

## IMPLEMENTATION OF THE *INQUIRY LEARNING (IL)* MODEL IN ISLAMIC RELIGIOUS EDUCATION AND ETHICS SUBJECTS CLASS VI IN UPTD SDN 06 GUGUAK VIII KOTO

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### Abstract

The learning process of Islamic Religious Education and Ethics in elementary schools requires innovation that can improve the quality of education, one of which is through the application of the Inquiry Learning (IL) model. This study aims to examine the effect of the Inquiry Learning model on teacher competence, student interest and motivation to learn, and the achievement of learning outcomes in grade VI students at UPTD SDN 06 Guguak VIII Koto. Although many previous studies have examined the application of IL, there has been no research that specifically links IL with improving learning outcomes of Islamic Religious Education and Budi Pekerti in elementary schools. The methodology used in this research is quantitative and qualitative approaches through Classroom Action Research (PTK). The results showed a significant increase in student learning outcomes, with pre-cycle learning completeness of 44.44%, cycle 1 of 55.56%, cycle 2 of 66.67%, and cycle 3 of 88.89%. The application of the Inquiry Learning model proved effective in improving students' competence in the field of Islamic Religious Education and Ethics, as well as increasing their learning motivation. This research has important implications in the application of the IL model as an alternative to improve the quality of learning in elementary schools.

**Keywords:** Inquiry Learning Model; Islamic Religious Education; Good Manners

### A. Introduction

Islamic Religious Education and Ethics is "one of the compulsory subjects in the independent curriculum as a manifestation of the main elements of religion which include faith, Islam and ihsan" (Decree of BSKAP Kemdikbud Ristek, 2024). This is in line with the goals of national education, namely "students to become human beings who believe and fear God Almighty, have noble character" (Law No. 20 of 2003). In order to support the goals of national education, the learning process of Islamic Religious Education and Budi Pekerti in schools, especially elementary schools, must be designed in such a way as to be more interesting and enjoyable for students. Teachers are highly required to be able to make changes and transformations in teaching methods from conventional to eccentric ways that are more fun and exciting for students. Muliawan (2017) states that the learning process is organized, structured and coordinated continuously through measurable and efficient assessment benchmarks.

Effective learning in primary schools requires innovative and developmentally appropriate approaches. This is important to ensure that every student can achieve optimal learning outcomes, which focus not only on knowledge transfer, but also on developing critical, creative and independent thinking skills. According to Hattie (2009), effective learning is characterized by active interaction between teachers and students and the use of approaches that involve students in the learning process (Wahyu Ariyani & Prasetyo, 2021) . In addition, successful learning must be able to adapt to the individual needs of students, provide appropriate challenges, and create a learning environment that supports students' cognitive and emotional development as a whole. Therefore, innovation in learning methods is very important to improve the quality of education and create a more interesting learning atmosphere and in accordance with the times (Putra, 2017) .

Teachers as facilitators in the learning process in Elementary Schools are faced with the challenge of changing conventional teaching approaches to be more dynamic and enjoyable for students. This is important to increase students' interest and motivation to learn, which in turn will have an impact on achieving better learning outcomes. According to Deci and Ryan (2000), students' intrinsic motivation can be obtained by creating fun and challenging learning experiences, which allow students to be actively involved in the learning process. In this case, teachers must be able to adopt more eccentric and creative learning methods, which can stimulate students' curiosity and make them feel more involved in learning. An interesting approach that focuses on exploration and discovery will motivate students to be more active in learning and thinking critically.

Effective learning depends not only on the approach used, but also on well-planned structure and coordination. According to Black and Wiliam (Mpisi, 2022) , measurable and efficient assessment is an integral part of successful learning, as it can provide useful feedback for the development of students' competencies. In this context, continuous organized and coordinated learning will ensure that each stage of learning goes well and in accordance with the objectives to be achieved. The assessment used must be able to objectively measure student achievement and provide useful information for teachers to adjust learning strategies. Therefore, the implementation of appropriate assessments is essential to create a more structured learning process that can significantly improve student learning outcomes.

