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THE EFFECT OF THE SSCS (SEARCH, SOLVE, CREATE, AND SHARE) LEARNING MODEL ON STUDENTS' HIGHER-ORDER (C6) LEARNING OUTCOMES IN ISLAMIC CULTURAL HISTORY

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model pembelajaran SSCS (Search, Solve, Create, and Share) terhadap hasil belajar siswa pada mata pelajaran Sejarah Kebudayaan Islam (SKI) di MTs Darul Huda Bandar Lampung, khususnya dalam meningkatkan keterampilan berpikir tingkat tinggi pada ranah kognitif C6 (mencipta). Penelitian menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen melalui desain post-test only control group design. Sampel penelitian terdiri atas dua kelas, yaitu kelas VIII A sebagai kelompok eksperimen yang menerapkan model SSCS dan kelas VIII C sebagai kelompok kontrol yang menggunakan pembelajaran konvensional. Instrumen penelitian berupa tes pilihan ganda yang telah melalui uji validitas dan reliabilitas dengan hasil Alpha Cronbach sebesar 0,617 yang menunjukkan tingkat reliabilitas memadai. Analisis data dilakukan menggunakan uji t sampel independen. Hasil penelitian menunjukkan nilai signifikansi sebesar 0,015 < 0,05, sehingga terdapat perbedaan yang signifikan antara hasil belajar siswa pada kelas eksperimen dan kelas kontrol. Temuan ini membuktikan bahwa model pembelajaran SSCS efektif dalam meningkatkan hasil belajar siswa pada mata pelajaran SKI. Kebaruan penelitian ini terletak pada penerapan model SSCS dalam konteks pembelajaran Sejarah Kebudayaan Islam yang masih jarang diteliti. Selain meningkatkan hasil belajar, model SSCS juga mampu mendorong keterlibatan aktif siswa, kreativitas, kemampuan pemecahan masalah, serta keterampilan berpikir tingkat tinggi, sehingga berkontribusi terhadap pengembangan strategi pembelajaran inovatif dalam pendidikan Islam.

Kata Kunci: Keterampilan Berpikir Tingkat Tinggi, Sejarah Budaya Islam, Hasil Belajar, Model SSCS

ABSTRACT

This study aims to analyze the effect of the application of the SSCS (Search, Solve, Create, and Share) learning model on student learning outcomes in the subject of Islamic Cultural History (SKI) at MTs Darul Huda Bandar Lampung, especially in improving higher-order thinking skills in the cognitive domain C6 (creating). The study used a quantitative approach with a quasi-experimental method through a post-test only control group design. The research sample consisted of two classes, namely class VIII A as the experimental group that implemented the SSCS model and class VIII C as the control group that used conventional learning. The research instrument was a multiple-choice test that had passed validity and reliability tests with a Cronbach's Alpha result of 0.617 indicating an adequate level of reliability. Data analysis was carried out using an independent sample t-test. The results showed a significance value of 0.015 <0.05, so there was a significant difference between student learning outcomes in the experimental class and the control class. This finding proves that the SSCS learning model is effective in improving student learning outcomes in the SKI subject. The novelty of this study lies in the application of the SSCS model in the context of learning Islamic Cultural History which is still rarely studied. In addition to improving learning outcomes, the SSCS model is also able to encourage active student involvement, creativity, problem-solving abilities, and higher-order thinking skills, thus contributing to the development of innovative learning strategies in Islamic education.

Keywords: *Higher-Order Thinking Skills, Islamic Cultural History, Learning Outcomes, SSCS Model*

INTRODUCTION

Education constitutes a strategic instrument in developing high-quality human resources across intellectual, spiritual, and social dimensions (Abidin, 2025; Manalu, 2025; Rahman et al., 2022). From the perspective of Islamic education, the learning process is not merely concerned with the transfer of knowledge, but also with the holistic development of students' character, morality, and personality (Herwati, 2024; Ningsih & Azmaliah, 2025). Therefore, effective learning should facilitate the optimal development of students' potential, particularly in higher-order cognitive domains such as critical, creative, and reflective thinking (Annisa et al., 2025; Data et al., 2025; Hamna & Windar, 2022).

