Test can be seen as follows in the table 7:

Table 7. N-Gain Result

Statistics		
Percentage N-Gain		
N	Valid	25
	Missing	0
Mean		73.7102
Minimum		8.65
Maximum		209.21

Based on the data in the table above, it can be seen that the average difference or percentage of N-Gain is at a value of 73.7102. Referring to the N-Gain Effectiveness interpretation guide, this percentage value is in the interpretation of "Quite Effective" or at a percentage of 56-75. Thus, it can be concluded that the use of the dialogic method in al-Faraby's thinking applied by researchers in increasing students' learning motivation and critical thinking is quite effective

Al-Farabi's Dialogical Method Prioritizes The Process of Question and Answer, Argumentation, and The Formation of Reason

Student learning motivation differed significantly between the pretest and posttest, with an average score of 102.8 for learning motivation and critical thinking for students and 120.28 for the pretest and 120.28 for the posttest. Student learning motivation increased by 17.48% after eight treatments. This indicates that the dialogic method in al-Faraby's thinking in Islamic Religious Education learning contributed to increased student learning motivation. This finding aligns with theory that dialogic methods can enhance students' learning motivation and critical thinking. The dialogic method in al-Faraby's thinking, as presented by the researcher, is divided into several processes (Sadaf, 2020).

The dialogic method in al-Faraby's thinking in Islamic Religious Education learning focuses on increasing students' desire and desire to succeed, increasing their drive and need to learn Islamic Religious Education, and promoting engaging learning activities. Researchers used questions and trigger motions (fake news analysis) as an introduction to the learning material and students felt enthusiastic about the dialogic method in al-Faraby's thinking in Islamic Religious Education learning so that learning went well until the daily evaluation of the material that had been taught because the class also ran conductively. This can be seen from the statistical figures

listed in the researcher's findings that the average change in intrinsic and extrinsic learning motivation in these indicators experienced a significant increase. Then with the use of the dialogic method in al-Faraby's thinking, it can train students' critical thinking towards learning because it can be a stimulus for students to be able to understand the content of the material presented, train students' concentration to focus their attention on the entire enjoyable material, and help students to focus their interest in the material presented (Rani, 2022).

Next, the researcher provided the students with the opportunity to conduct a dialogic presentation of the material presented using the dialogic method in al-Faraby's thinking, divided into several groups. This aimed to focus on improving motivational indicators related to hopes and aspirations, future goals, and appreciation for learning. In this meeting, students were also seen to be enthusiastic about the ongoing learning and progressed well, including daily evaluations of the material taught. There was an increase in awareness of the importance of Islamic Religious Education learning, students tended to be more active in questions and answers during the learning process, became enthusiastic about answering questions posed by the teacher to obtain high grades or points, and became a facility to motivate children to be able to learn with fun learning. This can be seen from the statistical figures listed in the researcher's findings that there was a significant change in the average intrinsic and extrinsic learning motivation in these indicators. Furthermore, through the use of the dialogic method in al-Faraby's thinking, it can be a means to channel students' needs for imagination and fantasy, improve students' verbal abilities, increase students' stimulation of writing skills, and broaden children's thinking horizons (Awaliyah, 2015).

The researcher conducted learning dialogic method in al-Faraby's thinking through debate between groups. The researcher provided eight motions that would be randomly selected using a roulette wheel. Previously, in the seventh meeting, students would be asked to prepare materials related to the existing motions by discussing in groups to find the necessary data and materials. At this time, the teacher served only as a facilitator and students would be given full opportunity to solve the existing problems. At the eighth meeting, it was held like a debate "competition" between groups, the teams, both against and for, were not allowed to look for more material once they were in their respective rooms, given 10 minutes for speaker 1 of each group to deliver an introduction statement, 17 minutes for the debate phase (all speakers but started by speakers 2, 3, and 4), and 3 minutes for the conclusion by speaker 5. At this meeting, the increase in students' learning motivation and critical thinking was seen to have increased significantly, starting from the way students asked questions with a pattern of doubting information received without evidence, not being easily satisfied with simple/dogmatic answers, seeing from various points of view, starting to be able to construct arguments logically, analyzing problems before drawing conclusions, and beginning to appear to have confidence emerging from the thinking process. This can be seen from the statistical figures listed in the researcher's findings that there was a change in the percentage score of the finding indicators in chapter four. This finding is also in line with humans who think critically by Sadaf, namely humans who are able to use

their reason to organize knowledge systematically and distinguish between opinion and essence (Sadaf, 2020).

Factors Inhibiting the Effectiveness of Al-Farabi's Dialogic Method

In this study, to determine the effectiveness of the dialogic method in Al-Farabi's thought, the researchers examined the N-Gain percentage. The results showed an N-Gain score of 73.7102%, rounded to 74%. Theoretically, this figure falls into the "Quite Effective" category, with a value range of 56-75%, meaning "Quite Effective." This means that the dialogic method in Al-Farabi's thought is quite effective in increasing student learning motivation. However, this differs slightly from the theory, who stated that the dialogic method in Al-Farabi's thought plays an effective role in increasing student learning motivation, including in Islamic Religious Education. The researchers also analyzed several factors that caused the discrepancy between the research results and the theory, as follows:

1. Lack of Time Management.

The application of the dialogic method in al-Faraby's thought has been quite effective in increasing student enthusiasm for learning, especially when teaching in classes with large numbers of students. The more students there are in a class, the more time teachers need to ensure each student is engaged and paying attention to the subject matter. At SMA Kartika XIX-1 Bandung City, Islamic Religious Education lessons last for three hours, with each hour lasting 35 minutes. This means that in each learning session, the time available to develop students' thinking skills is only about 105 minutes. Teachers must also manage and guide the learning flow of 25 students simultaneously in one class. However, ideally, to maintain student focus, the recommended learning duration is two hours, or a total of four lesson hours.

