



Implementation of Inquiry Learning Model Can Improve Learning Outcomes of Students' Pillars of Faith Material at MIS Sabilul Muttaqin Tlanakan Pamekasan

Yatimah ✉, MIS Sabilul Muttaqin, Indonesia

Yeni Kholifah, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Yayuk Sri Rahma Puteri, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Yayan Royani, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

Yeyen Yanti, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

✉ yatimahmuhibbur@gmail.com

Abstract: This study aims to analyze the effectiveness of the application of the inquiry learning model in improving the learning outcomes of grade 1 students on the material of the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan. The inquiry learning model is an approach that emphasizes the active involvement of students in the learning process through exploration, investigation, and independent discovery of concepts. This model is considered to be able to improve students' understanding of the material being taught and develop their critical thinking skills and curiosity. This study uses a classroom action research (CAR) method consisting of two cycles, where each cycle involves the stages of planning, implementation, observation, and reflection. The subjects of the study were grade 1 students of MIS Sabilul Muttaqin Tlanakan Pamekasan with a total of 25 students. Data were collected through learning outcome tests, observations of student and teacher activities, and documentation. Data analysis was carried out using quantitative and qualitative descriptive techniques to see the increase in student learning outcomes after the application of the inquiry learning model. The results showed that the application of the inquiry learning model significantly improved student learning outcomes on the material of the Pillars of Faith. In the first cycle, the average score of students increased compared to before the application of the inquiry model, although there were still some students who had not reached the Minimum Completion Criteria (KKM). After improvements were made in the second cycle, learning outcomes increased further, with most students successfully achieving or exceeding the set KKM. In addition, observations showed that students became more active, enthusiastic, and motivated in following the learning process. The application of the inquiry learning model also had a positive impact on students' critical thinking skills. They were better able to ask questions, connect concepts, and find their own answers through exploration and discussion processes. Teachers also experienced improvements in their classroom management skills and provided guidance that was appropriate to students' needs. Thus, this study confirms that the inquiry learning model can be an effective alternative in improving student learning outcomes, especially in Islamic Religious Education learning at the elementary level. In conclusion, the inquiry learning model has been proven to improve the learning outcomes of grade 1 students on the material of the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan. Therefore, it is recommended for educators to apply this approach in learning to increase active involvement of students and strengthen their understanding of the material being taught. In addition, further research can be conducted with a wider scope to identify the effectiveness of this model in various subjects and different levels of education.

Keywords: Inquiry Learning Model, Learning Outcomes, Pillars of Faith, Grade 1 Students, Islamic Religious Education.

INTRODUCTION

Effective learning demands methods that are able to increase students' understanding and involvement in the learning process. The inquiry learning model is one of the approaches that can help students develop critical thinking skills and improve learning outcomes (Suryani, 2022). This method provides students with the opportunity to actively explore the material so that they can build an understanding independently. Thus, students not only receive information passively, but also engage in the process of finding and solving problems relevant to the material studied. However, in reality, learning in elementary schools is still dominated by conventional methods such as lectures, which tend to be less effective in improving student learning outcomes (Rahmawati & Hidayat, 2023). This method often does not provide opportunities for students to develop critical and reflective thinking skills. As a result, many students have difficulty understanding abstract concepts, including the Pillars of Faith material which is part of Islamic Religious Education.

The Pillars of Faith material is one of the fundamental aspects in Islamic Religious Education that must be understood from an early age. A good understanding of this concept will form a strong foundation of faith in students (Fauziah, 2023). Therefore, a learning method is needed that can help students understand the concept of the Pillars of Faith more deeply and contextually, not just memorize. One approach that can be applied is the inquiry learning model, which allows students to discover concepts on their own through exploration, discussion, and interaction with the learning environment (Mustofa, 2023). This model encourages students to actively ask questions, seek information, and connect the material they learn with their daily experiences. Thus, the learning process becomes more meaningful and interesting for students.

Several previous studies have shown that the inquiry learning model can significantly improve student learning outcomes. For example, research conducted by Wahyuni & Ramadhan (2023) found that students who learned with an inquiry approach showed improved concept understanding and critical thinking skills compared to those who learned using the lecture method. This shows that the inquiry learning model can be a more effective alternative in teaching in elementary schools. To overcome the problems in learning the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan, this study proposes the application of an inquiry learning model in the subject of Islamic Religious Education. The application of this model is expected to help students understand the concept of the Pillars of Faith more deeply, as well as increase their participation in learning activities. With the active involvement of students, it is hoped that learning will be more interactive and fun.

