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A Development of Thinking Skills Within Islamic Culture

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ABSTRACT The current study examines how Islamic culture promotes higher-order thinking skills through its basic idea process, *Tarbiyah*, which is holistic education, *ijtihad*, which is independent reasoning, and *tafakkur* which mean contemplation, analyzes instructional models that bring these concepts to life in educational environments. Utilizing a descriptive-analytical method and qualitative content analysis of primary Islamic texts and modern scholarly literature, the findings show a difference between Islamic pedagogical ideals and actual classroom practices, which often place more emphasis on rote learning than on inquiry learning. The research mentions culturally based teaching models that combine Islamic principles with student-centred teaching methods that are both intellectually flexible and conscious. The root cause of underutilisation is educational design flaws and cultural inadequacy that need systemic modification procedures.