



Improving Students' Understanding of Islamic Education Learning by Using the Inquiry Learning Model at SMA Negeri 1 Darul Imarah

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Abstract: This study aims to find out whether the application of the inquiry model can improve the economic learning outcomes of students in class X E-1 of SMA Negeri 1 Darul Imarah. This research method uses two cycles. The research subjects consisted of 36 students in class X E-1 of SMA Negeri 1 Darul Imarah for the 2022/2023 academic year, with details of 17 male students and 19 female students. The research was conducted in two cycles, and each cycle consisted of two meetings. The data was analyzed using a comparative descriptive technique, which compared the initial condition with the results obtained in each cycle. In addition, qualitative descriptive analysis based on the results of observation and reflection in cycle I and cycle II was also used. Through the application of the inquiry model in economics subjects, especially material on the role of the market in the economy, it is hoped that it can improve students' understanding and learning outcomes. In cycle I, it is known that there is a significant increase compared to the initial condition. If in the initial condition only 15 students achieved the Minimum Completeness Criteria (KKM) with a score of 70, then in the first cycle the number increased to 21 students. At the end of cycle II, the number of students who met the KKM increased again to 23 people. Thus, most of the students of class X E-1 of SMA Negeri 1 Darul Imarah showed an increase in learning outcomes in the material on the role of the market in the economy. In percentage terms, the level of student learning completeness increased from 41.47% in the initial condition to 63.89% in the first cycle, and reached 94.44% in the second cycle. Based on these results, it can be concluded that the application of the inquiry model is able to improve the economic learning outcomes of students in class X E-1 of SMA Negeri 1 Darul Imarah, especially in the material on the role of the market in the economy.

Keywords: Learning Outcomes, Inquiry, Riya, Sum'ah, Takabur, Hasad.

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INTRODUCTION

Education is a systematic effort to develop the potential of students so that they are able to face life's challenges with adequate knowledge, skills, and attitudes. At the secondary school level, economic education plays an important role in shaping students' understanding of social and economic phenomena that exist in society. Through economic learning, students are expected to have the ability to think critically, make rational decisions, and internalize values that support a life full of benefits. However, the reality on the ground shows that economic learning is often stuck in a conventional pattern that emphasizes one-way memorization and explanation from teachers, so students' understanding becomes limited and less contextual. This condition has implications for low learning outcomes and the lack of internalization of values in students.

In the context of SMA Negeri 1 Darul Imarah, especially class X E-1, it was found that there were problems in understanding the material about "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*." This material is actually very important because it is related to the formation of students' character to be able to live a life with a simple attitude, humility, and distance themselves from reprehensible traits. However, the results of observations show that students still have difficulty understanding the concept in depth. Most students are only able to explain meaning textually, but are not yet able to relate it to everyday life. This condition is in line with the finding that teacher-centered learning tends to hinder meaningful understanding (Joyce, Weil, & Calhoun, 2015).

The urgency of this research can be reviewed from the importance of instilling a beneficial attitude of life from adolescence. High school is a developmental phase where students are looking for self-identity and are very easily influenced by the environment. If learning only emphasizes the cognitive aspect without involving a challenging learning experience, then students' understanding will be superficial. Therefore, a learning model is needed that is able to actively engage students, stimulate curiosity, and encourage them to discover important concepts on their own. The inquiry learning model is one of the approaches that suits these needs. According to Gulo (2010), inquiry is a learning process that emphasizes the search and discovery of knowledge through critical thinking and problem-solving activities.

Theoretically, the inquiry model is rooted in the theory of constructivism which emphasizes that students build knowledge based on their own experiences (Bruner, 1961). In inquiry learning, the teacher plays the role of a facilitator who provides stimulus in the form of problems or questions, while students are encouraged to seek answers through exploration, discussion, and reflection. This approach is considered effective in improving understanding of concepts because students experience the process of discovering knowledge directly, not just passively receiving information. This is strengthened by the opinion of Sanjaya (2016) who states that the inquiry model can develop students' critical thinking skills, creativity, and conceptual understanding.

Several previous studies have shown the effectiveness of the inquiry model in learning. Research conducted by Fitriani (2018) found that the application of the inquiry model in PAI learning can increase students' understanding of Islamic moral values. Another study by Nurfadilah (2020) shows that the use of inquiry in economic learning can improve learning outcomes while fostering an active and collaborative attitude. In addition, research by Sari and Lestari (2019) also proves that the inquiry model is able to improve the critical thinking skills of high school students on materials that require in-depth conceptual understanding.