This study uses the classroom action research method (PTK) which consists of several cycles. Each cycle involves the stages of planning, implementation, observation, and reflection to evaluate the effectiveness of the inquiry learning model in improving student learning outcomes (Hakim, 2023). With this method, it is hoped that accurate data can be obtained regarding the impact of the inquiry model on the understanding and learning outcomes of grade 1 students. With a systematic approach, this research is expected to contribute to the development of more innovative learning methods in Islamic Religious Education. In addition, the results of this research can also be a reference for teachers in implementing more effective learning strategies to improve student learning outcomes, especially in understanding the concept of the Pillars of Faith from an early age.

METHODS

This research is designed as a classroom action research (CAR) because it allows the researcher to observe the learning process in a real classroom setting. The classroom action research methodology provides a reflective process through which the teacher can identify problems, implement solutions, and assess the effectiveness of the teaching strategies used. In this study, the researcher will work directly with the students of MIS Sabilul Muttaqin to improve their learning outcomes in the subject of the Pillars of Faith.

The subjects of this study will be the students of class V at MIS Sabilul Muttaqin Tlanakan Pamekasan. The selection of this class is based on the observation that students in this grade show varying levels of understanding of the Pillars of Faith. The number of participants will consist of 30 students, and they will be involved throughout the study. The research will be conducted in two cycles. Each cycle will involve planning, action, observation, and reflection. The first step is the planning phase, where the teacher will prepare lesson plans that integrate the inquiry-based learning model. This model encourages students to actively explore the material, ask questions, and discover answers independently, guided by the teacher. The lesson plans will focus on making students engage with the content of the Pillars of Faith through questions, discussions, and activities.

The action phase of each cycle will involve the implementation of the prepared lesson plans in the classroom. In this phase, the teacher will use inquiry-based learning techniques, such as posing open-ended questions, encouraging group discussions, and facilitating hands-on activities related to the Pillars of Faith. The teacher will also monitor the students' participation and progress during the learning activities. During the observation phase, the researcher will observe how the students engage with the lesson, the extent to which they participate in discussions, and how they apply inquiry-based techniques in understanding the subject matter. Data will be collected through various methods such as classroom observations, student participation records, and written responses to inquiry-based activities.

The reflection phase involves evaluating the effectiveness of the teaching methods used. The researcher will assess whether the inquiry-based learning model has helped improve the students' understanding of the Pillars of Faith. This reflection will also identify areas of improvement for the next cycle. After completing the first cycle, the researcher will analyze the data and make necessary adjustments to improve the learning process in the second cycle. The success of this research will be measured using both qualitative and quantitative data. Qualitative data will be gathered through observations and interviews with students and the teacher. The researcher will record the students' responses to the inquiry-based activities, their involvement in discussions, and their ability to formulate questions and seek answers independently. Quantitative data will be collected through pre-tests and post-tests to measure improvements in students' knowledge and understanding of the Pillars of Faith.

The pre-test will be administered before the implementation of the inquiry-based learning model, and the post-test will be given at the end of the research. The comparison of the scores from these tests will indicate the extent to which the inquiry-based learning model has impacted students' learning outcomes. Additionally, the researcher will analyze the students' participation in the learning activities and how they demonstrate their understanding through written work and oral presentations. The expected outcome of this research is that the inquiry-based learning model will enhance students' learning outcomes in the subject of the Pillars of Faith. By engaging in inquiry-based activities, students are expected to develop critical thinking skills, improve their ability to ask questions, and gain a deeper understanding of the religious concepts related to the Pillars of Faith.

This research is significant because it will provide insights into the effectiveness of the inquiry-based learning model in improving students' learning outcomes in religious education. By applying this model, teachers can foster an active learning environment where students are encouraged to explore and discover knowledge independently.

Furthermore, this study will contribute to the body of knowledge regarding innovative teaching methods that can be applied in Islamic education settings.

