The Effect of Inquiry Model in Learning Islamic Religious in Senior High School

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Abstract

This research is based on the rapid development of schools in the modern era, where each school continues to innovate in learning methods so that students remain motivated and do not feel bored in the classroom. Boredom and boredom are one of the inhibiting factors in the teaching and learning process. So that teachers must have creativity in delivering learning materials. This study aims to analyze the effect of the inquiry model in learning Islamic religious education at the senior high school level in Indonesia. This research uses a qualitative method with a content analysis approach. The data sources in this study are thirty articles that have been published in several accredited journals. The results of this inquiry learning model can have a positive effect on students, namely students become more active in learning Islamic religious education, students can solve problems by discussing and improving students' thinking skills. To improve students' ability to think critically and seek information and solve problems. The inquiry model can increase students' interest in learning because it allows them to actively participate in the learning process. This research can be used as initial information for teachers in determining learning models or strategies.

INTRODUCTION

The term inquiry comes from English, namely inquiry which means question or investigation. Inquiry learning is a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that students can formulate their own discoveries with confidence (Korganci et al., 2015; Lovisia, 2018). Inquiry learning is a strategy or tactic used by teachers to teach to the front of the class (Mulder et al., 2010). The implementation is that the teacher divides the task of researching a problem, students are divided into several groups, and each group gets a certain task. Then they study, research and discuss the task in the group. After the results of their group work are discussed, then they are discussed in the forum.

The inquiry learning model is a series of learning activities that emphasize the logical, critical, and analytical thinking process to seek and find analytical thinking process to seek and find answers to questionable problems. The inquiry learning model is one of the models that can encourage students to be active in learning, this learning activity students are encouraged to learn through their own active involvement with concepts and principles, and teachers encourage students to have experiences and conduct experiments that allow students to discover principles for themselves (Ogan-Bekiroğlu & Arslan, 2014).

The inquiry learning model has several characteristics, including student-centered, developing inquiry skills, developing habits of mind, emphasizing the process of searching or research (Prasetiyo & Rosy, 2021). The inquiry learning model basically uses a constructivistic approach, where each student as a learning subject is freed to create new meanings and understandings based on the interaction between what is already owned, known, believed, with new phenomena, ideas, or information learned. Thus, in the learning process students have brought understanding and prior knowledge that must be added, modified, updated, revised, and changed by new information obtained in the learning process (Ruqoyyah et al., 2020).

The inquiry model is a teaching in which teachers and children study scientific events and symptoms with the approach and spirit of scientists. Inquiry-based teaching is a student-centered strategy in which groups of students are faced with a problem or seek answers to questions in a clearly outlined procedure and group structure.

The inquiry model as a process of defining and investigating problems, formulating hypotheses, designing experiments, finding data, and describing the conclusions of these problems. Furthermore, Sugianto et al., (2020) said that the essence of inquiry teaching is to organize a learning environment or atmosphere that focuses on students by providing sufficient guidance in discovering scientific concepts and principles.

Discovering is a core part of learning activities with an inquiry approach (Shea & Bidjerano, 2012; Solichin, 2017). The knowledge and skills acquired by students are not expected to be the result of remembering a set of facts, but the result of discovering themselves. This inquiry learning model can awaken students' intellectual potential because a student can only learn and develop his mind if he uses his intellectual potential to think and also this inquiry learning model can cause long-lasting memories in students. inquiry learning models are convincingly more effective than conventional learning models, both in improving thinking skills and in learning achievement (Sadaf & Olesova, 2017; Schwarz, 2009).

The steps of learning activities with the inquiry approach are formulating problems, observing or observing, analyzing and presenting results in writing, pictures, reports, charts, tables, and communicating or presenting work to readers, classmates, teachers, or other audiences (Sumarni et al., 2018; Thacker et al., 2018). The main purpose of inquiry learning is to help students develop intellectual discipline and thinking skills by asking questions and getting answers based on their curiosity (Sun & Looi, 2013). The main goals of inquiry learning activities are maximum student involvement in the process of learning activities, logical and systematic direction of activities on learning objectives and developing an attitude of confidence in students about what is found in the inquiry process (Wulandari et al., 2022; Yulianti, 2016).