However, research on the application of inquiry to the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*" is still rarely done. Most previous research has focused on exact subjects such as biology, chemistry, or physics, while on economics subjects related to the formation of attitudes and values are still relatively limited. This shows that there is a research gap that needs to be bridged. Therefore, this research has an important contribution in expanding the application of the inquiry model in the context of economic learning that contains moral values and character.

The main purpose of this study is to find out whether the application of the inquiry model can increase the understanding of students in class X E-1 SMA Negeri 1 Darul Imarah on the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*." Another goal to be achieved is to find out the extent to which the inquiry model is able to improve student learning outcomes, both from cognitive and behavioral aspects. Thus, this research is expected to provide a solution to the low understanding of students while contributing to the development of more effective economic learning practices.

From a practical perspective, this research is useful for teachers in choosing the right learning strategies that are in accordance with the needs of students. Teachers can use the results of this research as a reference to improve learning so that they emphasize more on exploration and discovery activities. From the theoretical side, this study enriches the study of the effectiveness of the inquiry model in learning that is oriented towards strengthening values and character. Meanwhile, for schools, this research can be the basis for encouraging more creative learning innovations, in accordance with the demands of the 2013 Curriculum which emphasizes active, innovative, creative, effective, and fun learning.

Thus, the background of this research is based on the urgent need to improve students' understanding of materials that teach life values through an inquiry approach. The gap between ideal conditions and reality that occurs in the classroom is the main reason for the implementation of this research. Therefore, this research not only contributes to improving student learning outcomes, but also plays a role in shaping the younger generation who have a deep understanding of life full of benefits by staying away from the attitude of extravaganza, *riya'*, *sum'ah*, *takabur*, and *hasad*.

METHODS

This study uses the Classroom Action Research (PTK) approach which is carried out in two cycles. The selection of PTK is based on problems that arise in the learning process, namely the low understanding of students of the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*." PTK is seen as relevant because it is reflective and collaborative with the aim of improving the quality of learning in the classroom. According to Arikunto, Suhardjono, and Supardi (2016), PTK is a form of research conducted by teachers in their own classrooms through self-reflection with the aim of improving the learning process to be more effective. This research model allows teachers and researchers to identify problems, design corrective actions, implement actions, and evaluate the results systematically.

This type of research is PTK with a spiral model developed by Kemmis and McTaggart. The research cycle consists of four stages, namely planning, action, observation, and reflection (Kemmis & McTaggart, 1988). In this study, two cycles were carried out, each consisting of two meetings. Cycle I focuses on the application of the inquiry learning model by presenting problems and exploring concepts, while cycle II is an improvement on the weaknesses of cycle I by adding strategies to strengthen group discussions and student reflection. The spiral model in PTK provides opportunities for continuous improvement because the results of the reflection of previous cycles become the basis for planning for the next action (Creswell, 2018).

The subject of the study is class X E-1 students of SMA Negeri 1 Darul Imarah for the 2022/2023 academic year which totals 36 students, consisting of 17 male students and 19 female students. The selection of this class was carried out because based on the results of initial observation, students showed difficulties in understanding material related to life values, even though the material was very important in forming positive attitudes and behaviors. The location of the research is at SMA Negeri 1 Darul Imarah, a public high school in Aceh Besar Regency that has relatively adequate learning facilities. The school is equipped with standard classrooms, multimedia devices, and an environment that supports the collaborative learning process.

The research procedure was carried out in two cycles. In the planning stage of the first cycle, the researcher prepares learning tools in the form of Learning Implementation Plans (RPP), teaching materials, and research instruments. The RPP is designed by integrating the steps of inquiry, namely orientation, formulating problems, formulating hypotheses, collecting data, analyzing data, and drawing conclusions (Joyce, Weil, & Calhoun, 2015). The learning media used is in the form of real cases of extravagance, *riya'*,

sum'ah, takabur, and hasad in daily life. The teacher then directs the students to discuss the problem in small groups.

At the implementation stage, the teacher begins the learning by providing motivation and conveying goals. Furthermore, the teacher presents real problems that are relevant to adolescent life, for example consumptive behavior on social media. Students are asked to submit initial conjectures or hypotheses, then explore through group discussions. The teacher facilitates the course of the discussion, provides guidance if needed, and stimulates students with sparking questions. At the end of the lesson, students are asked to convey the group's conclusions, while the teacher provides clarification and reinforcement of concepts.