Learning outcomes represent the level of student achievement following the instructional process and serve as key indicators of the attainment of predetermined learning objectives (Amelia & Solikhah, 2024; Rahmadani, 2024; Satriani et al., 2022; Setiawan & Nuryadi, 2024; Siregar, 2024). Accordingly, learning outcomes can be used to evaluate both the success of the learning process and the effectiveness of the instructional model implemented (Mboa & Ajito, 2024; Rizki & Wicaksono, 2024; Rosidah & Putri, 2020; Sari et al., 2024). Improving the quality of education in Indonesia is closely linked to enhancing students' learning outcomes, as strong outcomes reflect both a solid understanding of the material and the effectiveness of the learning process (Azahrah et al., 2021; Purwanto, 2021; Susanti, 2023).

In this context, the subject of Islamic Cultural History (Sejarah Kebudayaan Islam/SKI) holds a significant role. It not only delivers historical knowledge but also serves as a medium for internalizing exemplary values and Islamic civilization that remain relevant to contemporary life (Ananda & Hidayati, 2025; Munawir et al., 2025; Noorhidayah et al., 2025). However, learning outcomes in SKI are not solely determined by students' academic performance but also by their ability to think critically, creatively, and solve problems in real-life contexts (Asria & Nurhayati, 2024; Novitasari et al., 2025; Sepriani et al., 2026; Syazali & Erfan, 2021).

In practice, many students still face challenges in achieving optimal learning outcomes, including low learning motivation, limited engagement during instruction, and difficulties in understanding complex concepts in SKI. These issues indicate that the learning process often relies on conventional instructional models that do not adequately accommodate students' needs. As a result, the learning outcomes achieved have not met the expected standards.

Based on preliminary research conducted through classroom observations and interviews with the SKI teacher at MTs Darul Huda Bandar Lampung, Ms. Titi Mirasari, S.Pd.I., several key problems were identified. These include: (1) students being easily distracted during instructional explanations, (2) low student learning outcomes, and (3) limited interest and lack of focus in participating in the learning process

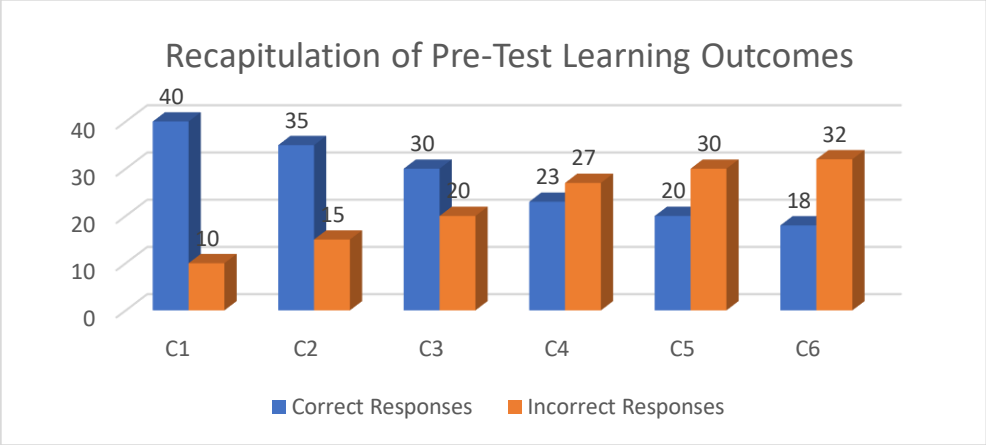

Figure 1. Recapitulation of Pre-Test Learning Outcomes from Preliminary Study of Students in Islamic Cultural History

Furthermore, based on the recapitulation of pre-test results presented in Figure 1, it was found that most students still experience difficulties in achieving higher-order cognitive levels. This is evidenced by the dominance of incorrect responses compared to correct ones across all indicators. The gap is particularly evident at the C6 level (creating), where only 18 correct responses were recorded compared to 32 incorrect responses. Even at lower cognitive levels such as C1 (remembering), C2 (understanding), and C3 (applying), a significant disparity between correct and incorrect answers remains evident. These findings indicate that students have not yet been able to optimally comprehend and apply the learning material, particularly

at higher-order cognitive level of C6 (creating). This condition highlights the need for an instructional model capable of enhancing both student engagement and learning outcomes.