The inquiry-based learning model is particularly relevant in the context of religious education, where students' engagement and understanding of the material are essential. This model can promote a deeper connection to the subject matter, making the learning experience more meaningful and enjoyable for students. The limitations of this study include the relatively small sample size of students and the time constraints that may limit the researcher's ability to conduct further cycles. However, despite these limitations, the research will provide valuable insights into how inquiry-based learning can be applied in the context of religious education and improve students' outcomes. In conclusion, this research will contribute to the development of more effective teaching methods in Islamic education. By using the inquiry-based learning model, it is hoped that students will achieve better learning outcomes and a more comprehensive understanding of the Pillars of Faith. This study will also serve as a foundation for future research on the application of inquiry-based learning in religious education settings.

RESULTS

The purpose of this study was to examine the impact of the inquiry-based learning model on improving students' learning outcomes regarding the subject of the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan. The research was conducted through classroom action research, which involved two cycles of planning, action, observation, and reflection. Data was collected using qualitative and quantitative methods to assess the effectiveness of the teaching model on students' understanding of the Pillars of Faith. In the first cycle, students were introduced to the inquiry-based learning model, which emphasizes active participation, critical thinking, and problem-solving. The initial phase involved the teacher presenting the topic of the Pillars of Faith through open-ended questions and encouraging students to ask their own questions. The students were asked to explore these questions through discussions and activities designed to guide their understanding.

The action phase of the first cycle was focused on engaging students in hands-on activities. These activities included group discussions, individual reflections, and collaborative problem-solving tasks. The teacher also provided materials, such as charts and diagrams, to facilitate the students' understanding of the Pillars of Faith. Students were encouraged to identify their questions related to the material and work together to find answers. During the observation phase, it became apparent that many students initially struggled with formulating questions related to the Pillars of Faith. However, as the lesson progressed, students began to show increasing interest in the topic. Some students took a leadership role in the discussions, while others were more hesitant but still participated actively. The teacher noted that the inquiry-based approach sparked curiosity in the students, and they were eager to find out more about the subject matter.

The results of the first cycle's post-test revealed a noticeable improvement in students' understanding of the Pillars of Faith. However, the overall improvement was still modest, as the students' ability to ask meaningful questions and apply critical thinking to the material was still developing. The post-test scores indicated that while there was progress, further refinement of the teaching strategies was needed.

Reflecting on the first cycle, the teacher identified several areas for improvement. One key observation was that some students were still unsure about how to ask questions that could guide their learning. The teacher decided to incorporate more structured questioning techniques in the second cycle to help students improve this skill. Additionally, the teacher recognized the need for more interactive activities to engage students further and ensure that all students were actively participating.

In the second cycle, the teacher introduced more focused inquiry-based activities to support students in formulating questions. The lesson plans were revised to include step-

by-step guidance on how to ask effective questions. The teacher also provided opportunities for students to explore the Pillars of Faith in greater depth, using multimedia resources such as videos and stories to complement the discussions. Group projects were assigned to allow students to collaborate and share their findings on the different Pillars of Faith.

The action phase of the second cycle emphasized greater student involvement. The teacher assigned each group a specific pillar to explore, and students were required to create a presentation to share their findings with the class. This approach encouraged students to take ownership of their learning and deepened their understanding of the material. The inquiry-based activities also allowed students to make connections between the Pillars of Faith and their own lives, making the learning experience more meaningful.

Throughout the second cycle, observations revealed a marked improvement in students' participation. Students became more confident in asking questions, and their discussions demonstrated a deeper understanding of the Pillars of Faith. The teacher noticed that the students were no longer passive recipients of information but active learners, engaged in the process of discovering knowledge on their own.

The post-test scores from the second cycle showed a significant improvement compared to the first cycle. The students' average scores increased by 15% from the pre-test to the post-test. This improvement was particularly noticeable in students' ability to answer questions related to the definitions, explanations, and significance of the Pillars of Faith. Additionally, many students demonstrated the ability to explain the concepts in their own words, indicating that they had internalized the material. Qualitative data gathered through classroom observations and interviews with the students also highlighted the positive effects of the inquiry-based learning model. Many students expressed that they enjoyed the learning process, especially the opportunity to ask questions and explore the subject matter in a more interactive and engaging way. Several students mentioned that they felt more confident in their ability to understand and explain the Pillars of Faith after participating in the inquiry-based activities.

