



Inquiry Learning Strategy

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Abstract

This study is motivated by the importance of implementing learning strategies that enhance students' active participation and critical thinking skills. The inquiry-based learning strategy is selected because it is considered effective in encouraging students to construct knowledge independently through questioning, investigating, and drawing conclusions. Common problems in conventional teaching, such as low student engagement and teacher-centered instruction, serve as the main reasons for conducting this research.

The research employs a qualitative approach with a descriptive design. Data are collected through observation, interviews, and documentation. The subjects of the study include teachers and students involved in classroom learning activities. Data analysis is carried out systematically through data reduction, data display, and conclusion drawing. The results show that the implementation of inquiry-based learning improves students' learning activeness, critical thinking ability, and conceptual understanding. In addition, students become more independent and confident in expressing their ideas. Teachers act as facilitators who guide the learning process rather than as the sole source of information. Therefore, the inquiry strategy is proven to be effective in creating meaningful and student-centered learning.

Keywords: *Learning Strategy, Inquiry, Student Engagement, Critical Thinking*

INTRODUCTION

The inquiry learning concept is based on the assumption that curiosity is a fundamental human potential that develops from an early age and plays a crucial role in lifelong learning. Since childhood, humans naturally tend to explore and understand the surrounding world through their senses, such as sight, hearing, and touch. This process of exploration is followed by thinking, analyzing, and drawing conclusions based on observations. In this framework, knowledge is not passively received but actively constructed through mental, reflective, and investigative activities. Therefore, inquiry-based learning has strong relevance in developing students' critical thinking abilities and problem-solving skills (Dessani et al., 2025).

In inquiry-based learning, the teacher's role shifts from being the primary source of knowledge to becoming a facilitator and guide who provides learning resources and directs students' thinking processes without giving direct answers. This approach enables students to develop independence, confidence, and responsibility in their own learning. Inquiry learning is closely aligned with constructivist theory, which emphasizes that knowledge is constructed by learners through active learning experiences. In the context of the modern curriculum, the implementation of inquiry-based learning is highly relevant for improving students' higher-order thinking skills, enabling them to analyze, evaluate, and create solutions to complex problems (Gep Rianto et al., 2025).

In inquiry learning models, students are required to learn both independently and collaboratively by applying critical thinking skills. Learning becomes more effective when students are able to discover answers to the problems they investigate on their own. In this phase, teachers still play an important role in guiding the learning process so that the learning approach shifts from teacher-centered to student-centered. Inquiry-based learning significantly influences students' learning processes because they are encouraged to search for and construct their own knowledge independently (Prasetiyo & Rosy, 2020).

One effort to improve the quality of education is through curriculum development that responds to contemporary needs. Educational curricula are designed with the awareness that science, technology, and arts continue to evolve. Curriculum development must consider societal conditions and collective as well as regional needs in order to support national development. Therefore, to face the challenges of globalization, it is necessary to reform mindset, strengthen curriculum governance, and expand as well as deepen learning content (Hamdani & Islam, 2019).

Inquiry learning is an instructional approach that places students at the center of the learning process. In this approach, students are not merely passive recipients of information from teachers but are trained to search, discover, investigate, and conclude concepts independently. Inquiry-based learning is rooted in the belief that effective education is not only

about transferring knowledge but also about developing students' critical, creative, logical, and systematic thinking skills. Therefore, inquiry learning is highly relevant in modern education, which demands active learners who are capable of facing life challenges (Asrori, 2016).

The rapid development of science and technology in the globalization era has brought significant changes to various aspects of life, including education. Education is now expected to produce human resources who are not only academically intelligent but also capable of critical thinking, problem-solving, collaboration, and having strong curiosity. In such conditions, conventional teacher-centered learning is considered less effective in maximizing students' potential. Many students tend to memorize material without truly understanding its meaning and real-life application, resulting in underdeveloped higher-order thinking skills.

This situation encourages the need for learning strategies that actively involve students in the learning process. Inquiry learning emerges as a solution that helps teachers create a more interactive, engaging, and meaningful learning environment. Through inquiry-based learning, students are encouraged to ask questions, observe phenomena, collect data, conduct experiments, and draw conclusions based on their own findings. Thus, learning is not only focused on final outcomes but also on the process of knowledge construction itself (Ayu, n.d., p.

34).