In response to these challenges, an innovative instructional model is required to foster active student engagement while simultaneously developing higher-order thinking skills. One such relevant model is the SSCS (Search, Solve, Create, and Share) learning model, which emphasizes a systematic problem-solving process through stages of information searching, problem-solving, solution creation, and sharing of ideas (Takda et al., 2021; Yuanita et al., 2024). Therefore, the SSCS model has the potential to enhance students' critical thinking, creativity, as well as their collaboration and communication skills (Fitriyah et al., 2024).

The SSCS (Search, Solve, Create, and Share) learning model is a problem-based instructional approach designed to develop students' critical thinking skills and active engagement in the learning process (Jusman, 2021). This model integrates four main phases: search, solve, create, and share. The search phase focuses on identifying and exploring relevant information related to a given problem, enabling students to understand the context comprehensively. The solve phase emphasizes the formulation of problem-solving strategies through discussion, analysis, and the selection of relevant alternative solutions. The create phase encourages students to generate solutions or products tangible outputs as representations of their understanding. Finally, the share phase provides opportunities for students to communicate their ideas to others, facilitating collaborative knowledge construction and reinforcing understanding through interaction (Nurhasanah & Hamidah, 2024; Syahirah & Lazulva, 2023).

Conceptually, the SSCS learning model is grounded in constructivist learning theory, which positions students as active agents in constructing knowledge. In this perspective, knowledge is not directly transmitted from teacher to the students, but rather developed through meaningful learning experiences, social interaction, and reflective processes. The SSCS model encourages students to connect new information with their prior knowledge through activities such as exploration, analysis, and discussion (T. R. Azzahra et al., 2023). Consequently, the learning process becomes more contextualized and in-depth, while being

oriented toward the development of higher-order thinking skills, including analysis, evaluation, and creation.

The distinction between the SSCS (Search, Solve, Create, and Share) learning model and conventional instructional approaches in Islamic Cultural History (SKI) lies in the level of students' activity and autonomy in the learning process. Conventional models tend to be teacher-centered, in which students predominantly receive information passively through lecture-based methods. This often results in low student engagement and suboptimal development of critical thinking skills. In contrast, the SSCS model provides opportunities for students to actively engage in information seeking, problem-solving, and presenting ideas (Fajra et al., 2025; Rofifah & Meiliasari, 2025). In the context of SKI learning, which is rich in historical and reflective values, this approach is considered more effective in fostering deeper and more meaningful understanding of the subject matter.

The SSCS learning model is oriented toward the systematic development of problem-solving skills through four principal stages: search, solve, create, and share (Ramadhani, Lolita, Anik Nur handayani, 2025). In the search stage, students are guided to identify problems and gather relevant information from various learning resources. The solve stage involves the formulation and testing of problem-solving strategies through group discussion. Subsequently, in the create stage, students organize the outcomes of their problem-solving processes into structured products or conclusions. Finally, the share stage emphasizes the presentation and communication of results, thereby enabling feedback and reinforcing understanding among students (Y. Azzahra et al., 2025). These four stages constitute an integrated learning cycle oriented toward the development of critical, creative, and collaborative thinking skills.

Theoretically, the SSCS model is considered effective as it encourages active student engagement in the learning process, enhances critical and creative thinking skills, and fosters collaboration and communication competencies (Hayati & Hidayatullah, 2022; Hidayah et al., 2024; Khairunnisa & Rakhman, 2023). With these characteristics, the SSCS model has the potential to address issues related to low motivation, limited engagement, and suboptimal learning outcomes, particularly in the subject of Islamic Cultural History (SKI), which requires both conceptual and reflective understanding. Therefore, the implementation of the SSCS

model in SKI learning contexts warrants further investigation to examine its effectiveness in improving students' learning outcomes.