Effective learning in primary schools requires innovative approaches to support students' cognitive and emotional development (Ningsih et al., 2020) . Effective learning is created when there is a strong relationship between the teaching done by teachers and the results achieved by students. This shows that the success of learning is highly dependent on the quality of interaction between teachers and students, as well as the methods applied. Therefore, it is important for teachers to choose and implement learning models that not only focus on providing

material, but also invite students to think critically and creatively. Innovation in learning also includes teachers' ability to facilitate students in developing 21st century skills, such as critical thinking, problem-solving, and collaboration (Idhayani et al., 2023) . For example, the use of inquiry-based learning models provides space for students to explore, find answers to problems, and interact with the subject matter more deeply (Redhana, 2019) .

In order for the learning process of Islamic Religious Education and Ethics in Primary Schools to run in accordance with student development and in line with the learning outcomes (CP) according to the phase or level of development of students' abilities, teachers need to innovate by utilizing various learning models. One of the learning models that teachers can utilize in the learning process of Islamic Religious Education and Ethics in Primary Schools is the Inquiry learning model.

The academic contribution of this statement lies in the importance of utilizing the Inquiry learning model in education, especially in learning Islamic Religious Education and Ethics in Primary Schools. The Inquiry learning model makes a significant contribution to the development of a more innovative and developmentally appropriate approach for students, which allows them to think critically, independently and be actively involved in the learning process. By adapting this model, teachers can create a learning environment that is more interactive and in accordance with students' cognitive and emotional development levels. In addition, this research also contributes to the understanding of the importance of innovation in basic education to improve the achievement of optimal learning outcomes (CPs) that are relevant to the needs and characteristics of students in each phase of their development.

According to Zainiyati (2010), the inquiry learning model is a series of learning activities aimed at the process of reasoning rationally and scientifically, in order to find personal answers to the problems being discussed in the learning process (Setiasih & Panjaitan, 2016) . Parta (2017), describes the inquiry learning model as having three main parts that occur within the scope of the learning domain, including: a. the teacher as a teacher, b. students as the taught, and c. the material to be taught. In other words, in the learning process that implements the *Inquiry Learning (IL)* model, students are involved in being able to analyze the problems being studied through their own answers.

The importance of the inquiry learning model in this study lies in its ability to stimulate students in developing critical and analytical thinking skills through a more active and participatory approach. As explained by Zainiyati (2010) and Parta (2017), this model provides space for students to be directly involved in the process of reasoning and finding solutions to the problems studied, which in turn

encourages them to find answers personally and deeply. In the context of learning Islamic Religious Education and Budi Pekerti, the application of the inquiry model is very relevant to improve students' understanding of the values taught in a more contextual and reflective way. This is very important because it not only supports the achievement of more optimal learning outcomes, but also develops students' ability to think more independently, which is part of the character building and competencies expected in education in elementary schools.

## B. Method

This research was conducted with a quantitative and qualitative approach through Classroom Action Research (PTK). Suhirman (2021), suggests Classroom Action Research (PTK) as a form of reflective study (corrective action) conducted by a researcher, in this case a teacher with the concept of being involved in these reflection activities with the ultimate goal of improving the quality of the learning process. Lewin in Kunandar (2011) states that Classroom Action Research (CAR) is a process of systematically planned activities (actions) which include *planning*, *implementing (action)*, *monitoring (controlling)*, *evaluating*, and *following up (reflecting)*.

