

Implementation of Inquiry Learning Model in Improving Students' Understanding of Islamic Values

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ABSTRAK

This research aims to evaluate the effectiveness of the inquiry learning model in increasing students' understanding of Islamic values in Madrasah Aliyah class XI Darul Hikmah Islamic Boarding School, Bima City. The research results show that the application of the inquiry learning model significantly increases students' understanding of Islamic values, such as honesty, loyalty and compassion. Through this approach, students are actively involved in the learning process, from formulating questions to finding solutions through group discussions. Inquiry learning encourages students to think critically, connect Islamic teachings with the social issues students face, and deepen students' understanding of Islamic teachings holistically. Although this model is effective, research also identifies several obstacles, such as limited teacher skills, limited learning time, and limited facilities and resources. This research suggests the need for collaborative efforts between teachers, students and madrasas to overcome these obstacles and increase the application of inquiry learning. These findings provide an important contribution to the development of inquiry-based learning models in Islamic religious education.

INTRODUCTION

Educator (M. R. Siregar, 2024) Islam has a very important role in shaping students' character and morality. As an institution responsible for educating the nation's next generation, madrasas have a strategic role in providing a deep understanding of the teachings of the Islamic religion, especially the values contained therein. (Hartono et al., 2025). The main mission of Islamic religious education is to equip students with understanding that is not only cognitive, but also affective and psychomotor, which ultimately can shape students' personalities in accordance with Islamic teachings. (Fahira, 2021). In the midst of rapid developments, education in madrasas is required to be able to adapt to learning approaches that are more dynamic, innovative and relevant to the challenges of the times. In reality, many Islamic religious studies in madrasas still use conventional methods which tend to focus on memorizing texts or one-way lectures. Although this approach may be effective in teaching basic information, it is not able to provide sufficient space for students to understand and apply Islamic values in everyday life (Husni et al., 2025).

A learning model that is more interactive, based on exploration, and encourages students to actively think and ask questions. One learning model that is considered to provide a solution to this problem is the inquiry learning model (Huwaidda, 2024). Inquiry learning, as an approach that encourages students to be directly involved in the process of searching for knowledge, is very relevant to learning Islamic values which requires deep and applied understanding (Al Aziiz & Kurnia, 2024). In this model, students not only receive information passively, but students are encouraged to ask questions, look for answers, and reflect on the knowledge they gain. Inquiry-based learning emphasizes critical and active thinking processes that can help students explore the meaning and values contained in Islamic teachings, and connect them with the reality of students' lives (Nazmuddin et al., 2024).

Inquiry learning provides opportunities for students to not only understand religious

texts, but also to feel and appreciate Islamic values in the context of everyday life (Rahman & Murni, 2025). Research regarding the application of the inquiry learning model in Islamic religious education has been widely carried out, although its implementation in madrasas is still limited. Several previous studies have shown positive results regarding the application of this model in religious education. For example, research by (Agustiningasih et al., 2024) states that inquiry learning can increase students' active participation in understanding religious values, especially when this model is applied in the context of Islamic learning. A similar thing was also found in Widodo's (2019) research, which reported that the inquiry approach could improve students' critical thinking skills and provide a deeper understanding of religious concepts. Even research by (Subhan & Khadavi, 2024) shows that students who take part in inquiry-based learning tend to have better and more applicable religious attitudes in everyday life.

However, although various studies support the success of the inquiry model in religious learning, there are still several limitations that need to be considered. One of them is the lack of research that specifically examines the application of this model in the context of madrasas, which have unique social and cultural characteristics (Nasution, 2025). Most research focuses more on the use of the inquiry model in learning science or other subjects, while its application in Islamic religious education in madrasas is still rarely explored. Apart from that, most of the existing studies also focus more on increasing understanding of religious teaching material from a cognitive perspective, without considering its impact on the development of students' religious attitudes and behavior which is very important in religious learning. Another limitation is that many studies only focus on one aspect, for example students' understanding of Islamic teaching material, without linking it to the development of students' character and religious attitudes. In fact, in Islamic Religious Education, teaching does not only focus on transferring knowledge, but also on forming students' characters in accordance with Islamic values.

