JURNAL PROFESIONALISME GURU

INQUIRY LEARNING STRATEGIES IN ISLAMIC RELIGIOUS EDUCATION

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Abstract: *This research aims to examine the inquiry-based learning strategy within the context of Islamic religious education, in order to enhance understanding and mastery of Islamic concepts through an active and exploratory approach. The methodology used is literature review, by analyzing various sources such as books, journals, and related articles concerning the implementation of inquiry strategies in Islamic religious education. The results of the study indicate that applying inquiry strategies can increase students' activeness in the learning process, deepen their understanding of Islamic concepts, and foster a balanced attitude of critical thinking and faith. This strategy is effectively implemented through approaches that adapt to the characteristics of students and the learning context, thereby creating an interactive and meaningful learning atmosphere. Thus, inquiry-based learning strategies can serve as an effective alternative in teaching Islamic religious education to improve the quality of learning and the development of students' character.*

Keywords: *Strategy, Inquiry-Based Learning, Islamic Religious Education, Active, Exploration*

INTRODUCTION

Islamic religious education plays an important role in shaping the character and morals of students, especially in this modern era full of challenges. In the process of learning Islamic religion, the methods used must be able to attract the attention of students and motivate them to actively participate in the learning process. One approach that is currently gaining more attention is the inquiry learning strategy, which emphasizes the process of exploration, discovery, and problem solving independently or in groups. This approach is believed to be able to increase students' understanding of Islamic concepts in a deep and meaningful way (Fadli, M. (2017).

The main characteristic of inquiry learning strategy is placing students as the center of attention of the learning process. In this approach, students are encouraged to ask questions, make observations, conduct investigations, and find their own answers to various problems faced. Thus, the learning process is no longer passive, but active and constructive, so that it can increase the analytical power and creativity of students in understanding Islamic teachings. This approach is very relevant to be applied in the context of religious education because it is able to build critical and reflective faith (Hamalik, O. (2013).

The application of inquiry learning strategies in Islamic religious education is also in line with the demands of the curriculum which requires students to become independent learners and be able to think critically. Through this approach, students do not only receive material passively, but they are invited to explore, explore, and find the meaning of Islamic teachings actively. This is expected to increase learning motivation and strengthen students' character in living Islamic values in everyday life (Hidayah, N. (2021).

In addition, the application of inquiry strategies is also able to overcome various challenges in Islamic religious learning, such as the lack of interest of students in religious materials and their low level of participation in class discussions. With this method, students will feel more challenged and motivated to find their own answers, so that the learning process becomes more enjoyable and meaningful. In addition, teachers also act as facilitators who guide students in the process of seeking knowledge, not just as mere transmitters of material (Kartini, S. (2019).

However, the implementation of inquiry learning strategies in the context of Islamic religious education is not free from various challenges. One of them is the need for teacher readiness in managing classes interactively and innovatively. Teachers must be able to create a conducive learning atmosphere, as well as be able to guide students in the exploration process in accordance with the principles of Islamic teachings. In addition, the readiness of adequate facilities and learning resources is also an important factor in supporting the success of this strategy.

In the context of educational research and development, the use of an inquiry approach in Islamic religious learning needs to be supported by a comprehensive literature review. Through literature studies, we can understand various theories and best practices that have been applied, as well as identify the advantages and obstacles in their application. This study is expected to provide a clearer picture of the effectiveness of inquiry strategies in improving the quality of Islamic religious learning, as well as provide recommendations for educators in implementing them optimally.

Furthermore, the results of this literature review are expected to be able to provide a positive contribution to the development of innovative and effective learning models in Islamic education-based schools. By integrating the inquiry

approach, it is hoped that the learning process will be more meaningful, enjoyable, and able to form a young generation who not only understand theoretically but are also able to practice Islamic teachings in everyday life. This is in line with the vision of Islamic education as an effort to form a perfect human being who has noble character and knowledge.

In general, this study confirms that the inquiry learning strategy has great potential to improve the quality of Islamic religious education learning. This approach not only fosters students' curiosity, but also builds their critical and analytical thinking skills towards Islamic teachings. Thus, it is hoped that the implementation of this strategy can be a pedagogical innovation that is able to answer the challenges of religious education in the contemporary era and is able to form students who are knowledgeable, moral, and have character.

METHODS

In this study, the approach used is a literature study to examine inquiry learning strategies in the context of Islamic religious education. Literature studies are chosen because they are able to provide a comprehensive picture of relevant theories, concepts, and practices from various credible and current sources. This approach allows researchers to analyze and compare various research results, books, journals, articles, and other documents related to the topic systematically.