This Classroom Action Research (PTK) was conducted at UPTD SDN 06 Guguak VIII Koto, as the research subject was class VI students totaling 9 people, consisting of 7 male students and 2 female students. The research time was conducted in the odd semester of the 2024/2025 academic year, which began in September to November 2024 according to the schedule arranged in the school education calendar. The data sources of this research consist of primary sources, namely student learning outcomes in the form of daily tests, and secondary sources, namely: teachers, peers, principals, and collaborators. The research data collection techniques were carried out in the form of: tests, observations, interviews, and discussions. The research procedure was carried out in the form of a cycle that refers to the Kurt model in Purwanto (2023), namely: a. *planning (planning)*, action or action (*acting*), observation (*observing*), and d. reflection (*reflecting*).

The data analysis used in this research is quantitative and qualitative analysis. For quantitative data, the analysis was carried out by calculating the percentage of completeness of student learning outcomes based on daily tests obtained during the research cycle. The percentage of completeness in each cycle will be calculated to measure student progress from the first cycle to the third cycle, in order to see the effectiveness of the application of the Inquiry Learning model. Meanwhile, for qualitative data, the analysis is carried out on the results of observations, interviews, and discussions involving teachers, students, peers, principals, and collaborators. This qualitative data will be analyzed with a thematic approach, where researchers identify themes or patterns that arise in interactions and learning activities to provide a more in-depth picture of the dynamics of the learning process

and the influence of the Inquiry Learning model on student motivation and participation. The results of these two types of analysis are then used to evaluate the effectiveness of the applied learning model in improving the quality of Islamic Religious Education and Ethics learning in elementary schools.

### **C. Finding and Discussion**

#### **1. Finding**

##### **Planning**

The planning stage is the stage where researchers prepare and collect everything that will be needed when the learning process will be carried out. This planning stage includes learning tools that will be used such as: teaching modules, formative test questions, learning tools and media, PBM observation sheets, teacher activity observation sheets, and student activity observation sheets.

The planning stage in Classroom Action Research (PTK) has a very important role, because it determines the success of the implementation of actions to be taken in the learning process. According to Kemmis and McTaggart (Fiteriani & Suarni, 2016), planning is a very crucial first step in the PTK cycle, because at this stage the researcher formulates the goals to be achieved, and prepares everything needed to achieve these goals. In addition, (Arikunto, 2010) emphasizes that planning in PTK must involve the development of appropriate learning tools, which include teaching modules, formative test questions, learning media, and instruments used to observe the activities of both teachers and students during the learning process. Thus, the planning stage becomes the basis for designing effective learning and in accordance with the desired objectives, as well as ensuring smoothness and success in each research cycle.

The purpose of researchers preparing learning tools at this planning stage is to make it easier to carry out the learning process of Islamic Religious Education and Ethics in class VI UPTD SDN 06 Guguak VIII Koto in implementing the *Inquiry Learning* (IL) model. In addition, to make it easier to reflect and evaluate the shortcomings found during the learning process.

##### **Implementation.**

###### **a. Pre-Cycle.**

The pre-cycle learning process was carried out on Monday, September 2, 2024 in class VI which started at 08.00 until 09.50 with a total of 9 students. The pre-cycle learning process refers to the lesson plan compiled in the teaching module that has been prepared at the planning stage.

###### **b. Cycle 1.**

The learning process of cycle 1 was carried out on Monday, September 9, 2024 in class VI which started at 08.00 until 09.50 with a total of 9 students. The cycle 1 learning process refers to the lesson plan compiled in the teaching module that has

been prepared and has been improved after seeing the results of the pre-cycle learning process.

### c. Silus 2.

The learning process of cycle 2 was carried out on Monday, September 23, 2024 in class VI which started at 08.00 until 09.50 with a total of 9 students. The learning process of cycle 2 is carried out improvements that refer to the improved learning plan in the teaching module that looks at the results of the learning process of cycle 1.

### d. Cycle 3.

The learning process of cycle 3 was carried out on Monday, September 30, 2024 in class VI which started at 08.00 until 09.50 with a total of 9 students. The cycle 3 learning process also refers to the lesson plan compiled in the teaching module that has been prepared at the planning stage and has been improved and revised according to the results of the learning process in cycle 2.