Inquiry learning is closely related to the development of scientific thinking skills. This strategy trains students to understand problems through systematic investigation. Students learn to identify problems, formulate hypotheses, collect information, analyze data, and draw conclusions. This process provides deeper learning experiences compared to passive listening. Through direct experience, students are better able to understand concepts and retain knowledge for a longer period of time.

In addition, inquiry-based learning can increase students' learning motivation. When students are given the opportunity to find answers independently, they become more challenged and interested in learning. Their natural curiosity becomes the main driving force in the learning process. Learning is no longer perceived as a burden but as an enjoyable and meaningful activity. This is essential in creating an effective and conducive learning environment (Azis, 2019, p. 8).

In its implementation, inquiry learning requires teachers to possess strong professional competence. Teachers are no longer the sole source of knowledge but act as facilitators, guides, and motivators in the learning process. Teachers must be able to create learning situations that stimulate students' curiosity and provide opportunities for independent exploration. Therefore, teachers need to understand the steps of implementing inquiry learning effectively to ensure optimal learning outcomes.

The implementation of inquiry-based learning is also highly relevant to modern curricula that emphasize scientific approaches and active learning. Contemporary curricula require students to develop higher-order thinking skills, including analyzing, evaluating, and creating based on their knowledge. Inquiry learning provides broad opportunities for students to develop these skills through investigation and problem-solving activities (Bk & Hamna, 2022).

At the elementary school level, inquiry learning plays a very important role in supporting students' intellectual and emotional development from an early age. Children naturally have a strong curiosity about their environment. Through inquiry-based learning, this curiosity can be directed into meaningful and positive learning activities. Students are encouraged to observe phenomena around them and seek answers to questions that arise, making learning more concrete and closely related to their daily lives.

Inquiry learning is not limited to science subjects but can also be applied in other subjects such as Social Studies, Indonesian Language, Mathematics, and even Religious Education. For example, in Indonesian Language learning, students can identify main ideas through reading and discussion activities. In Social Studies, students can observe social conditions in their environment. In Mathematics, students can discover concepts through simple problem-solving activities. This shows that inquiry

learning is flexible and applicable across various subjects (Hasanah et al., 2023, p. 4).

Despite its many advantages, the implementation of inquiry-based learning also faces several challenges. Not all students have the same ability and confidence to express opinions or conduct investigations. In addition, inquiry learning requires more time compared to conventional teaching methods. Teachers must also carefully prepare materials, learning media, and activities to achieve learning objectives. Limited facilities and infrastructure in schools may also become obstacles in implementing this strategy.

However, these challenges do not reduce the importance of inquiry-based learning in education. With proper planning and support from all stakeholders, this strategy can have a positive impact on the quality of education. Students not only gain knowledge but also develop critical thinking skills, scientific attitudes, self-confidence, and problem-solving abilities that are essential for their future lives.

METHOD

This study uses a qualitative approach with a library research design. This approach was chosen to conduct an in-depth examination of the concept and implementation of the inquiry learning strategy based on various relevant scientific sources. The data sources in this study consist of primary data, including books and scientific journals that discuss inquiry-based learning strategies, as well as secondary data in the form of articles, research reports, and other

relevant supporting sources.

Data collection techniques were carried out through documentation studies and literature searches from various national and international journals. The data analysis technique used is content analysis, which involves identifying, classifying, and interpreting information related to the focus of the study. The analysis process was conducted systematically through several stages, including data collection, data classification, data analysis and interpretation, and drawing conclusions.

RESULTS AND DISCUSSION

The Concept of Inquiry Learning Strategy

A learning strategy can be defined as “a plan, method, or series of well-designed activities to achieve certain educational goals.” Therefore, a learning strategy refers to a structured plan that involves a sequence of learning activities designed to achieve specific educational objectives. From this definition, two important points can be highlighted. First, a learning strategy includes a learning design that involves the use of methods, instructional models, and various learning resources within the teaching and learning process. Second, a strategy is intentionally designed to achieve predetermined learning goals.

Etymologically, the term *inquiry* comes from the English word “inquiry,” which means questioning, examination, or investigation. It can also refer to an investigative process conducted

through interviews. Thus, inquiry learning, in a linguistic sense, can be understood as a learning strategy that deepens understanding of learning materials through investigative questioning or interview-based exploration. In a terminological sense, inquiry learning strategy refers to a series of learning activities that emphasize critical and analytical thinking processes to search for, discover, and independently solve problems or questions posed in the learning process. It can be concluded that inquiry-based learning is grounded in the assumption that human beings have an innate drive to seek and construct knowledge from birth (Haudi, 2021, p. 9).