The inquiry learning model is important because it can develop critical and creative thinking skills, as well as train open collaboration skills. The

inquiry learning model develops critical and creative thinking skills while training open collaboration skills for students. The need for this inquiry learning model to solve questions, statements or problems on the material studied in the learning process, allows the class to be more lively through group discussions and also the exchange of information between students and can provide space for students to learn according to their learning style so that it is not boring.

Some of the benefits of the inquiry learning model are first helping students find their own information, so that it can overcome the expository teaching method. Second, it helps students develop intellectual training and thinking skills. Third, it helps students develop questioning, research, and communication skills. Fourth, it helps students solve problems, create solutions, and address real-life questions and problems. Fifth, it helps students be objective, honest, and open (Zion & Sadeh, 2007).

Based on the definitions above, it can be concluded that inquiry is a process taken by students to solve problems, plan experiments, conduct experiments, collect and analyze data, and draw conclusions. So, in this inquiry model students are involved mentally and physically to solve a problem given by the lecturer. Thus, students will get used to behaving like scientific scientists, namely being careful, diligent or tenacious, objective or honest, creative, and respecting other people's opinions.

Based on Scopus data, research related to inquiry models in learning has been widely studied by world researchers. It is found as many as 258 documents that refer to the keywords model, inquiry, and learning. As seen in the following figure.

Fig 1. Scopus data search analysis results based on keywords model, inquiry, and learning

Based on the picture of the results of the Vosviewer data analysis above, not a single document has been found that discusses the inquiry model in learning, especially in teaching Islamic religious education. Instead, it is important to conduct a study related to this issue in one of the high schools in Indonesia.

METHODS

This research uses a qualitative method with a content analysis approach. The research method is carried out by analyzing and evaluating content in the form of text, images or videos to gain conclusions and insights (Engkizar et al., 2018; Fitriani et al., 2022; Rahawarin et al., 2020; Zafirah et al., 2018). This analysis uses research techniques used to make replicable and valid conclusions by interpreting and coding textual material. Content analysis is a tool used to determine the presence of certain words or concepts in a text (Ramli et al., 2017; Zhang et al., 2022). The researcher measures and analyzes the presence, meaning and relationship of such words and concepts, then makes inferences about the message in the text, the author and even the culture (Febriani et al., 2022; Langputeh et al., 2023; Oktavia et al., 2023).

The data sources in the research were obtained from books, scientific journals, theses and other information related to the focus of the problem. The main data sources in this study are thirty articles that have been published in several nationally and internationally accredited journals. The data processing used by the author is qualitative because the data generated is descriptive data, where researchers use in-depth descriptions. This approach requires a detailed exploration of the participant's experience by going beyond surface phenomena to interpretation, revealing the feelings and meanings contained. In the sense of using qualitative then analyzed and interpreted de in concepts related to this research (Azmi & Wardi, 2020; Muswara & Zalnur, 2019).

RESULT AND DISCUSSION

From the results of the author's analysis of thirty articles that discuss inquiry learning in Islamic religious education learning, there are three effects on students as shown below.
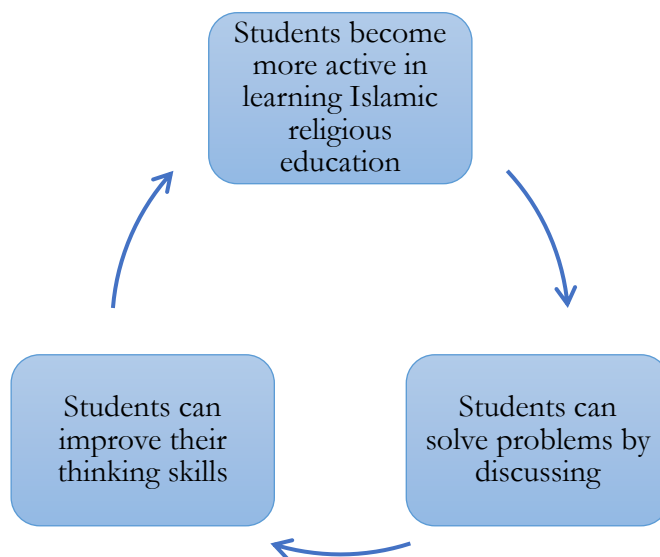

Fig 2. Effects of inquiry learning in Islamic religious education learning

As seen in the figure above, the following authors will explain three effects of inquiry learning in Islamic religious education

First, the effect of inquiry learning in Islamic religious education is that students become more active in learning. This is because in the inquiry learning process, the learning model focuses on students to investigate problems and find information. In inquiry learning, students seek and find their own subject matter, while the teacher acts as a guide and facilitator.