### Evaluation.

#### a. Pre-cycle Learning Outcomes.

The learning outcomes through daily tests on the material linkup of chapter 1 in learning Islamic Religious Education and Cultivation of Humanities for class VI UPTD SDN 06 Guguak VIII Koto students, as shown in table 1 below:

**Table 1: Pre-Cycle Formative Test Results**

No	Student Name	KKTP	Value	Completeness	
				Completed	T.Completed
1	Afri Ahmad Zain		67	v	
2	Agusman Ramadhan		52	-	v
3	Alle Andra Putra		75	v	-
4	Karin Fairy Zoiz		88	v	-
5	Khanza Aqilla Salsabila	65	51	-	v
6	Muhammad Akbar Al-Aqsa		71	v	-
7	Muhamad Rafael		40	-	v
8	Muhammad Rifal Marto		39	-	v
9	Nauval Arnold Candra		55	-	v
		Total Value	538	4	5
		Class Average	59,78	-	-
		% Completion	-	44,44%	55,56%

The data in table 1 above, shows that the results of students' daily tests in the pre-cycle in the learning process of Islamic Religious Education and Budi Pekerti have not been achieved (not complete) in accordance with the learning outcomes that have been determined according to the Criteria for Achieving Learning Objectives (KKTP), namely 65.

This can be seen from 9 students, only 4 students who completed the KKTP with a percentage of completeness of (44.44%), while the other 5 students did not complete the KKTP with a percentage of completeness of (55.56%). These results

show that classically students have not completed learning in the pre-cycle, because the scores obtained are below the KKTP which is 65 with an average class result of 59.78. This condition shows that the learning process of Islamic Religious Education and Budi Pekerti in class VI UPTD SDN 06 Guguak VIII Koto designed by the teacher is still monotonous and conventional, causing students not to understand the subject matter taught by the teacher.

**b. Cycle 1 Learning Outcomes.**

The learning outcomes of Islamic Religious Education and Budi Pekerti of class VI students of UPTD SDN 06 Guguak VIII Koto in cycle 1 which was conducted on Monday, September 9, 2024 at 08.00 to 09.50, obtained the following results:

**Table 2: Cycle 1 Formative Test Results**

No	Student Name	KKTP	Value	Completeness	
				Completed	T.Completed
1	Afri Ahmad Zain		77	v	
2	Agusman Ramadhan		57	-	v
3	Alle Andra Putra		75	v	-
4	Karin Fairy Zoiz		86	v	-
5	Khanza Aqilla Salsabila	65	65	v	-
6	Muhammad Akbar Al-Aqsa		80	v	-
7	Muhamad Rafael		47	-	v
8	Muhammad Rifal Marto		41	-	v
9	Nauval Arnold Candra		60	-	v
	Total Value		588	5	5
	Class Average		65,33	-	-
	% Completion		-	55,56%	44,44%

Student learning outcomes in the learning process of Islamic Religious Education and Budi Pekerti still do not show an increase, where the class average score in cycle 1 only reached 65.33 with a percentage of completeness of 55.56% achieved by 5 students and 4 students were still not complete with a percentage of completeness of 44.44%.

This happens because the design of the learning process for Islamic Religious Education and Budi Pekerti in class VI UPTD SDN 06 Guguak VIII Koto by implementing the *Inquiry Learning (IL)* model has not been maximally implemented by teachers. The learning process designed in the teaching module has not been planned systematically and has not been in accordance with the learning outcomes for phase C in high grades. Another cause is that students still do not understand and understand the *Inquiry Learning (IL)* model that teachers apply in the learning process.

