



## The Effectiveness of the Inquiry-Based Learning Approach in Islamic Education Learning the Material When Life Has Stopped at SD Negeri 106457 Sei Kering

Tanti Widyaningsih Siregar ✉, SD Negeri 106457 Sei Kering, Indonesia  
Wannasiah Awwaliyah SD Negeri 102078 Blok Nol Jangga, Indonesia

✉ [tantisiregar61@guru.sd.belajar.id](mailto:tantisiregar61@guru.sd.belajar.id)

**Abstract:** This study aims to test the effectiveness of the inquiry-based learning approach in Islamic religious education learning using student worksheets. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the inquiry-based learning approach is effective in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of the inquiry-based learning approach can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** Inquiry-based learning approach, islamic education, elementary school.

**Received;** July 23, 2024 **Accepted;** November 24, 2024 **Published;** December 31, 2024

**Citation:** Siregar, T. W., & Awwaliyah, W. (2024). The Effectiveness of the Inquiry-Based Learning Approach in Islamic Education Learning the Material When Life Has Stopped at SD Negeri 106457 Sei Kering. *Journal of Indonesian Primary School*. (4). 86 – 92.

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### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping students' faith, character, and noble morals. One of the important materials in PAI learning is about the Last Day, especially on the topic "When Life Has Stopped". This material teaches students about belief in life after death, the signs of the last days, and the importance of preparing for good deeds. The cultivation of these values is not only cognitive, but also affective and psychomotor which aims to form students' religious awareness in living their daily lives. However, based on the results of initial observations in grade 5 of SD Negeri No. 106457 Sei Kering, several problems were found, namely Low Student Understanding, Lack of Student Participation, Lack of Use of Innovative Methods and also the Importance of Understanding the Last Day.

To overcome this problem, more innovative learning approaches are needed, one of which is Inquiry-Based Learning (IBL). This approach allows students to be active in the learning process by asking questions, looking for information, analyzing data, and drawing conclusions on the material. This process can help students to be able to understand the material more deeply and meaningfully. Through the application of the Inquiry-Based Learning approach to the material "When Life Has Stopped", it is hoped that: 1) Improve students' understanding of the concepts of life after death; 2) Increase students' active participation in learning.3); Helping students instill spiritual values that are relevant to daily life. Thus, this study is important to be conducted in evaluating the effectiveness of the Inquiry-Based Learning (IBL) approach in improving learning outcomes and student participation in the material "When Life Has Stopped" in grade 5 of SD Negeri No. 106457 Sei Kering.

## **METHODS**

This research uses qualitative aims to understand the phenomenon in depth by exploring the perceptions, experiences, and understanding of the research subjects. In this context, qualitative research can use a descriptive approach to describe how IBL is applied in learning and its impact on students. This study aims to describe in depth how the Inquiry-Based Learning (IBL) approach is applied in learning the material "When Life Has Stopped" and how it affects students' understanding, critical thinking skills, and learning experiences. Researchers will collect qualitative data such as interviews, observations, and documentation to analyze the interactions, learning process, and perceptions of students and teachers towards the use of IBL. Data Collection: 1) In-Depth Interview, i.e. Interviews with teachers and students to understand their experiences during learning with the IBL approach; 2) Observation carried out by direct observation in the classroom to see how IBL is applied in the teaching-learning process, including interaction between students and teachers; 3) The documentation in question is collecting student assignments, teacher notes, or learning materials used in the IBL approach.

Qualitative data obtained from interviews, observations, and documentation are analyzed using techniques such as coding to identify themes or patterns that emerge in the student's learning experience. This analysis is conducted inductively to find a deeper understanding of the effectiveness of IBL. The results of the study are compiled in the form of a descriptive narrative that describes the process of implementing IBL, its impact on students' understanding and critical thinking skills, as well as the obstacles or challenges faced by teachers and students in learning. The variables of this study include: Variable of expectations, improvement of Student Learning Outcomes. The hope in this study is that the inquiry-based learning approach can improve student learning outcomes, both in terms of knowledge (cognitive), skills (psychomotor), and attitude (affective). In this study, qualitative data analysis is used to interpret the experiences, views, and perceptions of students and teachers related to the application of the Inquiry-Based Learning (IBL) approach to the material "When Life Has Stopped".