In this case, the inquiry learning model can be the right solution because it can integrate the teaching of religious knowledge with the formation of students' religious character and attitudes. This research aims to fill this gap by specifically examining the application of the inquiry learning model in increasing students' understanding of Islamic values in Madrasah Aliyah class XI Darul Hikmah Islamic Boarding School, Bima City. This research will not only look at students' cognitive aspects in understanding Islamic values, but will also explore the impact of the inquiry model on the formation of students' religious attitudes and character. By utilizing a qualitative approach through observations and interviews with teachers and students, it is hoped that this research can provide a more comprehensive picture of the effectiveness and challenges of implementing the inquiry learning model in the context of Islamic religious education in madrasas. The aim of this research is to analyze the implementation of the inquiry learning model in increasing students' understanding of Islamic values in Madrasah Aliyah class XI Darul Hikmah Islamic Boarding School, Bima City. This research aims to explore the impact of the inquiry model on the development of students' religious character, as well as identifying the challenges and successes faced by educators in implementing this model. With a more contextual approach and based on real experience in the field, it is hoped that this research can provide a significant scientific contribution to the development of Islamic teaching methods that are more effective, enjoyable and relevant to the needs of students in this modern era.

Inquiry Learning in Education Inquiry learning is an approach that emphasizes the process of investigation and discovery by students in understanding a topic. This model not only encourages students to gain knowledge, but also invites students to think critically, explore information independently (Wulandari, 2024), and develop the ability to solve problems and find solutions. In the context of Islamic religious education, the inquiry model has enormous potential because it can connect religious theories with concrete experiences in society. Research by (Ilahude, 2024) shows that the application of the inquiry model in religious

learning can increase students' active participation, deepen students' understanding of Islamic religious teachings, and encourage students to link religious values with students' life experiences.

This is in line with the basic principles of inquiry learning, which emphasizes personal exploration and reflection (Barokah et al., 2025). Students are not only given information, but are invited to engage in a deeper process of discovery and understanding. In this context, Islamic religious learning does not only teach textual knowledge, but also guides students to find the meaning and relevance of religious teachings in students' lives. In addition, research by (Susanti & Purwandari, 2024) also shows that inquiry-based learning can help students develop critical thinking skills.

In studying Islamic religion, students are encouraged to question religious teachings and explore various perspectives on Islamic values. This approach allows students to better understand Islamic teachings not just as a set of rules, but as a life guide that is relevant to the challenges of modern times (L. Siregar, 2025). This is important to form a young generation who not only knows about Islam, but is also able to practice Islamic values in various aspects of student life. Islamic Learning in Madrasas The education system in madrasas, which integrates religious and general education, has its own challenges in teaching Islamic values (Lubis et al., 2025). The tradition of religious learning in madrasas often prioritizes memorization and mastery of texts, without providing sufficient opportunities for students to reflect on and apply religious values in students' daily lives. (Fakhruddin & Apriani, 2024).

Research by (Isnaniah, 2025) states that the inquiry learning approach in madrasas can increase students' understanding of Islamic moral and ethical values. Through discussion and critical reflection, students are invited to explore Islamic teachings in more depth and understand their implications in students' social and personal lives. However, even though there is great potential in implementing this model, there are still several obstacles in its implementation, such as limited resources and teachers' understanding of effective inquiry learning techniques.

Research by (Arman, 2023) revealed that although the inquiry learning model can improve students' understanding of religious material, the biggest challenge faced is the limitations in implementing it in classes with a large number of students and diverse backgrounds. (Kudadiri, 2024) Teachers as facilitators of inquiry learning need special skills to motivate students to be active in the learning process, as well as the ability to manage the class well (Manah, 2024).

Through a synthesis of existing research, this research aims to make a new contribution to the development of Islamic religious learning methods that are more active, reflective and relevant to the needs of the younger generation. By paying attention to the specific context of madrasas, it is hoped that this research can provide more comprehensive insight into the application of the inquiry learning model in Islamic religious education, as well as offer practical solutions for educators in improving the quality of religious learning in madrasas.

METHOD

This research was conducted at Madrasah Aliyah class. A qualitative approach was chosen because it allows researchers to explore the experiences, perceptions and in-depth views of students and teachers regarding the ongoing learning process (Ilhami et al., 2024). Through this approach, researchers can gain a more comprehensive understanding of how the application of the inquiry learning model can influence students' understanding of Islamic values. The research subjects consisted of 25 class XI Madrasah Aliyah students who were selected using purposive sampling. These students have different religious understanding backgrounds, thus providing a varied picture of the acceptance and impact of the inquiry learning model. Apart from that, five Islamic teachers who taught in this class were also involved as research subjects to obtain students' views regarding the implementation of inquiry learning and the challenges students faced.

