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Implementation of Inquiry Learning to Enable Student Interaction on PAI Materials at SDI Musra

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Abstract
This study aims to examine the implementation of the inquiry-based learning model in enhancing student interaction in Islamic Religious Education (PAI) at SDI Musra. Inquiry-based learning is a student-centered approach where students are encouraged to ask questions, investigate, and find answers to their own questions. The research method used is descriptive qualitative with a case study approach. Data were collected through observation, interviews, and documentation, and analyzed using thematic analysis techniques. The results of the study show that the implementation of the inquiry-based learning model at SDI Musra is carried out through stages such as problem identification, question formulation, data collection, data analysis, and presentation of findings. The PAI teacher acts as a facilitator in this learning process. Inquiry-based learning successfully increases active student interaction, marked by active participation in discussions, question-and-answer sessions, and investigative activities. Students also show improvement in critical, analytical, and creative thinking skills. However, several challenges were faced, including time constraints, lack of supporting resources and teaching materials, and the varying levels of student ability. Teachers face challenges in managing a more dynamic and interactive class and facilitating each student to remain active and engaged. Proposed solutions include the development of more varied teaching materials, enhancement of teacher skills through training and workshops, and support from the school and parents. Overall, this study shows that the inquiry-based learning model has great potential in increasing active student interaction in PAI at SDI Musra. With proper planning and implementation, as well as support from various parties, inquiry-based learning can be an effective approach in achieving more holistic and in-depth religious education goals.
Keywords: *Inquiry-Based Learning, Student Interaction, Islamic Religious Education, SDI Musra, Active Engagement.*

INTRODUCTION

Islamic Religious Education (PAI) learning in elementary schools has an important role in shaping students' character and morals from an early age. At SDI Musra, efforts to improve the quality of PAI learning continue to be carried out so that students not only understand the concept of religion cognitively, but also be able to apply religious values in daily life. One of the challenges faced is the low active interaction of students in the learning process, which is often passive and dominated by lecture methods.[1]

The *inquiry-based learning* model has been known as one of the effective approaches in encouraging active student engagement.[2] This model puts students at the center of learning, where they are encouraged to ask, investigate, and find answers to questions they ask themselves.[3] Inquiry learning encourages students to think critically, creatively, and analytically, as well as increase their curiosity and enthusiasm for learning.[4]

At SDI Musra, the application of the inquiry learning model in PAI subjects is expected to overcome the challenge of low active student interaction. By applying this method, students are not only expected to be able to understand PAI material in more depth, but also be able to develop critical and analytical thinking skills that are important in solving problems of daily life related to religious values.

Various studies have shown that inquiry learning can increase student engagement in the teaching and learning process. Students who are actively involved in learning tend to have better comprehension, are able to recall information longer, and show improvements in communication and cooperation skills. This is very relevant in the context of PAI learning at SDI Musra, where the main goal is to form students who are not only academically intelligent, but also have good character and morals.

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[1] IQBAL, M. (2022). The Implementation of Al-Qur'an Education Park (TPA) Learning in Influencing the Learning Achievement of Islamic Religious Education Students in Grades 05 to 08 Lawang Kidul, Muara Enim Regency, South Sumatra.

[2] Mohammad Zakki, "PESANTREN PESPAKSI: UNDERSTANDING THE VARIETY OF TYPOLOGIES AND DEVELOPMENTS IN INDONESIA" 01, no. 01 (2023).

[3] Andina Halimsyah Rambe and Siti Aisyah, "CORRELATION OF AUDITORY, INTELLECTUALLY, REPETITION (AIR) LEARNING MODELS ON STUDENT ACHIEVEMENT," *Molang: Journal Of Islamic Education* 1, no. 01 (January 28, 2023): 1–10, https://doi.org/10.32806/c6evca15.

[4] Mongin, M., & Ruwandi, R. (2023). The Role of the Elementary School Teacher Working Group in Improving the Performance of Islamic Religious Education Teachers in Kandangan District. *Al-Qiyam Journal*, *4*(1), 41-53.

However, the implementation of the inquiry learning model is not without challenges. Teachers must have adequate skills in designing and managing inquiry-based learning. In addition, support from various parties, including schools and parents, is also needed to create a learning environment that is conducive to the application of this method.[5]

With this background, this study aims to examine the implementation of inquiry learning in activating student interaction in PAI materials at SDI Musra. This research is expected to make a positive contribution to improving the quality of PAI learning as well as developing students' critical and analytical thinking skills through a more interactive and participatory learning approach.

RESEARCH METHODS

This study uses a qualitative descriptive method with a case study approach at SDI Musra.[6] This method was chosen to gain an in-depth understanding of the application of the inquiry learning model and how it can activate student interaction in PAI learning. Here are the details of the research methods used:

1. **Research Design**

   This study is designed as a qualitative case study. The case study was chosen because it allows researchers to explore the phenomenon of inquiry learning in a real context in depth and comprehensively.[7]

2. **Location and Subject of Research**

   This research was carried out at SDI Musra. Research subjects include:

   a. PAI teachers who apply the inquiry learning model.
   b. Students in the class who are the object of the application of the inquiry learning model.
   c. The principal and the school management related to the implementation of learning.

3. **Data Collection Techniques**

[5] Samrin, S. (2021). Strategies of Islamic religious education teachers in developing character education in students. *Shautut Tarbiyah*, *27*(1), 77-98.
[6] Yuliani, W. (2018). Qualitative descriptive research methods in the perspective of guidance and counseling. *QUANTA: Journal of Guidance and Counseling Studies in Education*, *2*(2), 83-91.
[7] Herdayati, S. P., Pd, S., & Syahrial, S. T. (2019). Research design and data collection techniques in research. *ISSN 2502-3632 ISSN 2356-0304 J. Online Int. Nas. Vol. 7 No. 1, January-June 2019 Univ. 17 August 1945 Jakarta*, *53*(9), 1689-1699.