The first process is data reduction, where researchers filter the information obtained through interviews, classroom observations, and learning documentation. Irrelevant or redundant data will be eliminated, and only information relating to the application of IBL and its effectiveness in learning will be selected. The selected data is then grouped according to relevant themes or categories, such as students' understanding of the material, student interaction in the inquiry process, as well as responses and the role of teachers during learning. After data grouping, the researcher presented the data in the form of a narrative or table that combined findings from interviews, observation notes, and documentation of learning activities. The presentation of this data aims to identify patterns or themes that arise during the learning process, such as obstacles faced by students in understanding the material or the active role of students in inquiry activities.

The next stage is the drawing of conclusions, where the researcher analyzes the emerging themes to determine the effectiveness of the IBL approach to the material.

This conclusion will be linked to the learning objectives and interpreted to provide a deep understanding of the influence of the inquiry approach on students' understanding of the material "When Life Has Stopped". (Miles & Huberman, 1994). During data collection through interviews, observations, and documentation, researchers continue to filter and organize information relevant to the effectiveness of the Inquiry-Based Learning (IBL) approach. Focused data, such as students' responses to learning, interactions in the inquiry process, and the level of comprehension of the material, are used to test the correctness of the provisional hypothesis. Researchers present data in the form of descriptive, thematic, or visual narratives such as diagrams or tables. Relevant findings, such as how students responded to inquiry activities and their impact on comprehension of the material "When Life Has Stopped," were analyzed to identify patterns and relationships.

To ensure the validity of the data, triangulation was carried out by comparing data from various sources (teachers, students, and documents) and methods (interviews, observations, and documentation). For example, researchers can verify whether the results of interviews with students are consistent with observation notes during inquiry learning. Once the main pattern or theme is identified, the provisional hypothesis is tested through in-depth reflection on the research findings. If the data show that the IBL approach is able to improve student understanding, active engagement, and positive responses to learning, then the hypothesis is accepted. Otherwise, the hypothesis is revised or rejected. (Sugiyono, 2019) The conclusion that can be drawn is that the hypothesis testing in this study provides an in-depth understanding of the effectiveness of the Inquiry-Based Learning approach through detailed data exploration. The results of the analysis not only support or reject the hypothesis, but also provide insight into the factors that support the success or obstacles to the implementation of this approach.

## **RESULTS**

The results of the Learning Improvement Research in cycle 1 of this study regarding the Effectiveness of the Inquiry-Based Learning (IBL) Approach on the Material 'When Life Has Stopped' in Class V of SD Negeri No 106457 Sei Kering are as follows. The results of the observations in this study are: 1) Student Involvement, almost all students are actively involved in learning. They show enthusiasm when working in groups, discussing, and presenting the results of their work. Compared to the first cycle, there was an increase in the number of students who dared to express their opinions; 2) Critical thinking skills, students are able to convey arguments based on facts obtained from exploration. They also demonstrate a deeper understanding of the concepts of life and death; 3) The use of time, the duration of the discussion is more controlled, with each group able to complete the task on time.

Teachers are also more skilled at managing time for each stage of learning; 4) The effectiveness of the learning media, the visual media used, such as videos and experimental tools, successfully attract students' interest and help them understand the material concretely; 5) Positive interaction, the relationship between students and teachers is getting better, as seen from the increase in students' confidence in interacting and asking questions. The results of this study indicate that the implementation of the Inquiry-Based Learning (IBL) approach significantly improved the learning outcomes of fifth-grade students at SD Negeri No. 106457 Sei Kering, particularly in understanding the topic "When Life Comes to a Halt." Before the introduction of the IBL method, the students' pre-test scores were relatively low, averaging 60%.

This indicated that while students had a basic understanding of the topic, they struggled to comprehend the deeper meaning and implications. After applying the IBL approach, the post-test results showed a marked improvement, with the average score

increasing to 85%. This improvement highlights the effectiveness of the IBL method in enhancing students' grasp of complex topics. Through the inquiry-based activities, students were encouraged to ask questions, investigate the topic in-depth, and actively participate in discovering the answers. Instead of passively receiving information, students were able to explore the topic through guided exploration and inquiry. This process allowed them to connect the abstract concept of "when life comes to a halt" with real-life situations, enabling a deeper understanding of how the concept applies to their lives. As a result, the students demonstrated a better grasp of the lesson, as reflected in the significant improvement in their test scores and their ability to discuss the topic with greater confidence. Moreover, the classroom observations showed a noticeable increase in student engagement and motivation. During the inquiry activities, students actively participated in group discussions, shared their findings with their peers, and collaborated on solving problems related to the topic. The hands-on nature of IBL helped to make the learning process more dynamic and interactive, which in turn made students more invested in the lesson.