Previous studies conducted by Amiruddin Takda (2021), Via Indriana Putri (2023), Mohamad Restu Cahyadi (2024), Noorwahidah (2025), and Dia Ayu Permata Hati (Hati et al., 2024) indicate that the SSCS learning model has the potential to enhance students' critical thinking skills and learning outcomes. Nevertheless, this study addresses several gaps in comparison to prior research on the implementation of the SSCS model. First, earlier studies have predominantly focused on science and technology subjects such as Physics, Biology, and Mathematics, whereas the present study is situated within the domain of Islamic Education, specifically in the subject of Islamic Cultural History (SKI). Second, prior research has been conducted across various educational levels, including primary, junior secondary, and senior secondary schools, while this study specifically targets students at the Madrasah Tsanawiyah (MTs) level, which has distinct characteristics in terms of instructional approaches, particularly within the context of Islamic education.

Although the SSCS learning model has been widely implemented in subjects such as Physics, Biology, and Mathematics, conceptually it is not confined to the characteristics of specific subject areas. Rather, it emphasizes the systematic development of problem-solving skills, active student engagement, and the enhancement of critical, creative, and communicative thinking abilities. In terms of research novelty, this study offers several contributions. First, to the best of current knowledge, no prior study has examined the effect of the SSCS learning model on learning outcomes in the subject of Islamic Cultural History, making this study among the first to explore this context. Second, this research provides a new perspective on the application of the SSCS model within the domain of Islamic Education, particularly in SKI instruction. Third, this study employs multiple-choice tests as a measure of learning outcomes, allowing for a more objective evaluation compared to other, more subjective assessment methods. The distinctiveness of this study lies in the implementation of the SSCS stages (search, solve, create, and share) within the context of Islamic historical learning, which has not been comprehensively investigated in previous research. Therefore,

this study is expected to enhance both students' learning outcomes and their critical thinking skills in SKI. Ultimately, it is anticipated that this research will make a significant contribution to the development of SSCS-based instructional practices within Islamic education, particularly in improving students' learning outcomes in madrasah settings.

Based on the aforementioned discussion, this study aims to analyze the effect of the SSCS (Search, Solve, Create, and Share) learning model on students' learning outcomes in Islamic Cultural History (SKI), particularly at the C6 (creating) cognitive level. This study is expected to contribute practically by offering an innovative instructional strategy for educators to enhance the quality of teaching and learning processes, as well as to encourage students' active, critical, and creative engagement. Furthermore, from a theoretical perspective, this study is expected to enrich the body of knowledge in the field of educational innovation, particularly concerning the application of the SSCS model within Islamic education, and to serve as a foundation for developing more adaptive learning practices in madrasah contexts that are responsive to students' needs in the modern era.

RESEARCH METHOD

This study was conducted in the second semester of the 2025/2026 academic year at MTs Darul Huda Bandar Lampung, employing a quantitative approach through a quasi-experimental design, specifically a post-test only control group design. The population of this study comprised all eighth-grade students, totaling 120 participants. The sample consisted of two classes: Class VIII A as the experimental group, which received treatment using the SSCS (Search, Solve, Create, and Share) learning model, and Class VIII C as the control group, which was taught using a conventional instructional model. In this study, a probability sampling technique was applied using the simple random sampling method to ensure that class selection was conducted randomly and that each class had an equal opportunity to be selected as a research sample. Following group assignment, the SSCS treatment was implemented through four main stages: Search, Solve, Create, and Share, each designed to stimulate higher-order thinking skills (C6) in Islamic Cultural History (SKI) learning. The study was conducted over three meetings within a three-week period.

The implementation phase of the study began with the application of the SSCS model in the experimental class. The instructional procedures in the experimental group included: (a) the teacher dividing students into several groups, (b) distributing worksheets to each group containing problems related to the learning material, (c) guiding students to identify problems, collect relevant information, and discuss possible solutions, (d) each group presenting the results of their discussion, (e) students providing responses to the presenting group, and (f) the teacher facilitating opportunities for students to express opinions, consider others' perspectives, and receive feedback from their peers. Meanwhile, the control class continued to receive instruction through conventional methods without any specific treatment. After the completion of all instructional stages, both groups were administered a post-test in the form of multiple-choice questions to measure students' learning outcomes. The research instrument consisted of an objective multiple-choice test that had been validated in terms of validity, reliability, difficulty index, and discrimination index prior to its use. The test was specifically designed to assess higher-order cognitive skills (C6), reflecting students' deep understanding of Islamic Cultural History material.