2. Lack of Experimental Time.

The experimentation time feels too short to optimally enhance students' learning motivation and critical thinking within eight sessions. Student learning motivation is how a person views the learning process, which requires a long and continuous period of time to develop optimally. Student learning motivation and critical thinking include several steps that need to be carried out in stages. So, the results obtained are still not in accordance with the expectations that were expected at the beginning. This method seems to be more effective if used over a longer period of time. In further research, a longer period of time can be used, at least one full semester or one full academic year, so that there is a much more significant increase.

Factors Supporting the Effectiveness of Al-Farabi's Dialogic Method

In order to understand why Al-Farabi's dialogic method was quite effective implemented in this study, it is necessary to examine several factors that supported its success in the learning process. These factors played an important role in creating a conducive learning environment and enhancing students' participation and understanding. They also contributed to the achievement of the learning objectives related to critical thinking and learning motivation. By identifying these aspects, this research can provide a clearer explanation of how and why the dialogic method

positively influenced students' learning outcomes. Therefore, the following section will present and discuss two main supporting factors that significantly strengthened the effectiveness of Al-Farabi's dialogic method in this study, as follows:

1. Active Engagement and Critical Thinking

Al-Farabi's dialogic method is highly effective because it promotes active engagement among students rather than passive reception of knowledge. Through continuous dialogue, learners are encouraged to express their ideas, ask questions, and respond to different viewpoints. This process helps them become more involved in their own learning journey. When students actively participate, they do not simply memorize information, but they learn how to understand concepts deeply. Dialogue also allows students to clarify misunderstandings directly through interaction. Furthermore, it trains students to develop logical reasoning and structured thinking. As they encounter differing opinions, they learn how to analyze arguments critically and objectively. This helps improve their ability to evaluate information rather than accept it blindly. The discussion process also increases students' confidence in expressing their thoughts. Over time, this type of engagement builds independent and reflective thinkers who are capable of lifelong learning.

2. Moral and Intellectual Development

Another important factor supporting the effectiveness of Al-Farabi's dialogic method is its strong focus on moral and intellectual development. Al-Farabi believed that education is not only about transmitting knowledge but also about shaping virtuous character. Through meaningful dialogue, students are guided to reflect on ethical values and social responsibilities. This method helps them connect knowledge with moral actions in real life. By discussing philosophical and ethical issues, learners gradually develop empathy and wisdom. Dialogue also teaches respect for others' opinions, even when there is disagreement. This builds a culture of tolerance and mutual understanding in the learning environment. Moreover, students learn to control their emotions and practice patience while engaging in discussions. Intellectual discipline is also formed, as students are required to support their arguments with logical reasons. In the long term, this contributes to the formation of individuals who are not only intelligent but also morally responsible members of society.

Obstacles During Research

During the research process, several significant obstacles were encountered that affected the implementation of Al-Farabi's dialogic method. The most critical challenge occurred when a large-scale public demonstration took place near the research location. As a result, campus activities were disrupted and all face-to-face classes were temporarily suspended for safety reasons. The learning process was then shifted to an online format, which lasted for two scheduled meetings. This situation caused a delay in the research timeline and interrupted the continuity of the dialogic method. Since Al-Farabi's method highly depends on direct face-to-face interaction, it could not be optimally applied in an online environment. The lack of physical presence reduced the quality of dialogue between the teacher and students. Technical issues such as unstable internet connections also further limited

student participation. Some students became less active and more passive during online discussions. Consequently, the researcher had to adjust the schedule and repeat several activities once offline learning resumed. These conditions made the data collection process longer and more complex than initially planned.

4. Conclusion

The conclusion of this study is that there is a significant influence on students' learning motivation and critical thinking with a percentage increase of seventeen percent. Students' learning motivation and critical thinking overall have a "very high" interpretation. This is proven by the calculation results of the questionnaire that has been distributed to all students who are the sample in this study. Furthermore, there is a difference in the average or percentage of N-Gain at a value referring to the interpretation guide for the Effectiveness of N-Gain, this percentage value is in the interpretation of "Quite Effective" or at a percentage of the table interpretation score above. Thus, it can be concluded that the use of the dialogic method in al-Faraby's thought applied by researchers in increasing students' learning motivation and critical thinking is quite effective. Thus, the dialogic method in al-Faraby's thought has been proven to increase students' learning motivation and critical thinking, although its effectiveness is not absolute. This study also has limitations, including the failure to consider other control variables such as religious schools, specialized learning materials, and limited time. Therefore, the results of this study need to be interpreted carefully and can be supplemented with other approaches in future research.

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