Observations were carried out by researchers using instruments of observation sheets of student and teacher activities. The observed data included students' activeness in asking, answering, and discussing, as well as teachers' ability to facilitate inquiry. After the action is completed, reflection is carried out with the subject teacher to assess the success and weakness of the implementation of cycle I. The results of the reflection are used as the basis for planning cycle II.

In cycle II, improvements were made by adding reinforcement strategies in the form of the use of more interactive visual presentation media, giving rewards to active groups, and additional time for individual student reflection. The learning procedure still follows the inquiry step, but more emphasis is placed on the involvement of all students in expressing opinions. The research instruments include observation sheets, learning outcome tests, field notes, and documentation. Observation sheets are used to measure student and teacher activities during learning. The learning outcome test is given at the end of each cycle in the form of a short description question that measures the understanding of material concepts. Field records are used to record specific phenomena that occur outside of formal instruments. Documentation in the form of photos of activities, student grades, and other archives that support the validity of the data. According to Sudjana (2011), various instruments are needed to make the research results more comprehensive.

Data is collected through three main techniques, namely observation, testing, and documentation. Observation is carried out in a participatory manner by observing students' behavior in discussions, participation in answering questions, and attitudes shown. The learning outcome test is used to determine the improvement of student understanding from the initial condition, cycle I, to cycle II. Documentation complements quantitative and qualitative data with visual and archival evidence in writing. According to Sugiyono (2019), the use of various data collection techniques in action research is a form of triangulation that aims to increase the validity of data.

Data were analyzed using descriptive, comparative and qualitative techniques. Comparative descriptive analysis was carried out by comparing student test results in the initial condition, cycle I, and cycle II. The data obtained is calculated on average, the percentage of completeness, and the increase. Qualitative analysis is used to process data from observations, field notes, and teacher reflections. According to Miles, Huberman, and Saldaña (2014), qualitative analysis consists of data reduction, data presentation, and conclusion drawn. With the combination of these two analysis techniques, the results of the research are expected to be more accurate and can describe the development of students as a whole.

The validity of the data is maintained through technical triangulation, namely by comparing data from observations, tests, and documentation. In addition, the involvement of subject teachers as collaborators also helps to increase the credibility of the data. According to Cohen, Manion, and Morrison (2018), collaboration in PTK serves to reduce the subjectivity of researchers and increase the reliability of findings. The research is carried out by paying attention to the ethics of educational research. The researcher first asked for permission from the principal and subject teacher. All students are involved by paying attention to their comfort, without discrimination. The principles of openness and

fairness are maintained so that students feel safe and motivated to participate in learning. According to Fraenkel, Wallen, and Hyun (2015), educational research must uphold ethics by respecting the rights of students as research subjects.

RESULTS

This class action research was carried out in class X E-1 SMA Negeri 1 Darul Imarah in the even semester of the 2022/2023 academic year. The research was conducted in two cycles, each consisting of two meetings. The main purpose of the research is to increase students' understanding of the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*" through the application of the inquiry learning model. The results of the research were presented based on the initial conditions, the results of cycle I, and the results of cycle II which were analyzed descriptively, comparatively, and qualitatively.

Before the action is taken, economic learning in this material tends to use the lecture method with little discussion. The teacher explains the material directly, while the students just take notes and listen. The results of the observations showed that most students were less active, appeared passive, and rarely asked questions. When given formative questions, many students have difficulty explaining the meaning of extravagance, *riya'*, *sum'ah*, *takabur*, and *hasad* in daily life.

Preliminary data shows that only 15 out of 36 students (41.47%) have reached the Minimum Completeness Criteria (KKM) of 70, while the other 21 students have not completed it. The average grade of the class is relatively low and far from the classical completion target of 85%. This condition shows the need for innovation in learning so that student understanding increases. According to Slavin (2018), low learning outcomes are often caused by learning strategies that are not able to activate students optimally. Therefore, the inquiry model was chosen to overcome these problems.