The inquiry learning strategy is based on several important principles that must be understood by educators. The first is the principle of intellectual development, which emphasizes that inquiry learning focuses not only on learning outcomes but also on the learning process itself. The second is the principle of interaction, which views learning as a process of interaction between students, teachers, and learning resources. In this approach, the teacher is not the only source of knowledge but acts as a facilitator of interaction.

The third principle is the principle of questioning, where the teacher plays an important role as a questioner because questioning stimulates students’ thinking processes. The ability of teachers to ask meaningful questions is essential in inquiry learning. The fourth is the principle of learning to think, which emphasizes that learning is fundamentally a thinking process. Therefore, teachers are expected to optimize students’ cognitive abilities during the learning process. The

fifth is the principle of openness, which highlights that learning is a process of exploring various possibilities and alternative solutions (Istiningsih & Hasbullah, 2015, p. 21).

Based on this principle, teachers are required to provide opportunities for students to formulate hypotheses, develop ideas freely, and test their hypotheses openly through investigation and evidence. Inquiry-based learning is a student-centered approach that emphasizes critical and analytical thinking to find answers to problems. It is based on the assumption that humans naturally possess curiosity from birth and tend to explore their environment. The main characteristics of inquiry learning include: first, emphasizing maximum student activity in searching and discovering knowledge; second, directing students to independently find answers to questions, thereby fostering self-confidence; and third, aiming to develop systematic, logical, and critical thinking skills as part of intellectual development.

Inquiry learning is a form of student-centered learning that may involve questioning techniques, practice methods, and reasoning activities. In its implementation, teachers must pay attention to several important aspects. First, learning problems should be formulated in the form of questions, which may originate from either students or teachers. Second, teachers must act as facilitators and motivators for students. Third, students should have prior basic information related to the problems being studied. Fourth, students must be given the opportunity to carry out activities independently and evaluate their

results. Fifth, sufficient time should be provided for students to work individually or in groups using this approach. Sixth, teachers must monitor student activities and provide assistance when students face difficulties in solving problems (Landia, n.d., p. 8; Teknologi & Desain, 1805).

Overall, the inquiry learning strategy is a powerful instructional approach that encourages active learning, independent thinking, and deeper understanding. By engaging students in the process of questioning, investigating, and discovering, this strategy helps develop critical thinking skills, self-confidence, and meaningful learning experiences.

Implementation of Inquiry Learning Strategy

Inquiry learning is grounded in constructivist philosophy, as it enables students to construct their own knowledge through active engagement in the learning process. This learning strategy is designed to develop students' scientific abilities and to encourage direct involvement in learning activities. In inquiry-based learning, students are engaged both mentally and physically in solving problems presented by the teacher. It provides learners with real and active learning experiences, where they are trained to solve problems, make decisions, and develop essential skills.

Research conducted by Sohibin et al. (2009) revealed that the guided inquiry learning model can improve students' conceptual understanding and foster critical thinking skills. Significant differences in students' critical thinking abilities and conceptual understanding occur because inquiry learning is designed to enhance scientific skills and

motivation through direct involvement in the learning process (Laura, n.d., p. 6).

Inquiry learning provides teachers with a framework to guide and facilitate students in acquiring knowledge through scientific methods similar to those used by scientists. These methods include observing, formulating questions, developing hypotheses, collecting data, and drawing conclusions. Such activities enhance students' critical thinking abilities and deepen conceptual understanding. Inquiry learning is student-centered, allowing learners to engage actively in cognitive, intellectual, and socio-emotional learning processes.

The learning process maximizes students' abilities to investigate systematically, critically, logically, and analytically, enabling them to formulate their own findings with confidence (Anggareni et al., 2013). Critical thinking skills encourage students to generate new ideas and evaluate different perspectives, distinguishing between relevant and irrelevant, as well as valid and invalid arguments. Developing critical thinking helps students draw conclusions based on data and real-world facts (M.Pd, n.d., p. 6).