The collected learning outcome data were analyzed statistically. Prior to hypothesis testing, the data were subjected to normality and homogeneity tests to ensure the appropriateness of parametric analysis. Subsequently, an independent samples t-test was conducted to determine differences in learning outcomes between the experimental and control groups. Instrument validity was assessed using the Pearson Product-Moment correlation, while reliability was evaluated using Cronbach's Alpha Coefficient. The final results indicate that the SSCS learning model has a positive effect on improving students' learning outcomes, particularly in enhancing higher-order thinking skills in Islamic Cultural History learning.

RESULTS AND DISCUSSION

This study was conducted in the second semester of the 2025/2026 academic year at MTs Darul Huda Bandar Lampung, aiming to examine the effect of the SSCS (Search, Solve,

Create, and Share) learning model on students' learning outcomes in Islamic Cultural History. Prior to the administration of the post-test, the instrument in the form of multiple-choice items was validated by expert validators and piloted outside the research sample. Subsequently, the items were subjected to validity and reliability testing. After the instrument was confirmed to be valid and reliable, the multiple-choice test was administered to both the experimental and control groups for comparative purposes. Based on the data analysis obtained from students in both groups, with the variable under investigation being learning outcomes, the interpretation of the results is presented as follows.

Validity Test

Table 1. Results of the Validity Test for the Pilot Class

Item Number	R Count	R Table	Remarks
Item 1	0.437	0.361	Valid
Item 2	0.396	0.361	Valid
Item 3	0.441	0,361	Valid
Item 4	0.507	0.361	Valid
Item 5	0.437	0.361	Valid
Item 6	0.619	0.361	Valid
Item 7	0.396	0.361	Valid
Item 8	0.710	0.361	Valid
Item 9	0.518	0.361	Valid
Item 10	0.437	0.361	Valid

Reliability Test

Table 2. Results of the Reliability Test for the Pilot Class

Reliability Statistics	
Cronbach's Alpha	N of Items
.617	10

Based on the results of the validity test conducted on the pilot class as presented in Table 1, all 10 test items were found to have calculated correlation coefficients (r-count) greater than the critical value of r-table (0.361). The r-count values ranged from 0.396 to 0.710. These findings indicate that all test items are valid and suitable for use as research instruments. Furthermore, based on the reliability test results shown in Table 2, the Cronbach's Alpha coefficient was 0.617 for a total of 10 items. This value exceeds the minimum reliability

threshold of 0.60, indicating that the instrument has an acceptable level of reliability. Therefore, the test instrument can be considered consistent and suitable for data collection in both the experimental and control classes.

Based on the analysis of students' learning outcomes in Islamic Cultural History across the two classes, the interpretation of the research findings can be summarized as follows:

Item Difficulty Level

The level of difficulty reflects the extent to which test items are constructed in alignment with the abilities of the test-takers (Damayanti et al., 2021).

Table 3. Distribution of Test Items Based on Difficulty Level

No	Level of Difficulty	Item Number	Total	Percentage
1	Very Difficult	-	-	-
2	Difficult	-	-	-
3	Moderate	-	-	-
4	Easy	2, 7, 9	3	30%
5	Very Easy	1, 3, 4, 5, 6, 8, 10	7	70%

Based on the analysis of item difficulty presented in Table 3, it is evident that among the 10 test items analyzed, none fall into the categories of very difficult, difficult, or moderate (0%). Furthermore, a total of three items, numbers 2, 7, and 9 are categorized as easy, representing 30%. In addition, a total of seven items, numbers 1, 3, 4, 5, 6, 8, and 10 are categorized as very easy, representing 70%. These indicates that the overall test instrument is dominated by very easy items, suggesting a relatively low level of difficulty.