**c. Cycle 2 Learning Outcomes.**

After seeing the learning outcomes of students in the pre-cycle and cycle 1, the researchers reflected and revised the shortcomings and failures in the planning and

implementation of the pre-cycle and cycle 1 learning process. The learning outcomes achieved by students in cycle 2 learning are shown in table 3 below:

**Table 3. Cycle 2 Formative Test Results**

No	Student Name	KKTP	Value	Completeness	
				Completed	T.Completed
1	Afri Ahmad Zain		97	v	
2	Agusman Ramadhan		63	-	v
3	Alle Andra Putra		86	v	-
4	Karin Fairy Zoiz		98	v	-
5	Khanza Aqilla Salsabila	65	86	v	-
6	Muhammad Akbar Al-Aqsa		85	v	-
7	Muhamad Rafael		58	-	v
8	Muhammad Rifal Marto		54	-	v
9	Nauval Arnold Candra		68	v	-
	<b>Total Value</b>		695	6	3
	<b>Class Average</b>		77,22	-	-
	<b>% Completion</b>		-	66,67%	33,33%

The learning process of Islamic Religious Education and Humanities class VI UPTD SDN 06 Guguak VIII Koto in cycle 2 has improved from the previous learning process. Student learning outcomes in cycle 2 increased with a percentage of completeness of 66.67% of 9 students, 6 students have reached completeness in learning, and only 3 students whose percentage of completeness is still below the KKTP, namely 33.33%. The class average score also increased, which initially in cycle 1 was only 65.33, increasing to 77.22.

This increase occurred due to the learning process of Islamic Religious Education and Budi Pekerti designed by the teacher by implementing the *Inquiry Learning* (IL) model in accordance with the procedures and steps of its implementation. From the results of the implementation of the learning process of Islamic Religious Education and Ethics in class VI UPTD SDN 06 Guguak VIII Koto by implementing the *Inquiry Learning* (IL) model, at the reflection stage, feedback from peers was obtained that teachers need to motivate students before the learning process begins and combine various learning resources so that students are more enthusiastic about learning.

#### **d. Cycle 3 Learning Outcomes.**

After revising the shortcomings found in cycle 2, the learning process of Islamic Religious Education and Ethics in class VI UPTD SDN 06 Guguak VIII Koto continued in the learning process of cycle 3. Student learning outcomes in cycle 3 as shown in table 4 below:

**Table 4. Cycle 3 Formative Test Results**

No	Student Name	KKTP	Value	Completeness	
				Completed	T.Completed
1	Afri Ahmad Zain		82	v	
2	Agusman Ramadhan		65	v	-
3	Alle Andra Putra		75	v	-
4	Karin Fairy Zoiz		97	v	-
5	Khanza Aqilla Salsabila	65	68	v	-
6	Muhammad Akbar Al-Aqsa		86	v	-
7	Muhamad Rafael		67	v	-
8	Muhammad Rifal Marto		50	-	v
9	Nauval Arnold Candra		70	v	-
		Total Value	660	7	1
		Class Average	73,33	-	-
		% Completion	-	88,89%	11,11%

Data on the learning process of Islamic Religious Education and Budi Pekerti cycle 3 obtained an average score of 73.33 with a percentage of classical completeness of 88.89%. This means that out of 9 students 8 people have reached completeness in learning by implementing the *Inquiry Learning* (IL) model in the learning process of Islamic Religious Education and Cultivation of Knowledge in class VI UPTD SDN 06 Guguak VIII Koto.

Although student learning outcomes in cycle 3 have entered the very good category, the reflection stage is still carried out so that the learning process in cycle 3 can be maintained, so that the learning process of Islamic Religious Education and Budi Pekerti becomes better and more enjoyable for students. For the revision stage, it is only necessary to pay attention to planning for the next action by maximizing and maintaining and utilizing models, strategies and other learning methods in the learning process of Islamic Religious Education and Budi Pekerti. By implementing various models, strategies, media and learning methods will be able to improve the quality of learning and student learning outcomes.