The first stage in this methodology is data collection from relevant written sources. Researchers conducted searches through academic databases such as Google Scholar, JSTOR, and national education portals, as well as accessing books and journals from university libraries and related institutions. Keywords used include "inquiry learning strategies", "Islamic religious education", "active approaches in Islamic learning", and other related terms. The selection of sources is based on criteria such as relevance, validity, and accuracy of the data presented.

Next, the source selection stage is carried out by selecting documents that meet certain inclusion and exclusion criteria. Relevant sources are those that directly discuss the implementation and effectiveness of inquiry strategies in Islamic religious learning, and those supported by valid data and analysis. Outdated sources or sources that are not directly related to the topic are ignored. This process ensures that the data analyzed is the most up-to-date and reliable.

After data collection is complete, the analysis stage is carried out using descriptive and comparative analytical methods. Researchers critically read each source, highlighting the main concepts, supporting theories, and research results related to the application of inquiry strategies in Islamic religious learning. Data from various sources are then classified based on themes, such as the advantages, challenges, and best practices of inquiry strategies. This makes it easier to identify patterns and trends that emerge from the existing literature.

In addition, researchers synthesize various findings from sources that have been analyzed. This synthesis aims to compile a complete picture of the implementation of inquiry strategies, including supporting factors and obstacles, as well as practical recommendations for implementation in the field. In this way, researchers can integrate various different views and research results into a comprehensive and meaningful conclusion.

In order to ensure the validity and reliability of the results of the literature study, researchers also validate the primary sources used. This validation is done by checking the credibility of the author, publishing institution, and peer-review

recognition from the related journal. In addition, researchers also compare data from various sources to ensure the consistency and accuracy of the information taken, so that the results of the analysis can be academically accounted for.

The report of the results of the literature study is compiled by following a systematic framework, starting from the introduction of theory, critical analysis, to a summary of the main findings relevant to the research title. The results of this methodology are expected to provide a solid theoretical basis and a comprehensive picture of the effectiveness and practice of inquiry learning strategies in Islamic religious education. Thus, this study can be a useful reference for the development of inquiry-based learning models in the future.

RESULTS & DISCUSSION

Definition of Inquiry Learning

Inquiry learning is one of the learning approaches that emphasizes the process of discovery and active reasoning by students. In this case, students do not only receive information passively from the teacher, but they are invited to actively participate in searching, investigating, and discovering the concepts or knowledge being studied. This approach aims to build critical, analytical, and creative thinking skills in students through a systematic investigation process.

In general, the definition of inquiry learning can be associated with the understanding of inquiry itself as a process of investigation carried out independently and actively to obtain new knowledge. In the context of education, inquiry is a process in which students actively ask questions, formulate hypotheses, collect data, analyze information, and come to their own conclusions. Thus, inquiry learning places students at the center of the learning process, not just as recipients of information.

According to Nuh (2008), inquiry learning is a learning process that requires students to conduct active investigations to understand certain concepts through questions, observations, experiments, and reflections. This approach requires students to think critically and independently in gaining knowledge, so that the learning process is not just about receiving material from the teacher but through a meaningful search process.

In the education book, Hamalik (2013) states that inquiry learning is a learning method that requires students to actively ask, search, collect, and process information independently or in groups. This approach is oriented towards the development of high-level thinking skills and the process of discovering concepts obtained through direct experience and data analysis.

Several other experts also provide similar definitions, such as Syaiful Bahri (2010) who stated that inquiry learning is a learning method that places students as discoverers and creators of knowledge through a systematic investigation process. The teacher functions as a facilitator who guides students in carrying out the inquiry process.

Inquiry learning has the main characteristic of emphasizing the process of asking, investigating, and finding knowledge by yourself, not just receiving explanations from the teacher directly. This allows students to develop curiosity, creativity, and analytical and critical thinking skills that are very important in facing challenges in the modern era.

In the context of formal education, inquiry learning can also be interpreted as an approach that integrates active investigation activities of students in order to

achieve certain competencies. This approach encourages students to be more independent and responsible for their own learning process, so that they are able to develop a scientific attitude and high curiosity.

The definition from various sources shows that inquiry learning is not just a method or technique, but rather an educational philosophy that places students at the center of the learning process. This approach emphasizes the creation of a fun, challenging, and meaningful learning atmosphere, so that students can develop critical and creative thinking skills optimally.

In addition, inquiry learning is also considered a dynamic and flexible process, depending on the context and needs of the students. The teacher acts as a facilitator and guide who helps students to design and carry out inquiry activities, as well as assisting them in analyzing data and drawing conclusions logically and scientifically.