Item Discrimination Index

The discrimination index refers to the ability of a test item to distinguish between high-ability students (upper group) and low-ability students (lower group) (Hendrayadi et al., 2024). The magnitude of discrimination is expressed in a discrimination index ranging from 0.00 to 1.00. The level of item difficulty, on the other hand, is indicated by the difficulty index. According to Arifin, the higher the discrimination coefficient of a test item, the better its ability to differentiate students' abilities. Interpretation of Discrimination Index:

• 0.70–1.00: Very Good (Accepted)

• 0.40–0.69: Good (Accepted)

• 0.20–0.39: Fair (Acceptable with revision)

• 0.00–0.19: Poor

Table 4. Distribution of Test Items Based on Discrimination Index

No	Discrimination Index	Item Number	Total	Percentage
1	Poor	-	-	-
2	Fair	1, 2, 3, 4, 5, 6, 7, 8, 10	9	90%
3	Good	9	1	10%
4	Very Good	-	-	-

Based on the analysis of the discrimination index presented in Table 4, it is evident that among the 10 test items analyzed, none fall into the categories of poor or very good (0%). Furthermore, nine items (Items 1, 2, 3, 4, 5, 6, 7, 8, and 10) are classified as fair, accounting for 90% of the total. Meanwhile, one item (Item 9) is categorized as good, representing 10%. These findings indicate that the majority of the test items have a fair level of discrimination, suggesting that the items demonstrate a moderate capacity to discriminate between high-ability and low-ability students.

Normality Test

The normality test is conducted to determine whether the collected data are normally distributed (Sintia et al., 2022). The data are considered to follow a normal distribution if the significance value > 0.05. The following presents the results of the normality test in this study:

Table 5. Results of the Normality Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Eksperimen	.133	30	.183	.956	30	.251
	Kontrol	.149	30	.086	.959	30	.300
a. Lilliefors Significance Correction							

Based on the results of the normality test presented in Table 5 using the Shapiro–Wilk method, the significance value for the experimental class is 0.251, while that for the control class is 0.300. Since both significance values exceed the 0.05 threshold, it can be concluded that the data for both groups are normally distributed. Therefore, the data meet the assumption of normality and are appropriate for further analysis using parametric statistical tests.

Homogeneity Test

The homogeneity test is used to determine whether the variances across the research groups are equal (homogeneous) or unequal (non-homogeneous) (Sianturi, 2022). The data are considered homogeneous if the significance value (Sig.) > 0.05. The following presents the results of the homogeneity test in this study:

Table 6. Results of the Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.005	1	58	.946
	Based on Median	.000	1	58	1.000
	Based on Median and with adjusted df	.000	1	57.939	1.000
	Based on trimmed mean	.000	1	58	.985

Based on the results of the homogeneity of variance test using Levene's Test presented in Table 6, the significance values (Sig.) are 0.946 (based on the mean), 1.000 (based on the median), 1.000 (based on the median with adjusted degrees of freedom), and 0.985 (based on the trimmed mean). All these significance values exceed the established significance level (α = 0.05), indicating that the variances across the groups are equal (homogeneous). Therefore, the data in this study meet the assumptions of normality and homogeneity and are suitable for further analysis using parametric statistical tests, such as the independent samples t-test.

Hypothesis Testing (t-Test)

Table 7. Results of the Hypothesis Test (t-Test)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.005	.946	2.504	58	.015	1.06667	.42598	.21398	1.91935
	Equal variances not assumed			2.504	57.992	.015	1.06667	.42598	.21398	1.91935

Based on the results of the homogeneity of variance test using Levene's Test, a significance value of 0.946 (> 0.05) was obtained, indicating that the variances of the two groups are homogeneous. Therefore, the analysis of mean differences was conducted using the results under the "equal variances assumed" condition. The results of the t-test show a calculated t-value of 2.504 with 58 degrees of freedom (df) and a significance value (Sig. 2-tailed) of 0.015. Since this significance value is lower than the 0.05 threshold, it can be concluded that there is a statistically significant difference in the mean scores between the experimental and control groups. The mean difference between the two groups is 1.067, with a standard error of 0.426. The 95% confidence interval ranges from 0.214 to 1.92. Therefore, it can be concluded that there is a statistically significant difference between the groups under investigation.