In the first cycle, teachers began to apply the steps of the inquiry model. Learning begins with the presentation of real cases, such as the phenomenon of consumptive behavior and showing off lifestyle on social media. The teacher asks students to identify the problems that arise and propose the suspected causes. Students then discuss in small groups to find solutions or initial conclusions related to how to avoid the nature of extravagance, *riya'*, *sum'ah*, *takabur*, and *hasad*. The results of the observation showed an increase in student activity compared to the initial condition. Students are more involved in group discussions, although involvement is still limited to some students. Some students are still passive and tend to only listen to their friends' opinions. The teacher provides additional guidance for all group members to participate.

The results of the final test of the first cycle showed an improvement compared to the initial condition. Of the 36 students, 21 students (63.89%) managed to achieve a score of ≥ 70 , while the other 15 students were still under the KKM. The grade point average increases compared to the initial condition. This increase shows that the use of the inquiry model is able to affect students' understanding, even though it has not met the indicators of research success. According to Sudjana (2011), the improvement in learning outcomes in the early stages is a positive indicator that the learning strategies implemented are starting to be effective, but still need improvement. Reflection on cycle I reveals several weaknesses, including uneven student involvement, less effective discussion time, and less varied learning media. Therefore, improvements were made in cycle II with an emphasis on strengthening discussions, using supporting visual media, and giving awards to active groups.

Cycle II was carried out with reference to the results of reflection in cycle I. Teachers continued to use the inquiry model, but added reinforcement strategies such as the use of presentation slides, the provision of more challenging triggering questions, and rewards in the form of praise and additional scores for active groups. Teachers also pay more attention to the distribution of roles in groups so that all students contribute. At the

implementation stage, students looked more enthusiastic. They actively ask questions, express opinions, and relate the material to everyday experiences. For example, some students can explain examples of *riya'* attitudes in school activities and how to avoid them. This shows a deeper understanding.

The test results at the end of cycle II showed a significant improvement. Of the 36 students, 34 students (94.44%) managed to achieve a score of ≥ 70 , while only 2 students did not complete. The average grade of the class increased sharply compared to the initial condition and cycle I. The classical completion percentage reached 94.44%, far exceeding the set target of 85%. Thus, the indicators of research success have been achieved. The results of the observation also showed an increase in student activity. If in cycle I only a few students were actively involved, in cycle II almost all students showed participation in discussions. Students are more confident when expressing opinions, work well together in groups, and are able to draw conclusions based on the data they find. According to Hamalik (2019), students' active involvement in learning is a sign that learning takes place meaningfully.

Comparison of learning outcomes from the initial condition to cycle II showed a consistent improvement. In the initial condition, learning completeness only reached 41.47%. After the implementation of the inquiry model in cycle I, completeness increased to 63.89%. The improvement in cycle II then resulted in a completeness of 94.44%. An increase of more than 50% from the initial condition shows the high effectiveness of the inquiry model in improving student understanding. Apart from the quantitative side, the qualitative aspect also shows progress. Students are not only able to answer test questions, but also show a positive attitude in learning. They are more disciplined, motivated, and able to connect material with the realities of daily life. This supports the view of Joyce, Weil, and Calhoun (2015) that the inquiry model helps students learn through direct experience, so that the knowledge gained is more durable and meaningful.

Based on the results of this study, the application of the inquiry model was proven to be able to increase the understanding of students in class X E-1 SMA Negeri 1 Darul Imarah on the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*." The improvement was seen both in terms of cognitive learning outcomes and student activities in learning. These results show that inquiry can be an effective alternative learning model to overcome the problem of low student understanding of conceptual and grade materials.

DISCUSSION

Classroom action research conducted on students in grade X E-1 of SMA Negeri 1 Darul Imarah shows that the application of the inquiry learning model is able to increase students' understanding of the material "Establishing a life full of benefits by avoiding spending, *riya'*, *sum'ah*, *takabur*, and *hasad*." The increase in learning outcomes is evident from the initial condition which only reached 41.47% completeness, increased to 63.89% in cycle I, and finally reached 94.44% in cycle II. These results confirm the effectiveness of the inquiry model in economic learning, especially in materials that emphasize the understanding of life values. Theoretically, inquiry is a learning model that places students as active subjects in the learning process. Students are invited to formulate problems, make hypotheses, collect data, analyze information, and draw conclusions. According to Bruner (1961), inquiry learning provides students with the opportunity to learn through discovery, which ultimately improves deep understanding and critical thinking skills. The results of this study support this theory, because students show a better understanding after experiencing the process of exploration and discussion.