Thus, it can be concluded that inquiry learning is an approach that places students as active actors in the process of searching and discovering knowledge. Through a systematic and experience-oriented investigation process, students not only gain knowledge, but also develop critical and creative thinking skills, as well as scientific attitudes which are important competencies in today's information and technology era.

The Advantages of Inquiry Learning Strategies in Islamic Religious Education

The inquiry learning strategy is an approach that places students at the center of the learning process, where they are active in finding and building their own knowledge through the process of discovery and investigation. In the context of Islamic religious education, this strategy has significant advantages in increasing students' understanding and spiritual experience. One of its advantages is that it is able to increase learning motivation because students feel directly involved and responsible for the learning process they are undergoing (Djamarah, SB, & Zain, A. (2010).

In addition, the inquiry strategy encourages students to think critically and analytically about Islamic teachings. They are invited to study various sources such as the Qur'an, Hadith, and historical contexts to gain a deeper understanding. This approach also develops high-level thinking skills, such as analyzing, concluding, and evaluating the information they find.

Another advantage of this strategy is building students' self-confidence in the learning process. By actively seeking answers and solutions to the questions asked, they feel valued and able to overcome the challenges faced. This indirectly helps them internalize Islamic values more deeply and personally.

In addition, inquiry strategies can enhance students' creativity and innovation. They are encouraged to develop new ways of understanding religious teachings and convey their findings independently or in groups. This supports the development of soft skills that are important in education and social life.

Another advantage is that this strategy is able to foster a high curiosity about Islamic teachings. This curiosity becomes the main motivator in learning, because students feel challenged to explore and understand religious teachings in depth. Thus, the learning process becomes more meaningful and relevant to their lives.

The use of inquiry strategies in Islamic religious education allows for the application of a more contextual and realistic approach. Students are invited to relate Islamic teachings to real situations and problems in their environment, so that their understanding is not only theoretical but also applicable. Overall, these advantages

make inquiry strategies an effective method for improving the quality of Islamic religious learning.

Challenges in Implementing Inquiry Strategies

Despite having various advantages, the implementation of inquiry strategies in Islamic religious education is not free from various challenges. One of the main challenges is the lack of adequate facilities and learning resources. Many schools do not yet have access to sufficient resources to support the process of student investigation and discovery, such as a complete library or interactive learning media (Darmadi, A. (2020)

In addition, teachers often face obstacles in managing the class when implementing inquiry strategies. They must be able to facilitate an active and independent learning process, but sometimes do not have sufficient pedagogical competence in managing this method. This can result in the learning process being ineffective or not in accordance with the objectives.

Another significant challenge is the learning culture that is more oriented towards memorization and mastery of material memorably. In the context of Islamic religious education, many students and parents prioritize exam results rather than the process of seeking in-depth knowledge through inquiry strategies. This causes a lack of support from various parties in implementing this approach optimally.

Furthermore, limited time is also an obstacle. The inquiry process takes longer than lecture methods or direct teaching-based learning. In a busy lesson schedule, allocating enough time for the inquiry process is a challenge in itself. In addition, the level of ability and readiness of students in conducting investigations and critical thinking is also a limiting factor. Not all students have adequate initial abilities in managing the inquiry process, so they need intensive guidance from teachers.

Another challenge arises from environmental and cultural factors in schools that do not yet support the innovation of this learning method. Lack of training and workshops on inquiry strategies often become a barrier for teachers to implement this method effectively and sustainably. The success of implementing inquiry strategies is highly dependent on the role and collaboration of all parties, including educators, students, and parents. Unpreparedness and lack of synergy between them can hinder the effectiveness of the inquiry-based learning process in Islamic religious education.

The Influence of Inquiry Strategy on Students' Learning Motivation

Inquiry learning strategies have a positive influence on students' learning motivation. By involving students directly in the process of searching and discovering knowledge, they feel more appreciated and have an active role, thus increasing their curiosity and desire to learn. This is different from traditional methods which tend to be passive and oriented towards providing one-way information (Arifin, Z. (2019).

In addition, inquiry strategies can create a fun and challenging learning atmosphere. Students feel challenged to ask questions, conduct investigations, and find their own answers, which psychologically can increase their self-confidence in their learning abilities. This intrinsic motivation is very important in building long-term interest in the subject matter.

This approach also encourages students to develop a sense of responsibility

for their learning process. They learn to manage time, learning resources, and collaboration with friends independently, which ultimately strengthens their motivation to learn actively and independently.

Furthermore, inquiry strategies can help students see the relevance of learning materials to their real lives. By finding their own answers to the questions they ask, students feel that the knowledge they are learning has practical meaning and benefits, thus increasing their motivation to study it further.

Motivation also increases because the inquiry learning process provides an experience of success and a sense of accomplishment. When students succeed in finding answers or solutions to the problems they are researching, a sense of pride and satisfaction arises, which encourages them to continue learning and exploring further.