The data in this research was collected through three main techniques: observation, interviews, and documentation (Teguh et al., 2023). Observations are carried out during the learning process to observe how the inquiry learning model is applied and the extent to which students participate in the process. In-depth interviews were conducted with students and teachers to explore further about students' experiences in participating in inquiry learning, students' views on the influence of this model on students' understanding of Islamic values, as well as the challenges faced during the learning process. (Siroj et al., 2024) Documentation in the form of learning implementation plans (RPP), teaching materials, and learning evaluation results were collected to provide a more complete picture of the application of the inquiry model in learning. After the data was collected, data analysis was carried out using a thematic analysis approach. This thematic analysis process involves coding data obtained from interviews, observations, and documentation to identify the main themes that emerge related to the application of the inquiry learning model in the context of Islamic religious education (Sari et al., 2022).

Researchers organize and classify data based on these themes, so that they can provide a clearer picture of the impact of the inquiry model on student understanding and how the learning process takes place (Hasan et al., 2025). The findings from this analysis are then linked to relevant theories, and linked to the research objectives to gain deeper insight. To maintain the validity and reliability of the data, this research uses triangulation techniques, namely by comparing data from various different sources (observation, interviews, and documentation) to ensure the accuracy of the findings. This triangulation helps minimize bias and increases the credibility of research results (Safarudin et al., 2023). In addition, researchers also involve members in the data verification process, by asking for confirmation from teachers and students regarding the findings obtained to ensure that the researcher's interpretation of the data is in accordance with the research subjects' experiences. (Ilhami et al., 2024) Through this qualitative method, this research aims to provide an in-depth understanding of the application of the inquiry learning model in Islamic religious learning, as well as to identify the factors that influence the success and challenges in implementing this model in Madrasah Aliyah. Thus, it is hoped that the research results can make a significant contribution to the development of Islamic teaching methods that are more effective and relevant to the needs of students in madrasahs.

RESULT AND DISCUSSION

Result

The results of this research indicate that the implementation of the inquiry learning model significantly enhances students' understanding of Islamic values at Madrasah Aliyah class XI Darul Hikmah Islamic Boarding School, Bima City. Students are not only able to memorize Islamic values but are also actively engaged in formulating questions and discussing solutions. This process encourages students to think critically and deeply about concepts such as honesty, loyalty, and compassion. Additionally, the model helps students better understand how to apply these values in their daily lives. Compared to previous research, these findings confirm the effectiveness of the inquiry learning model in improving understanding of academic concepts; however, they differ in that this study specifically focuses on the application of the model to religious values. This research introduces a new perspective, showing that inquiry not only strengthens students' comprehension of Islamic theory but also aids them in internalizing and applying these values within the context of their social lives. Student responses to inquiry learning were overwhelmingly positive, with students reporting feeling more challenged and actively engaged, particularly when seeking answers to questions they posed themselves. This highlights that the inquiry model fosters critical and collaborative thinking skills, distinguishing it from traditional, more passive learning methods. (Paramita & Wardan, 2024) Increasing students' motivation and understanding of Islamic values plays an important role in the development of students' character, a finding that is more prominent compared to previous

research which focused more on academic aspects alone.

Discussion

The inquiry learning model significantly enhances students' understanding of Islamic values, moving beyond mere memorization to fostering critical thinking and deep reflection on how these values apply in daily life. This aligns with the research's objective to explore the model's impact on students' understanding of Islamic teachings. Through inquiry, students formulate questions, seek solutions, and engage in group discussions, connecting what they learn to real-world experiences. As recent studies highlight, inquiry-based learning encourages active participation and intellectual engagement, making learning more relevant (Amin et al., 2022). This approach helps students relate abstract concepts like honesty, loyalty, and compassion to their social realities, enhancing their understanding of Islamic values in a practical context. (Anshori, 2021) assert that inquiry fosters deeper connections between theory and practice, which not only strengthens academic comprehension but also supports students' personal and social development. (Qomar & Fitri, 2024) This learning model can be said to be more than just a knowledge transfer process, but also as a tool for building a more holistic understanding, both intellectually and morally.