According to Sapriya, the purpose of critical thinking is to evaluate opinions or ideas through reasoned judgment supported by reliable criteria, which can later be applied in real-life situations. Inquiry learning has been shown to significantly influence students' critical thinking skills, as evidenced by pre-test and post-test results analyzed using the Independent Sample t-test. Learning through inquiry helps students understand problems, construct reasoning, and

arrive at conclusions when solving issues. The improvement in critical thinking skills indicates that inquiry learning is more effective than conventional learning models (Inandhi & Agustina, 2019).

Inquiry learning places students as the central actors in the learning process. Students are given opportunities to search for, discover, investigate, and conclude knowledge through scientific and experiential learning activities (Marzuki & Imron, 2023, p. 81). This approach emphasizes not only learning outcomes but also the learning process itself, allowing students to develop a deeper and more meaningful understanding of concepts. It is particularly important in modern education as it fosters critical, creative, logical, and systematic thinking skills.

The implementation of inquiry learning focuses on students' active participation in finding solutions to problems. Students are encouraged to ask questions, observe phenomena, collect information, conduct experiments, and draw conclusions based on data. In this process, the teacher acts as a facilitator and guide, ensuring that learning objectives are achieved effectively. Teachers no longer dominate instruction through lectures but instead provide space for students to develop their thinking and scientific skills.

Effective implementation of inquiry learning requires careful planning. Teachers must define clear learning objectives, select appropriate materials, prepare learning media, and design activities that stimulate students' curiosity. The selected learning materials should be observable, analyzable, and discoverable through investigation (Nelti, n.d., p. 23). This ensures that students gain

concrete learning experiences rather than abstract theoretical knowledge.

At the beginning of the inquiry process, teachers usually provide stimulus to engage students' interest. This stimulus may include questions, images, videos, demonstrations, or real-life phenomena related to the lesson. The purpose is to stimulate curiosity and encourage students to explore problems further. Teachers must create an engaging and enjoyable learning environment to motivate active participation.

After students become interested, the next step is problem formulation. At this stage, students are guided to identify questions related to the learning material. This step is crucial because it forms the foundation for further investigation. Teachers help students formulate clear and focused questions that align with learning objectives, ensuring a structured inquiry process.

The next stage is hypothesis formulation, where students develop tentative answers based on prior knowledge or experience. This activity trains students to think logically and systematically. Students are encouraged to express their ideas freely, which helps develop critical thinking skills and self-confidence.

Following hypothesis formulation, students engage in data collection. At this stage, they gather relevant information through books, the internet, observation, interviews, or experiments (Taufik, 2020, p. 54). In science subjects, students may conduct experiments, while in social studies, they may observe social conditions in their environment. This stage provides meaningful

hands-on learning experiences.

Data collection also helps students develop essential skills such as observing, recording, measuring, classifying, and analyzing information. Students learn teamwork, discussion, and respect for different opinions. It also fosters responsibility and independence, while teachers supervise and guide the process to ensure learning objectives are achieved effectively.

After data collection, students analyze the data to determine answers to the problem. They compare findings with previously formulated hypotheses. This stage trains students to think objectively and draw conclusions based on evidence, helping them connect theory with real-world phenomena.

The final stage is drawing conclusions. Students present their findings through presentations or class discussions. Teachers provide feedback and clarification to ensure conceptual accuracy. This stage also develops students' communication skills, confidence, and ability to express ideas systematically (Surur, n.d., p. 4).

Inquiry learning offers many benefits in education, particularly in improving students' critical thinking skills. Students do not passively receive information but actively analyze problems, seek solutions, and make decisions based on data. This ability is essential for facing future challenges. Additionally, inquiry learning enhances creativity by encouraging students to explore multiple ways of solving problems and generating new ideas. It also increases student engagement, confidence, and independence.

Inquiry learning is highly applicable across

various subjects. In science, students can investigate phenomena such as changes in matter, plant growth, or light properties. In social studies, students may observe economic activities or social conditions. In language learning, students can identify main ideas through reading and discussion. This flexibility makes inquiry learning suitable for diverse learning contexts and subject areas.

Advantages and Disadvantages of Inquiry Learning Strategy

Inquiry learning is an instructional approach that emphasizes active student involvement in discovering and investigating concepts. In this strategy, students do not simply receive information from the teacher but are encouraged to search for, explore, and construct knowledge independently through critical thinking, observation, discussion, and investigation. In modern education, inquiry learning is considered highly important because it can develop students' intellectual abilities, creativity, and problem-solving skills (Simatupang, 2019, p. 5). However, like other instructional strategies, inquiry learning also has both strengths and limitations in its implementation.