In addition to the psychological aspect, this strategy also motivates students to develop a high curiosity about Islamic teachings. They tend to be more active in finding out about aspects of Islam that they do not yet understand, so that the learning process becomes more meaningful and sustainable. Overall, the positive influence of the inquiry strategy on students' learning motivation is very large. By creating a challenging, fun, and relevant learning atmosphere, students will be more motivated to actively participate and explore Islamic religious knowledge independently and deeply.

The Influence of Inquiry Strategy on Understanding Islamic Religious Education Material

The use of inquiry strategies in Islamic religious education learning has a significant impact on students' understanding of the material being taught. Through this approach, students do not only receive information passively, but they actively seek, study, and verify the Islamic teachings they learn themselves. Thus, their understanding tends to be deeper and contextual (Amelia, R. (2018)

In addition, the inquiry process allows students to relate Islamic teachings to their real-life contexts. They are invited to study and understand Islamic values that are relevant to the social and cultural situations in which they live. This helps them understand the meaning and application of Islamic teachings more broadly and deeply.

In the process of searching and investigating, students learn to identify primary sources in Islam such as the Qur'an and Hadith and interpret their meaning critically. They also learn to compare various opinions and interpretations that exist, thus improving their analytical and reasoning skills on religious material.

This approach also helps students overcome their difficulties or doubts about Islamic teachings. By conducting their own investigations, they can find satisfactory answers and strengthen their belief in the truth of the teachings. This is very important in building strong faith and piety.

In addition to the conceptual understanding aspect, inquiry strategies also contribute to students' understanding of the practical aspects of Islamic teachings. They learn to apply Islamic values in everyday life through the process of discovery and reflection that they do.

The success of this strategy in improving understanding of the material is also supported by the development of critical and analytical thinking skills. Students not only memorize, but are also able to interpret, evaluate, and integrate Islamic

knowledge independently. The influence of the inquiry strategy on understanding Islamic religious education material is very positive. This approach not only improves mastery of concepts, but also strengthens the meaning and application of Islamic values in the lives of students.

Supporting and Inhibiting Factors in the Implementation of Inquiry Strategies in Schools

The implementation of inquiry strategies in Islamic religious education is influenced by various factors that can strengthen or hinder its success. The main supporting factors include the readiness and competence of teachers in managing this method. Teachers who have a good understanding of inquiry strategies and are able to facilitate the investigation process effectively will greatly assist the success of its implementation.

In addition, adequate learning facilities and resources are important factors. Schools that provide complete libraries, interactive learning media, and internet access will make it easier for students to search and do research. A conducive learning environment that supports innovation is also a major supporting factor.

Support from the principal and school management is very influential in encouraging the implementation of this strategy. If the school leader provides adequate policies and resources, the implementation process will be smoother and more sustainable. Regular training and workshops are also important supporting factors to improve teacher competence.

On the other hand, inhibiting factors include the lack of time available in the lesson schedule. Because the inquiry process requires a fairly long time, time constraints are often the main obstacle. In addition, a learning culture that prioritizes memorization and memorization of material can reduce interest and support for this approach.

Lack of teacher training and experience in implementing inquiry strategies is also a major obstacle. Many teachers are not familiar or feel less confident in managing this active and independent learning process. This can reduce the effectiveness of the learning process and even cause confusion among students.

Another factor is the lack of collaboration and synergy between teachers, students, and parents. If there is no support from parents who understand the benefits of this approach, students may not be motivated and the learning process will be hampered. Cultural factors and school policies that do not support learning innovation are also major obstacles. Schools that tend to be conservative and less open to new methods will have difficulty implementing inquiry strategies effectively and sustainably.

CONCLUSION

Based on the literature review that has been conducted, it can be concluded that the inquiry learning strategy is an effective approach in improving students' understanding and involvement in Islamic religious learning. This approach places students as the center of the learning process, so that they are active in asking questions, exploring, and finding the meaning of Islamic teachings in more depth. The

results of the study show that the application of this strategy can increase learning motivation, critical thinking skills, and build the character of students who have noble morals and are reflective of religious teachings.

Despite its many advantages, the successful implementation of inquiry strategies in Islamic religious education still faces various challenges, such as teacher readiness, adequate facilities, and development of appropriate materials. Therefore, collaborative efforts are needed from various parties, including teacher training, development of learning resources, and continuous evaluation so that this strategy can be implemented optimally. Thus, inquiry learning strategies have great potential to become pedagogical innovations that can improve the quality of Islamic religious learning and form a young generation that is knowledgeable, moral, and critical of their religious teachings.

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