This research supports previous studies that demonstrate the effectiveness of inquiry learning in enhancing students' understanding of academic concepts. However, it introduces a new perspective by highlighting that the inquiry model goes beyond cognitive development to also foster students' affective dimensions, particularly in character development and the application of social religious values (Santoso et al., 2022). This distinguishes the current study from earlier research, which focused primarily on theoretical mastery without allowing space for active and reflective student interaction with the material. (Kurniawan et al., 2021) suggest, inquiry learning encourages deeper engagement, linking academic concepts with personal values. However, the application of this model comes with challenges, particularly regarding teachers' limited skills in managing inquiry-based learning. Effective implementation requires teachers to be well-trained in guiding students through inquiry processes, as the success of this model depends heavily on the teacher's ability to facilitate reflective and collaborative learning experiences.

Inquiry learning not only requires in-depth mastery of the material, but also the skills to ask challenging questions, manage discussions, and create an environment that supports students to think critically. This obstacle is in line with findings from other research which shows that the success of inquiry learning is very dependent on the teacher's ability to act as an effective facilitator, not just as a transmitter of information. Another obstacle faced is limited time in the learning schedule (Junita et al., 2023). Inquiry learning requires longer time because of the in-depth exploration and discussion process, while the limited learning schedule often does not provide enough space for students to carry out inquiry activities optimally. (Nawawi et al., 2024). This creates challenges in optimizing the benefits of this model. However, this problem of limited time is also found in other studies that focus on the use of active learning methods, which require more time for information processing and discussion.

In addition, differences in students' critical thinking abilities present another obstacle in the implementation of the inquiry learning model. Not all students possess the same level of critical thinking skills, and those with lower academic abilities may struggle with the inquiry process, which demands in-depth analysis and independent problem-solving. On the other hand, students with higher abilities may become frustrated if group discussions are ineffective or lack engagement from their peers. This highlights the need for a more inclusive and adaptive approach to learning, one that tailors instruction to the varying abilities of students. (Hussien et al., 2021) differentiating instruction is crucial to ensure that all students can engage meaningfully with the inquiry process. Another challenge identified in this research was the limited availability of facilities and learning resources, which can hinder the full implementation of the inquiry model and the depth of exploration students can undertake.

Inquiry learning requires access to a more varied range of learning resources, such as books, articles and digital media that can help students deepen their understanding. (Rahmadani, 2024). However, not all madrasas have adequate facilities to support inquiry-based learning. The unavailability of adequate resources can hinder students' exploration process in exploring Islamic values more deeply and comprehensively. Finally, environmental influences outside the school, especially family and community, also play an important role in supporting the effectiveness of inquiry learning. This more active and discussion-based learning will be more effective if it is supported by the same understanding and support from parents and the surrounding community. If the social environment does not support the application of the values learned in class, students may find it difficult to internalize and apply these values in students' daily lives.

This research demonstrates that the inquiry learning model can significantly enhance students' understanding of Islamic values. However, several obstacles in its implementation require serious attention. To address these challenges, collaborative efforts among schools, teachers, students, and parents are crucial in creating a supportive environment for inquiry-based learning. Additionally, strengthening teachers' skills, ensuring the provision of adequate facilities, and fostering support from the broader social environment are essential to the success of this model. (Isrofin, 2019) emphasize, a holistic approach that includes community involvement is key to making inquiry learning effective. These findings make an important contribution to the development of more effective and contextually relevant learning models in Islamic religious education, ensuring that students not only understand but also practice Islamic values in their daily lives.

CONCLUSION

The conclusion of this study shows that the application of the inquiry learning model can significantly improve students' understanding of Islamic values, both in cognitive and affective aspects. Through the inquiry approach, students not only memorize Islamic concepts, but are also actively involved in the process of critical thinking and deep reflection on the application of these values in daily life. The model also encourages students' character development, such as honesty, loyalty and compassion, which are important parts of Islamic learning. However, this study also found some barriers in its implementation, such as differences in critical thinking abilities between students, which can cause difficulties for students with lower academic abilities in following the inquiry learning process. In addition, limited learning facilities and resources are also a challenge that needs to be overcome. For this reason, collaboration between schools, teachers, students and parents is needed to create an environment that supports inquiry learning. Strengthening teachers' skills, providing adequate facilities and support from the wider social environment are key to ensuring the success of this model in improving students' understanding and application of Islamic values. As such, these findings make an important contribution to the development of more effective learning models in Islamic religious education.

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