Based on the overall results of the analysis, it can be concluded that the implementation of the SSCS (Search, Solve, Create, and Share) learning model has a significant effect on the examined variable, namely students' learning outcomes. This is evidenced by the results of the independent samples t-test, which indicate a significance value of 0.015, lower than the established significance level of 0.05. Therefore, it can be inferred that there is a statistically significant difference between the experimental and control groups. The higher mean score observed in the experimental group suggests that the implementation of the SSCS model is more effective in improving students' learning outcomes compared to conventional instructional methods. Accordingly, these findings demonstrate that the application of the SSCS learning model has a significant positive impact on enhancing students' learning outcomes in the subject of Islamic Cultural History (SKI) at MTs Darul Huda Bandar Lampung.

Conceptually, the effectiveness of the SSCS (Search, Solve, Create, and Share) model in improving learning outcomes cannot be separated from its emphasis on active student engagement in the learning process (Sanaky & Magfirah, 2023). In contrast to conventional instructional models, which tend to be teacher-centered, the SSCS model provides opportunities for students to construct their knowledge independently through the stages of search, solve, create, and share. In the search stage, students are trained to identify problems and gather relevant information, enabling them to understand the material more

comprehensively. In the solve stage, students develop critical thinking skills through analysis and discussion in formulating solutions. The create stage encourages students to generate ideas or products as tangible representations of their understanding. Meanwhile, the share stage reinforces understanding through communication and the exchange of ideas among students (Fina & Putra, 2023). This structured learning process enables students to achieve a deeper understanding of the material, particularly at higher-order cognitive levels (C6).

The findings of this study also indicate that the SSCS model is capable of addressing the initial problems identified during the preliminary study, such as low learning motivation, limited student engagement, and difficulties in understanding the material, particularly at higher-order cognitive levels (C6). Through the implementation of the SSCS model, students become more active, focused, and engaged in the learning process. This has a positive impact on the development of higher-order thinking skills, especially in the aspect of creating (C6), which was previously identified as a major weakness based on the pre-test results.

Moreover, from the perspective of constructivist learning theory, these findings reinforce the view that knowledge becomes more meaningful when it is actively constructed by learners through authentic learning experiences. The SSCS model aligns with constructivist principles by encouraging students to connect new information with prior knowledge through exploration, discussion, and reflection (Muslimah et al., 2025). Consequently, the learning process extends beyond mere knowledge transmission and fosters the development of deep and sustained understanding.

The findings of this study are also consistent with previous research indicating that the SSCS model is effective in enhancing students' critical thinking skills and learning outcomes (Adibah et al., 2025; Maharani et al., 2025; Tralisno & Alfi, 2025). However, this study offers a more specific contribution by applying the SSCS model within the context of Islamic Education, particularly in the subject of Islamic Cultural History (SKI), which has received relatively limited scholarly attention. This suggests that the SSCS model is not only effective in science-related subjects but is also relevant and effective in value-based learning contexts.

The findings of this study carry important implications, both practically and theoretically. Practically, the SSCS model can serve as an innovative instructional strategy for educators to enhance student engagement and learning outcomes. In addition, this model supports the development of 21st-century skills, including critical thinking, creativity, collaboration, and communication. Theoretically, this study contributes to the body of knowledge on the implementation of innovative learning models within the context of Islamic Education. The results may serve as a foundation for future researchers to develop and apply similar instructional models across different educational levels and subject areas. Therefore, the implementation of the SSCS model is highly recommended in Islamic Cultural History (SKI) learning as well as in other subjects that require active student engagement.

CONCLUSION

Based on the results of the study and the data analysis conducted, it can be concluded that the SSCS (Search, Solve, Create, and Share) learning model has a significant effect on improving students' learning outcomes, particularly in higher-order thinking skills (C6) in Islamic Cultural History (SKI). This is evidenced by the results of the independent samples t-test, which yielded a significance value of 0.015 (< 0.05), indicating a statistically significant difference between the experimental and control groups. Moreover, the mean learning outcomes of students in the experimental group were higher than those in the control group, suggesting that the SSCS model is more effective than conventional instructional methods. Accordingly, the SSCS model has been proven to enhance students' active engagement, develop critical and creative thinking skills, and deepen conceptual understanding in a more meaningful manner. Therefore, the SSCS learning model is recommended as an alternative innovative instructional strategy to improve the quality of students' learning outcomes, particularly in Islamic Cultural History (SKI) instruction within madrasah settings.

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