### 1. Follow-up

From the learning process by implementing the *Inquiry Learning* (IL) model in learning Islamic Religious Education and Budi Pekerti in class VI UPTD SDN 06 Guguak VIII Koto, 3 learning outcomes were obtained including:

#### a. Teacher Competence in Designing Learning

The results of collaboration with peers as observers during the learning process in the classroom, starting from the pre-cycle, cycle 1, cycle 2, and cycle 3 stages, showed an increase in teacher competence in designing learning. This condition is due to the fact that teachers have time to reflect at the end of each learning process on learning tools, such as: teaching modules, media and methods, test questions that are used when implementing the learning process.

### b. Student Engagement in the Learning Process

By implementing the *Inquiry Learning* (IL) model in the learning process of Islamic Religious Education and Ethics, student involvement in learning can increase student motivation and enthusiasm for learning. Before the implementation of the *Inquiry Learning* (IL) model, students learned less enthusiasm and quickly got bored with the material presented by the teacher in the classroom. With the increasing competence of teachers in designing the learning process of Islamic Religious Education and Ethics by implementing the *Inquiry Learning* (IL) model, the learning process is no longer monotonous and conventional, so that students feel more excited and motivated in participating in lessons.

### c. Learning Outcomes

Increasing teacher competence in designing the learning process and increasing student motivation and enthusiasm for learning, by implementing the *Inquiry Learning* (IL) model in the learning process of Islamic Religious Education and Budi Pekerti in class VI UPTD SDN 06 Guguak VIII Koto, has a positive impact on student learning outcomes and learning quality. This fact is evident from the learning outcomes of students starting from the pre-cycle with a percentage of completeness of (44.44%), cycle 2 with a percentage of completeness of (55.56%), cycle 2 with a percentage of completeness of (66.67%), and cycle 3 with a percentage of completeness of (99.98%)

According to Joyce & Weil (Setiasih & Panjaitan, 2016) the inquiry learning model allows students to be more active in the learning process, thus improving their understanding of concepts and analytical power. In addition, research conducted by Suryani & Agustina (2021) shows that the implementation of *Inquiry Learning* in learning is able to significantly increase students' learning motivation, which in turn has an impact on improving their learning outcomes (Prayogi, S., Yuanita, L., 2018) . Similar research was also conducted by Hmelo-Silver et al. (2007), who found that an inquiry-based learning approach is able to build critical thinking skills and increase learning effectiveness through independent exploration by students. In addition, Arends (2012) asserts that the inquiry-based learning model not only impacts on students' learning outcomes but also on improving teachers' skills in designing more meaningful and contextualized learning. Thus, the findings of this study are in line with various previous studies that show that the application of the *Inquiry Learning* model has a major contribution in improving the overall quality of learning.

## E. Conclusion

This study reveals surprising findings: despite facing significant challenges such as limited infrastructure and low digital competence among teachers, student enthusiasm for technology is very high and has the potential to act as a catalyst for digital transformation at SMA Negeri 1 Bulik. These findings indicate that the

success of digitalization in Islamic Religious Education is not solely dependent on the readiness of hardware and human resources but also on the students' enthusiasm as the key players in learning. This fact provides a new perspective on how students' openness to technology can influence the overall educational ecosystem. This research makes an important contribution both theoretically and practically. Theoretically, it expands the understanding of digitalization in Islamic Religious Education by highlighting the role of students, which is rarely the focus in similar studies. Practically, the research offers strategic guidance for overcoming the challenges of digitalization, including the importance of teacher training, the development of technology-based curricula, and increased budget allocation. Thus, this study not only contributes to the advancement of knowledge but also provides actionable recommendations for policymakers and education practitioners. The limitations of this study lie in the scope of the research, which focuses solely on one school, and thus does not fully represent the dynamics of digitalization in Islamic Religious Education institutions at a broader level. However, the results open up significant opportunities for further research that could expand the geographic context or integrate quantitative research methods to strengthen the generalizability of findings. Additionally, future research could explore the long-term impacts of digitalization on the quality of Islamic Religious Education, thereby generating deeper insights for the development of the field in the future.

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