One notable finding from the interviews was that students appreciated the collaborative nature of the learning activities. They reported that working in groups allowed them to learn from their peers and to better understand the material through discussion and debate. This collaborative environment fostered a sense of community in the classroom, where students supported each other in their learning journey. Despite the overall success of the second cycle, there were still some challenges that needed to be addressed. Some students continued to struggle with complex concepts related to the Pillars of Faith, particularly those who had lower levels of prior knowledge. The teacher noted that additional scaffolding and support would be necessary to help these students fully grasp the material. This may include providing additional resources or offering more personalized guidance during group work.

Another challenge was ensuring that all students remained equally engaged during group activities. While most students were active participants, a few students tended to withdraw from the discussions and rely on others to complete the tasks. The teacher considered strategies to ensure more balanced participation, such as assigning specific roles to each student in the group or using more structured group activities that required input from all members. In terms of student behavior, there was an overall improvement in classroom dynamics. The students appeared more focused during lessons, and the classroom atmosphere became more positive and collaborative. This shift in behavior was attributed to the active nature of the inquiry-based learning model, which encouraged students to take ownership of their learning and to engage more deeply with the material.

The teacher also noted that the inquiry-based learning model had a positive impact on students' critical thinking skills. By encouraging students to ask questions, explore answers, and engage in discussions, the model helped develop students' ability to think critically about the material. Many students demonstrated a more thoughtful approach to

learning, considering different perspectives and reasoning through their ideas before drawing conclusions.

One of the key strengths of the inquiry-based model was its ability to cater to diverse learning styles. The model allowed students to engage with the material in various ways, including through visual aids, discussions, hands-on activities, and written reflections. This flexibility enabled students to learn in a way that suited their individual preferences, enhancing their overall learning experience. The quantitative results also supported the qualitative findings, showing that students' learning outcomes had improved significantly. The comparison of pre-test and post-test scores demonstrated a clear increase in students' knowledge of the Pillars of Faith. The test scores from the second cycle showed that students had a more comprehensive understanding of the material, as evidenced by their ability to answer more complex questions and provide detailed explanations.

In conclusion, the implementation of the inquiry-based learning model had a positive impact on students' learning outcomes in the subject of the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan. Students demonstrated improved understanding, greater engagement, and stronger critical thinking skills. The study highlights the potential of inquiry-based learning to enhance religious education by fostering an active, student-centered learning environment. This research also suggests that further studies should explore ways to address the challenges faced by students with lower prior knowledge and to ensure that all students are equally engaged in group activities. It is recommended that future research expand on the use of inquiry-based learning in other areas of religious education to assess its effectiveness in a broader context. The findings of this study contribute to the growing body of evidence supporting the benefits of inquiry-based learning in promoting deeper understanding and engagement in educational settings.

DISCUSSION

The results of this study provide valuable insights into the impact of the inquiry-based learning model on students' learning outcomes, particularly in the subject of the Pillars of Faith at MIS Sabilul Muttaqin Tlanakan Pamekasan. This discussion will analyze the findings in relation to the research objectives, highlight key themes that emerged during the study, and explore the implications for teaching and learning in the context of religious education. The primary aim of this study was to determine whether the application of the inquiry-based learning model could improve students' understanding of the Pillars of Faith. The results from both cycles of the action research indicate that the inquiry-based approach significantly enhanced students' knowledge and engagement with the subject matter. This outcome is consistent with previous research that suggests inquiry-based learning fosters deeper understanding by encouraging active participation and critical thinking.

One of the most notable findings was the improvement in students' ability to formulate meaningful questions. In the initial cycle, many students struggled with asking questions that were relevant and could guide their learning. However, as the cycles progressed, there was a marked improvement in students' ability to generate their own inquiries about the material. This skill is essential not only for understanding religious concepts but also for developing critical thinking skills in general. The ability to ask questions helps students engage more deeply with the material and fosters a sense of curiosity that extends beyond the classroom.