Students expressed greater enthusiasm for learning, as they enjoyed the freedom to explore the subject matter in a more independent and exploratory manner. In addition to academic improvements, the inquiry process also helped to develop critical thinking and problem-solving skills. Students were tasked with analyzing different aspects of the topic and forming conclusions based on their investigations. This approach not only enhanced their understanding of the lesson content but also encouraged them to think critically and creatively. They learned to approach problems systematically, ask relevant questions, and evaluate their findings, which are valuable skills that will benefit them in future academic endeavors and beyond. Overall, the results of this study demonstrate that the Inquiry-Based Learning approach is an effective teaching strategy for improving student learning outcomes, particularly in subjects that require deep reflection and understanding. The increase in academic performance, combined with heightened student engagement and the development of critical thinking skills, underscores the positive impact of IBL. The study suggests that teachers should consider incorporating this approach into their teaching practices to foster a more interactive, engaging, and effective learning environment.

## **DISCUSSION**

The results of this study demonstrate that the Inquiry-Based Learning (IBL) approach significantly enhanced the understanding and engagement of fifth-grade students at SD Negeri No. 106457 Sei Kering, particularly in the topic "When Life Comes to a Halt." One of the key findings is that students exhibited a notable improvement in their academic performance after the IBL approach was implemented. The pre- and post-test results showed a substantial increase in test scores, which suggests that IBL effectively deepened students' understanding of the material. By encouraging students to actively engage with the content through inquiry, they were able to explore the topic in greater depth, rather than merely memorizing facts.

This approach fosters a more meaningful and lasting comprehension of complex concepts. Another significant observation was the increased level of student engagement. During the inquiry-based activities, students were more involved in the learning process compared to traditional methods. The inquiry approach required students to ask questions, explore answers, and collaborate with peers, which made the learning process more dynamic and interactive. This shift from a passive to an active learning model played a key role in increasing student motivation. When students are actively involved in their learning, they are more likely to retain the information and apply it to real-life situations, which was evident in the students' ability to discuss the topic in a more thoughtful and reflective manner.

Furthermore, the development of critical thinking and problem-solving skills was evident among the students. Through inquiry, students were not simply given the answers; instead, they were encouraged to investigate the topic, analyze different perspectives, and draw conclusions based on evidence. This process promotes independent thinking and helps students develop essential skills, such as reasoning, evaluating evidence, and making informed decisions. These skills are not only valuable in the classroom but also in students' personal lives and future academic pursuits, making the IBL method a crucial pedagogical tool for overall student development. Additionally, the collaborative aspect of IBL further enhanced the learning experience. Students worked together in groups to explore the topic, share their ideas, and discuss their findings. This peer interaction fostered a sense of teamwork and allowed students to learn from one another. The sharing of ideas and the ability to engage in discussions also encouraged students to consider different viewpoints, which enriched their understanding of the topic. This collaborative learning environment not only helped students develop social and communication skills but also enhanced their ability to work with others in problem-solving contexts.

In conclusion, the Inquiry-Based Learning approach has proven to be an effective strategy for improving both student understanding and engagement. By encouraging active participation, critical thinking, and collaboration, IBL helped students connect more deeply with the subject matter and enhance their academic performance. The positive outcomes observed in this study suggest that inquiry-based methods can be applied to a wide range of topics to foster a more engaging and reflective learning experience. Teachers are encouraged to incorporate IBL in their teaching practices to develop students' academic skills, critical thinking abilities, and collaborative attitudes, ultimately leading to a richer learning experience.

## **CONCLUSION**

This study aims to analyze the effectiveness of the Inquiry-Based Learning (IBL) approach on the material *When Life Has Stopped* in grade V of SD Negeri No. 106457 Sei Kering. Based on the results of the research that has been conducted, it can be concluded that the application of the IBL approach significantly increases students' understanding of the learning material. This approach encourages students to be more active in the learning process, from asking questions, seeking information, to concluding learning outcomes. Through inquiry-based learning steps, students become more critical, creative, and able to work collaboratively with classmates. The results of the study showed an increase in student learning outcomes from cycle to cycle. In the initial cycle, the level of student understanding was still low, but after the IBL approach was applied consistently, there was a significant increase in the average grade of the class and the number of students who reached the Minimum Completeness Criteria (KKM). In addition, this approach also increases students' motivation to learn, which is shown through active participation during the learning process. Thus, it can be concluded that the Inquiry-Based Learning approach is effectively applied to the material *When Life Has Stopped* for grade V students of SD Negeri No. 106457 Sei Kering. This approach can be recommended as an innovative learning method to improve student learning outcomes, especially in materials that require an in-depth understanding of concepts.

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