The inquiry learning model is that all activities involve students, where students seek answers to existing questions. With the inquiry method, students

can play an active role, learn independently to solve a problem, so the skills of students in high school can increase, especially in learning Islamic Religious Education. The inquiry strategy emphasizes maximum student activity to search and find. This means that the inquiry strategy places students as learning subjects. In the learning process of Islamic religious education, students do not only act as recipients of lessons through verbal teacher explanations, but they play a role in finding the essence of the subject matter themselves (Imjai et al., 2024).

All activities carried out by students are directed to seek and find their own answers to what is questioned, so that it is expected to foster self-belief. For this reason, the inquiry learning strategy places the teacher not as a source of learning, but as a facilitator and motivator of student learning (Asy'ari et al., 2019).

Then its application to Islamic religious education subjects is that the subject has very complex content. For this reason, Islamic religious education material is not only learned in terms of theory, but it is more important how the values of Islamic teachings are applied in everyday life. So, inquiry learning as a strategy used in this case. In learning Islamic religious education at the senior high school level, the selection of this inquiry learning model is appropriate to use with the condition of students who have high curiosity and responsiveness to changes in the surrounding environment so that it can be one of the supporting factors in improving student learning outcomes (Buchanan et al., 2016).

Second, the effect of inquiry learning in Islamic religious education is to improve students' thinking skills. By improving the ability to think students can solve a problem that exists. One way to improve students' thinking skills in education is to apply the inquiry learning model. This is because students have the ability to think so that they can formulate the best solution according to the problem. By using the inquiry method, students are directly involved in every lesson.

The maximum achievement of students' critical thinking skills is due to the use of inquiry methods in the learning process (Efendi & Wardani, 2021). Through the inquiry method, students are trained to use all their potential, especially their mental processes to find their own concepts or principles of learning Islamic religious education so that the activeness of students in learning Islamic religious education to develop critical thinking skills increases. So that in the implementation of Islamic religious education learning at the senior high school level students will be able to search and investigate something systematically, logically, analytically and critically so that they can solve existing problems.

The third effect of inquiry learning in Islamic religious education is that students can solve problems by discussing. The inquiry learning strategy is a form of student-oriented learning approach (student centered) (Fitriyah et al., 2021; Gunawan et al., 2019). It is said so, because in this strategy students can play a very dominant role in the learning process. Students are truly placed as subjects who learn. The role of the teacher in inquiry learning is as a guide and facilitator (Harlow, 2010). The teacher's job is to choose the problems that need to be presented to students to solve (Husni, 2020). However, it is also possible that the problem to be solved is chosen by the students. The next task of the teacher is to provide learning resources for students in order to solve problems. Teacher guidance and supervision are still needed, but intervention in students' activities in problem solving should be reduced.

This inquiry learning model involves learners to be active and work together in discussions so that learners are free to develop the concepts they learn. Learners are given the opportunity to solve the problems they face in groups, in the classroom learners are trained to interact with their peers to exchange information (Gunawan et al., 2019; Kaeophanuek et al., 2019). Then students will present the results of their group discussions in front of the class, students will also explain the answers obtained from their groups. In this step, students are trained to dare to express their opinions in front of the class. This process takes place with the direction of the teacher and the teacher acts as a guide in the discussion process.

Therefore, it is fitting that Islamic education teachers can deliver material with a full of active, innovative, creative and enjoyable learning atmosphere. In this case, the main target of inquiry learning activities is the maximum involvement of students in the process of learning activities, the direction of activities logically and systematically on learning objectives and developing an attitude of trust in students about what is put forward in the inquiry process.

CONCLUSION

Based on the results of the author's analysis of thirty articles, related to the implementation of the inquiry learning model in understanding the material provided, it has a good effect on students' understanding. This can be seen from the results of the analysis found three positive effects of inquiry model learning in learning Islamic education, namely students become more active in learning Islamic education, students can solve problems by discussing and improving students' thinking skills. Although it has a positive impact, there are still some students who are not confident in expressing their opinions and in this inquiry learning model the teacher must require a long time so that this learning can be implemented properly.

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