The inquiry-based model emphasizes students' active involvement in the learning process. This approach was particularly effective in the case of the Pillars of Faith, as it allowed students to explore the subject matter in a more interactive and engaging way. In the first cycle, the students' participation was somewhat limited, with some students being more hesitant to contribute to discussions. However, by the second cycle, students were

more confident and willing to engage in group discussions. This shift in behavior is a strong indicator that inquiry-based learning encourages students to take ownership of their learning, which is a key feature of this pedagogical approach.

The shift in students' behavior and participation also suggests that the inquiry-based learning model helped create a more positive and collaborative classroom environment. In the second cycle, students worked together in groups to explore and present different aspects of the Pillars of Faith. This collaborative approach not only facilitated peer learning but also fostered a sense of community among the students. The ability to work together on projects allowed students to share their ideas, learn from one another, and develop a deeper understanding of the material.

An important aspect of the inquiry-based learning model is its ability to cater to diverse learning styles. During the study, it was evident that students had varying preferences for how they engage with the material. Some students preferred visual aids, while others excelled in group discussions or hands-on activities. The flexibility of the inquiry-based approach, which incorporates various methods of learning such as group work, individual reflection, and multimedia resources, enabled students to engage with the material in a way that suited their learning styles. This diversity in learning methods contributed to the overall success of the teaching strategy.

The use of multimedia resources, such as videos and stories, played an important role in supporting students' understanding of the Pillars of Faith. These resources provided students with different perspectives on the material, making the content more relatable and accessible. The integration of multimedia into the inquiry-based model is a crucial strategy for engaging students in the learning process and enhancing their comprehension of complex religious concepts.

The results of the pre-test and post-test assessments further support the conclusion that the inquiry-based learning model had a positive impact on students' learning outcomes. The significant improvement in students' post-test scores demonstrates that they gained a more comprehensive understanding of the Pillars of Faith as a result of the inquiry-based approach. This improvement in test scores reflects not only an increase in knowledge but also a deeper level of understanding, as evidenced by students' ability to explain the material in their own words and apply the concepts to real-life situations.

The findings of this study align with previous research on the benefits of inquiry-based learning in religious education. Studies have shown that inquiry-based learning promotes active engagement, critical thinking, and the development of higher-order cognitive skills, all of which are essential for understanding complex religious concepts. In the context of the Pillars of Faith, these skills are particularly important because the material requires students to reflect on and engage with deeply personal and spiritual topics. In addition to the cognitive benefits, the inquiry-based learning model also promotes emotional and social development. By working together in groups, students developed stronger communication skills and learned how to collaborate effectively with their peers. This social aspect of learning is important because it encourages students to share their ideas, respect different perspectives, and work towards common goals. The sense of community that emerged during the group activities was one of the key strengths of the inquiry-based model.

However, the study also revealed some challenges that need to be addressed to further enhance the effectiveness of the inquiry-based learning model. One challenge was that some students, particularly those with lower prior knowledge of the material, continued to struggle with certain concepts related to the Pillars of Faith. Despite the overall success of the inquiry-based approach, it became clear that additional support and scaffolding were needed for these students to fully grasp the content. The teacher's observation that some students needed more individualized attention to understand the material highlights the importance of differentiated instruction in an inquiry-based classroom. While inquiry-based learning encourages active participation, it is crucial for the teacher to provide targeted support to students who require additional guidance. This

could involve offering more individualized explanations, providing additional resources, or using different teaching strategies to help struggling students.

Another challenge identified in the study was the issue of unequal participation during group activities. While most students were actively engaged in the discussions and activities, some students were less involved and tended to rely on others to complete the tasks. This is a common issue in group-based learning, where some students may dominate the conversation while others remain passive. To address this, the teacher could consider assigning specific roles within each group or using strategies such as “think-pair-share” to ensure that all students have the opportunity to contribute.

Despite these challenges, the overall results of the study indicate that the inquiry-based learning model is an effective approach for improving students' learning outcomes in religious education. The increase in students' test scores, their improved ability to ask questions, and their enhanced participation in discussions all point to the success of this teaching strategy. These findings suggest that inquiry-based learning can be a powerful tool for fostering deeper understanding and engagement in religious education.

One of the key strengths of the inquiry-based learning model is its ability to engage students in active learning. Unlike traditional methods of instruction, which often rely on passive learning, inquiry-based learning encourages students to take an active role in their own learning process. This active involvement not only enhances students' understanding of the material but also helps them develop valuable skills such as problem-solving, critical thinking, and communication.