One of the main advantages of inquiry learning is its ability to enhance students' critical thinking skills. Through the learning process, students are trained to identify problems, ask questions, gather information, analyze data, and draw conclusions based on evidence. This process encourages logical and systematic thinking, enabling students to actively process

information rather than passively receive it. As a result, students become better prepared to face future challenges in life and academic development.

In addition to critical thinking, inquiry learning also fosters creativity. Students are given the freedom to explore various approaches in solving problems, express ideas, and propose alternative solutions based on their observations and experiences. This freedom allows students to think innovatively and develop new ways of understanding concepts, making the learning process more engaging and less monotonous.

Another advantage is increased student engagement in learning activities. Inquiry learning places students at the center of the learning process, requiring them to actively participate in asking questions, discussing, conducting experiments, and presenting findings. This active involvement creates a more dynamic and interactive classroom environment where students learn through experience rather than passive listening.

Inquiry learning also enhances students' motivation. When students are given the opportunity to discover answers on their own, they tend to feel more challenged and curious about the subject matter. This curiosity drives them to explore and learn more deeply. The sense of achievement gained from finding solutions independently also builds confidence and increases learning motivation, making the learning experience more meaningful (Sahrudin, 2014, p. 3).

Furthermore, inquiry learning helps students understand concepts more deeply. Knowledge gained through direct experience is generally easier to understand and retain compared to rote

memorization. Through the process of exploration and discovery, students can connect theoretical concepts with real-life situations, making learning more relevant and practical.

Inquiry learning also contributes to the development of students' social skills. Since it often involves group work and discussions, students learn how to cooperate, respect others' opinions, exchange ideas, and solve problems collaboratively. These interactions help students improve communication skills and develop positive social relationships, which are essential in everyday life.

Despite its advantages, inquiry learning also has several limitations. One of the main challenges is that it requires more time compared to conventional teaching methods. The learning process involves multiple stages such as problem formulation, data collection, investigation, analysis, and conclusion, which can be time-consuming and difficult to manage within limited classroom hours.

Another limitation is that not all students have the same ability to participate effectively in inquiry-based learning. Some students may be active and capable of critical thinking, while others may struggle to express ideas or analyze information. This can create disparities in learning outcomes, especially for students who lack confidence or independent learning skills (Riyono & Retnoningsih, 2015, p. 4).

Inquiry learning also demands a high level of teacher competence. Teachers must be able to design appropriate learning activities, formulate meaningful problems, and guide students

throughout the inquiry process. Without proper skills and preparation, the learning process may become unstructured and fail to achieve its objectives.

In addition, inquiry learning requires adequate facilities and learning resources. Some investigative activities need specific tools, materials, and media to support effective learning. Schools with limited resources may face difficulties in fully implementing inquiry-based activities, which can reduce the effectiveness of the learning process.

Another challenge is the difficulty of applying inquiry learning in large classrooms. In classes with many students, it can be challenging for teachers to monitor and guide all learners effectively. This may result in some students being less active or less involved in the learning process. Moreover, group activities in large classes can sometimes become noisy and less controlled, affecting the overall learning environment.

In conclusion, inquiry learning offers significant benefits in developing students' critical thinking, creativity, motivation, and social skills. However, its successful implementation depends on careful planning, teacher competence, adequate resources, and appropriate classroom conditions. Despite its challenges, inquiry learning remains a valuable and effective strategy for creating meaningful, active, and student-centered learning experiences.

CONCLUSION

Inquiry learning strategy is an instructional approach that emphasizes the active involvement

of students in the process of discovering knowledge through critical thinking, questioning, and problem-solving activities. Through this strategy, students do not merely receive information passively but are encouraged to search for, process, and draw conclusions about the concepts being learned independently. This makes the learning process more meaningful and promotes deeper understanding.

The implementation of inquiry-based learning offers various advantages, such as improving students' critical thinking skills, creativity, and learning independence. However, this strategy also presents several challenges, particularly in terms of teacher readiness, time management, and the diversity of students' abilities. Therefore, careful planning and appropriate adjustments to classroom conditions are required to ensure that the learning process runs effectively.

Thus, the inquiry learning strategy is highly relevant in modern education because it can optimize students' potential in cognitive, affective, and psychomotor aspects. Teachers are expected to implement this strategy appropriately so that learning objectives can be achieved optimally.

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