

Improving Students' Abilities by Developing an Inquiry Learning Model

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Abstract. This research aims to improve students' knowledge and thinking abilities by developing an inquiry learning model. The method used by the researcher is qualitative, which describes something in the form of writing. In addition, the Inquiry also teaches students to think critically, namely by giving opinions and using reason when deciding something or what is being discussed. It also concerns the potential of students to learn by involving critical thinking or inquiry learning. This research shows that learning based on the Quran must be applied because this will make it easier for teachers or prospective teachers in the teaching and learning process. In addition, by learning the Quran, students can be active in the classroom and think logically.

Keywords: model development, inquiry learning, student abilities

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Abstrak. Penelitian ini bertujuan untuk meningkatkan pengetahuan dan kemampuan berpikir mahasiswa dengan mengembangkan model pembelajaran inkuiri. Metode yang digunakan oleh peneliti adalah kualitatif, yaitu menggambarkan sesuatu dalam bentuk tulisan. Selain itu, Inkuiri juga mengajarkan siswa untuk berpikir kritis, yaitu dengan memberikan pendapat dan menggunakan alasan ketika memutuskan sesuatu atau apa yang sedang dibahas. Ini juga menyangkut potensi siswa untuk belajar dengan melibatkan pemikiran kritis atau pembelajaran inkuiri. Penelitian ini menunjukkan bahwa pembelajaran berbasis Al-Quran harus diterapkan karena hal ini akan memudahkan guru atau calon guru dalam proses belajar mengajar. Selain itu, dengan belajar mengaji, siswa dapat aktif di kelas dan berpikir logis.

Kata kunci: pengembangan model, pembelajaran inkuiri, kemampuan siswa

INTRODUCTION

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Education is a process of changing the behavior of a person or group through training or teaching (Efendy & Irmwaddah, 2022; Sulastri et al., 2023). In this case, education is essential for living things, especially humans. The behavior in question is understanding the conditions and situations in morality, in other words, doing good things and keeping away bad things (Alfiyanto et al., 2023).

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According to Rahman et al., it is defined as a conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have

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religious and spiritual strength, self-control, personality, intelligence, noble character, and skills needed themselves and society (Rahman et al., 2022). In this case, we can interpret education as an effort made by a teacher to his students consciously develop the potential possessed by students by involving the skills possessed by the teacher in opening or closing learning so that students are active in learning. Not only the teacher's skills in opening or closing learning but also what methods are used by a teacher in the learning process, one of which is Inquiry learning or guessing students in critical thinking (Alfiyanto, 2022; Alfiyanto & Hidayati, 2022).

Inquiry Learning is learning that emphasizes students' ability to respond to a problem logically to encourage students to formulate a problem systematically and critically. Talking about learning is an activity carried out by teachers, educators, and students regarding the process of understanding learning (Wardani et al., 2022; Zakaria, 2020). In this learning, a lot of things must be achieved, be it the quality of students in responding to a discussion and aiming to achieve learning as expected. Learning can be interpreted as learning students or making students learn (making students learn). In this case, learning is construed as a processor in student learning activities in the classroom. The aim is that the learning process runs smoothly according to what is expected by the teacher (Isnaeni & Hildayah, 2020; Khuliani et al., 2021).

One of the main advantages of inquiry-based learning is its ability to encourage active involvement in the learning process (Inel-Ekici & Ekici, 2022; Meo & Masruri, 2018). Instead of passively receiving information, students are actively involved in formulating questions, conducting research, and analyzing data. This active participation fosters a deeper understanding and retention than traditional rote learning methods.

Inquiry-based learning fosters critical thinking skills by challenging students to think critically, analyze information, and draw conclusions based on evidence (Wale & Bishaw, 2020). When students are involved in formulating hypotheses, designing experiments, and interpreting results, they develop the ability to evaluate information and make informed decisions critically. These skills are essential for success in academic activities and real-world applications (Wahyuni, 2023).

Inquiry-based learning often involves collaborative activities where students investigate and solve problems. This collaborative approach improves teamwork and communication skills and exposes students to diverse perspectives and ideas. By engaging in discussions and sharing

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findings, students learn to articulate their thoughts effectively and develop a deeper appreciation for the value of teamwork.

RESEARCH METHODS

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In this case, the method used in the article is the qualitative method, which describes the object being discussed or researched. 5
Qualitative research is a type of research that produces discoveries that cannot be achieved by statistical procedures or by other quantitative methods (Nugrahani, 2014). In this case, the qualitative method is defined as an activity that produces discoveries, both discoveries in learning and other things, then the discoveries are described in writing or not using numbers. The technique in collecting data is to collect discussions of the discussion being discussed, such as the title of this article, and data obtained through books and journals, either in the form of the internet or other things.