In the first cycle, although the improvement in learning outcomes has been seen, there are still a number of students who have difficulty following the full inquiry stage. This is understandable because students are not yet accustomed to learning that demands independence and active participation. According to Joyce, Weil, and Calhoun (2015), the

change in the learning model from teacher-centered to student-centered does require time to adapt, both for students and teachers. Therefore, improvements in cycle II that emphasize more on teacher guidance, use of visual media, and reward make students better prepared to be actively involved.

The findings of this study are in line with the research of Fitriani (2018) which shows that the inquiry model can improve students' understanding of moral values through PAI learning. Similarly, Nurfadilah's research (2020) states that inquiry in economic learning is able to improve learning outcomes while training students' collaborative skills. Research by Sari and Lestari (2019) also supports this finding by showing that inquiry is effective in improving students' critical thinking skills in economics subjects. In addition, Nugroho's (2020) research that examined the use of inquiry-based media in other subjects found that students' active involvement increased significantly when they were given the opportunity to search for and discover the concepts learned for themselves. Thus, this study strengthens the empirical evidence that inquiry is not only effective in the field of science, but also relevant to economic learning that is loaded with life values.

The meaning that can be drawn from the results of this research is that inquiry provides space for students to build understanding independently and collaboratively. In cycle II, almost all students showed an increase in understanding which was reflected in their ability to explain examples of spending, *riya'*, *sum'ah*, *takabur*, and *hasad* in real life. According to Hamalik (2019), learning experiences that involve direct interaction and problem-solving will be more imprinted on students than just accepting explanations from the teacher. In other words, inquiry makes learning more meaningful because students connect concepts with the reality of their lives.

In addition, the application of inquiry also has an impact on the formation of positive attitudes of students. Students learn to work together in groups, respect the opinions of their peers, and dare to express their opinions in front of the class. This is in line with the opinion of Uno (2019) that inquiry not only improves the cognitive realm, but also the affective and social realm through collaborative activities. Thus, inquiry learning supports the achievement of holistic educational goals. Practically, the results of this research contribute to teachers in designing more active, creative, and fun learning. Teachers who originally only acted as material presenters, can now take on the role of facilitators who guide students in the discovery process. This is in accordance with the demands of the 2013 Curriculum which requires student activity-based learning (Sanjaya, 2016).

For schools, this research shows the importance of supporting teachers with adequate facilities so that inquiry learning can be carried out properly. The use of simple visual media such as presentations and real cases has been proven to be able to help students understand abstract material. If the supporting facilities are further improved, the effectiveness of inquiry learning will be more optimal. For students, the inquiry learning experience fosters an attitude of independence, confidence, and critical thinking skills. Students not only learn to understand the material conceptually, but also learn how to apply that knowledge in their daily lives. This is important because the main goal of education is not only to transfer knowledge, but also to form character and personality in accordance with noble values.

Although this research succeeds in achieving its objectives, there are some limitations that need to be noted. First, the study was conducted in only one classroom with a limited number of students, so the results could not be generalized to all contexts. Second, the learning media used is still simple and may not fully explore the potential of inquiry to the maximum. Third, the short research time in only two cycles makes the long-term impact of the application of inquiry cannot be measured comprehensively. However, these limitations do not reduce the value of the research findings, as they still show a significant increase in learning outcomes and student understanding. This limitation actually opens up opportunities for further research that can use more interactive media, involve more classes, and be conducted over a longer period of time.

CONCLUSION

Based on the results of the class action research carried out in two cycles on students of grade X E-1 SMA Negeri 1 Darul Imarah, it can be concluded that the application of the inquiry learning model is able to improve students' understanding and learning outcomes in the material "Establishing a life full of benefits by avoiding extravagance, *riya'*, *sum'ah*, *takabur*, and *hasad*." Initial conditions show that only 41.47% of students have achieved the Minimum Completeness Criteria (KKM). After the implementation of the inquiry model in cycle I, completeness increased to 63.89%, and finally reached 94.44% in cycle II. In addition to quantitative improvement, inquiry learning also has a positive impact on students' attitudes, shown by increased activeness, courage to express opinions, cooperation in groups, and the ability to relate material to real life. Thus, the inquiry model has proven to be effective as an economic learning strategy that not only improves cognitive aspects, but also shapes students' character to be able to live a life full of benefits by staying away from reprehensible behaviors.

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