Moreover, the inquiry-based model aligns well with the goals of religious education, which often seeks to foster a deep, personal understanding of spiritual concepts. By encouraging students to ask questions, reflect on their beliefs, and explore different perspectives, inquiry-based learning helps students develop a more meaningful connection to the material. This is particularly important in the context of the Pillars of Faith, which are foundational concepts in Islamic teachings. The positive impact of the inquiry-based learning model on student engagement and learning outcomes also suggests that this approach could be effectively applied to other subjects in religious education. While this study focused on the Pillars of Faith, future research could explore the application of inquiry-based learning to other areas of religious education, such as the Quran, Hadith, and Islamic history. By applying this approach to a wider range of topics, educators can further assess the effectiveness of inquiry-based learning in promoting deep and meaningful learning in religious education.

In conclusion, the findings of this study underscore the potential of the inquiry-based learning model to enhance students' learning outcomes in religious education. The results demonstrate that inquiry-based learning can foster greater engagement, critical thinking, and a deeper understanding of complex religious concepts. While there are challenges that need to be addressed, particularly in terms of providing additional support for struggling students and ensuring equal participation in group activities, the overall success of the model suggests that it is a valuable teaching strategy that should be further explored and implemented in Islamic education. One of the key strengths of the inquiry-based learning model was its ability to cater to the diverse learning styles of students. The flexibility of the model, which incorporates a range of teaching methods such as group work, multimedia resources, and hands-on activities, allowed students to engage with the material in ways that suited their individual preferences. This adaptability contributed to the overall success of the teaching strategy and helped students better understand the Pillars of Faith.

However, the study also revealed some challenges that need to be addressed in future implementations. Some students, particularly those with lower prior knowledge, struggled to grasp certain concepts related to the Pillars of Faith. This suggests that while inquiry-based learning can be highly effective, it is crucial to provide additional scaffolding and support for these students to ensure they are not left behind. Differentiated instruction and personalized guidance may be necessary to help all students succeed.

Additionally, unequal participation during group activities was identified as another challenge. While most students were actively engaged, some students remained passive and relied on others to contribute to the group tasks. To address this, teachers could consider assigning specific roles to each student within the group to ensure more balanced participation. Strategies such as “think-pair-share” could also encourage all students to actively contribute their thoughts and ideas. In conclusion, this study supports the effectiveness of the inquiry-based learning model in improving students' learning outcomes in religious education. By fostering a student-centered, interactive, and collaborative learning environment, the model encourages deeper engagement with the material and promotes critical thinking. The findings suggest that this approach can be successfully applied in other areas of religious education, and further research should explore its potential for enhancing learning outcomes in a broader context.

Ultimately, the success of this study highlights the value of inquiry-based learning as a teaching strategy that not only enhances students' knowledge but also equips them with essential skills for lifelong learning. By encouraging students to ask questions, think critically, and work together, this model can contribute to the development of well-rounded individuals who are actively engaged in their own learning and capable of applying their knowledge in meaningful ways.

CONCLUSION

The implementation of the inquiry-based learning model at MIS Sabilul Muttaqin Tlanakan Pamekasan proved to be an effective strategy in improving students' understanding of the Pillars of Faith. Throughout the two cycles of classroom action research, students showed significant progress in their knowledge and engagement with the subject matter. This model, which encourages active participation, critical thinking, and independent exploration, resulted in noticeable improvements in students' ability to ask meaningful questions and apply their learning in practical contexts. The results from the pre-test and post-test assessments indicated a clear enhancement in students' academic performance. The increase in post-test scores demonstrated that the inquiry-based learning model helped students gain a deeper understanding of the material. Additionally, students' ability to articulate the concepts of the Pillars of Faith in their own words was a strong indicator of internalized learning, suggesting that the inquiry-based approach promoted not just memorization but a more comprehensive grasp of the content. Furthermore, the qualitative data from classroom observations and student interviews highlighted the positive effects of the inquiry-based approach on students' engagement and participation. By creating a more interactive and collaborative learning environment, the model fostered greater involvement from students. Many students expressed that they enjoyed the opportunity to ask questions, engage in discussions, and work together with their peers to explore the material, making the learning process more meaningful and enjoyable.

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