RESULTS AND DISCUSSION

Inquiry Learning

Inquiry Learning is a series that involves students to think critically in response to a discussion or what is being studied in class. 20
Inquiry Learning is a series of activities that involve teaching and learning activities to maximize the entire ability of students to search and investigate systematically, critically, logically, and analytically so that they can confidently formulate their findings (Handayani, 2021).

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From the above opinion, we can conclude that Inquiry learning is learning that emphasizes the ability of students to respond to a problem logically to encourage students to formulate a problem systematically and critically. In this case, 1
the role of teachers is only as a guide in the teaching and learning process. Therefore, students must not only master the subjects or those being discussed but also understand what is being discussed.

Inquiry Learning Model Approach

In this approach, students are more placed in searching for their material, and the role of the teacher is only to facilitate learning. 18
The aim is for students to be able to find the central problem independently. There are several conditions for using the Inquiry approach, which is as follows (Nilakusmawati & Asih, 2012):

IMPROVING STUDENTS' ABILITIES BY DEVELOPING AN INQUIRY LEARNING MODEL

1. Teachers must be skilled in choosing relevant questions in the classroom according to the students' reasoning power. In this case, teachers are required to have skills in determining problems. The problem in question is a problem that is often done by students so that students can explain well and make it easier for students to reason.
2. Teachers must be skilled in fostering students' motivation and creating fun learning situations. This means that teachers must be good at opening or closing learning so students do not feel bored.
3. There are sufficient learning facilities and resources such as learning media, namely monitors or LCDs, package books, etc.
4. There is freedom for students to express their opinions, create, and discuss. Students are free to have an opinion on what is being discussed. Teachers do not blame students for their views.
5. Participation of every student in every learning activity. The point is how students play a role, both in the discussion being discussed and in the group.
6. Teachers do not interfere and intervene much in student activities. This means that teachers are only supervisors for students who do not understand what is being discussed.

In this case, we can conclude that the requirements in learning Inquiry aim to provide convenience for a teacher in the tag method used in learning, namely Inquiry, and the purpose is to facilitate the teaching and learning process so that expectations create learning or what has been achieved.

Types of Inquiry

In this case, there are several kinds of Inquiry learning. The goal is to make it easier for teachers to explain a discussion. In addition, it also makes it easier for students to think critically. There are three types of Inquiry, namely 1) Open Inquiry, which gives students freedom of opinion on what is being discussed; 2) Guided Inquiry, namely the role of the teacher in this case only as a supervisor to his students, so that students can describe problems in a structured manner; and 3) Closed Inquiry, namely the role of teachers as more active supervisors to their students. We can conclude from various types of Inquiry that inquiry learning does not only focus on students but also the educator or teacher to facilitate the teaching and learning process.

Improving Student Abilities by Developing an Inquiry Learning Model

Inquiry learning is an approach that encourages students to be actively involved in the learning process by asking questions, conducting investigations, and finding answers on their

own. This model aims to develop critical thinking skills, analytical abilities, and a deep understanding of the subject matter.

Table 1. Results of SWOT Analysis on Improving Student Ability with Inquiry Learning Model

| No. | SWOT Analysis | Information |
|-----|---------------|---|
| 1 | Strengths | <ol style="list-style-type: none"> 1. Improvement of critical thinking skills. 2. Active student engagement. 3. Deep understanding of the material. 4. Development of research skills. 5. Collaboration and teamwork. |
| 2 | Weaknesses | <ol style="list-style-type: none"> 1. It requires more time and resources. 2. The readiness of teachers and students varies. 3. Complexity in the evaluation of learning outcomes. 4. Variation of learning outcomes between students and groups. |
| 3 | Opportunities | <ol style="list-style-type: none"> 1. Professional development of teachers. 2. Utilization of technology and digital resources. 3. Collaboration with other educational institutions. 4. A supportive competency-based curriculum. |
| 4 | Threats | <ol style="list-style-type: none"> 1. Infrastructure limitations. 2. Resistance to changes in learning methods. 3. Education policies that are not supportive. 4. Competition with other learning methods. |

This SWOT analysis is hoped to provide a clearer picture of the potential and challenges in developing and implementing the inquiry learning model. It can also help in planning effective strategies to improve students' abilities through this learning approach.

CONCLUSIONS AND SUGGESTIONS

Learning based on the Qur'an must be implemented to make teaching and learning more accessible for teachers or prospective teachers. In addition, by understanding the Qur'an, students can be active in the classroom and think logically, according to the discussion. Inquiry learning is an effective method to improve students' abilities in various aspects. By developing an inquiry learning model, teachers can help students become more independent, critical, and creative learners. Despite the challenges it faces, the benefits gained from inquiry learning make it feasible to implement in various educational contexts. Developing an inquiry learning model requires teachers' and students' commitment and readiness. However, the results

achieved will significantly impact the development of student's abilities and the quality of learning.

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