To collect relevant data, the following techniques are used:[8]

a. Observation: Live observation is conducted in the classroom to see how teachers apply the inquiry learning model and how students interact during the learning process. This observation aims to identify patterns of student interaction and active participation.
b. Interviews: Semi-structured interviews are conducted with PAI teachers, students, and principals. Interviews with teachers aim to understand the strategies and methods used in implementing inquiry learning, as well as the challenges faced. Interviews with students aim to find out their experience in participating in inquiry learning. The interview with the principal aims to obtain the views of the school management regarding the implementation of this learning model.
c. Documentation: Documentation includes data collection in the form of learning implementation plans (RPP), teaching materials, evaluation notes, and student works. This documentation is used to analyze the suitability between the learning plan and implementation, as well as the results achieved by students.

4. Data Analysis Techniques

The collected data is analyzed using thematic analysis techniques. The steps of data analysis include:[9]

a. Data Reduction: Filtering and simplifying raw data obtained from observations, interviews, and documentation.
b. Categorization**:** Grouping data based on themes or categories that are relevant to the research objectives, such as strategies for implementing inquiry learning, forms of active student interaction, and obstacles faced.
c. Interpretation**:** Interpreting categorized data to find patterns, relationships, and deep meanings related to the implementation of inquiry learning.

[8] Data, A. (2014). Data Collection Techniques. *Journal of Mathematics and Natural Sciences Education Editorial Composition*, *4*.
[9] Jogiyanto Hartono, M. (Ed.). (2018). *Data collection methods and techniques*. Publisher Andi.

d. Data Presentation: Presenting the results of data analysis in the form of a systematic and structured narrative, accompanied by direct quotes from the research subject to reinforce the findings.

5. Validity and Reliability

To ensure the validity and reliability of the data, the following steps are taken:[10]

a. Triangulation: Using various data collection techniques (observation, interviews, and documentation) to verify findings.
b. Member Check: Asks for confirmation from the research subject regarding the correctness and accuracy of the data that has been collected.
c. *Peer Debriefing*: Discussions with peers or experts in the field of education to obtain input

RESULTS AND DISCUSSION

Creating More Active Student Interaction in the PAI Learning Process by Applying the Inquiry Learning Method at SDI Musra

The application of the inquiry learning method in Islamic Religious Education (PAI) learning at SDI Musra aims to create more active student interaction during the learning process. The inquiry learning method is a student-centered approach, in which students are encouraged to ask questions, investigate, and find answers to questions they ask themselves. This approach places students as active subjects in the learning process, so that they not only receive information passively, but also play an active role in exploring and understanding the subject matter.

In the application of this method, the teacher acts as a facilitator who assists students in the investigation process. Teachers provide the guidance and direction necessary to direct students in formulating questions, collecting data, analyzing information, and presenting their findings.[11] Through this process, students are expected

[10] Sugiono, S., Noerdjanah, N., & Wahyu, A. (2020). Test the validity and reliability of the SG posture evaluation measuring tool. *Journal of Physical Therapy*, *5*(1), 55-61.
[11] Nurulli Fathurrahmah, Moh Amin, and M Shinwanudin, "Standardization Assistance for Teachers of Al-Qur'an Education Park through Asset-Based Tilawati Method Training," *Janaka, Journal of Community Service* 2, no. 2 (May 31, 2020): 65–72, https://doi.org/10.29062/janaka.v2i2.210.

to develop critical, analytical, and creative thinking skills, which are crucial in understanding and applying religious values in daily life.[12]

Active student interaction in PAI learning through the inquiry method can be realized through various activities, such as group discussions, questions and answers, experiments, and presentations. Students are encouraged to actively participate in every stage of learning, so that they can improve their understanding of the subject matter, develop communication skills, and build cooperation and collaboration with classmates.[13]

The implementation of the inquiry learning method at SDI Musra showed positive results, with an increase in active student interaction in PAI learning. Students become more enthusiastic and motivated to learn, as well as show improvement in their comprehension of the material and thinking skills. Although there are several obstacles, such as time and resource limitations, as well as variations in students' ability levels, with the right support from schools and parents, inquiry learning methods can be an effective approach in achieving the goals of a more holistic and in-depth religious education.[14]

At SDI Musra, student interaction in the learning process varies. Some students are very active in coming up with ideas, while others tend to be shy or lack confidence. Effective interaction during the learning process can improve students' understanding and affect their activeness. Students who are less active usually face difficulties in understanding the material to the maximum, while students who are confident and ask questions often tend to be more successful in understanding the material and achieve better achievements.

Interaction is an important factor that affects students' interest in learning. Sardiman (2011) stated that in the learning process, teachers not only provide knowledge, but also instill attitudes and shape students' character. Good interaction can make students more active during learning, encouraging them to be more deeply involved and follow the learning process according to the set goals.[15]

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[12] Tias, I. W. U. (2017). Application of the guided discovery model to improve science learning outcomes of elementary school students. *DWIJA CENDEKIA: Journal of Pedagogic Research*, *1*(1).

[13] Kelana, J. B., & Wardani, D. S. (2021). *elementary science learning model*. Cirebon: Edutrimedia Indonesia.

[14] Afriana, J. (2015). Project based learning (PjBL). *Papers for Integrated Science Learning Course Assignments. Science Education Study Program, Graduate School. University of Education Indonesia. Bandung*.

[15] Yulianingsih, D., Gaol, L., & Marbun, S. (2019). PAK teachers' skills to increase students' interest in learning in the classroom learning process. *FIDEI: Journal of Systematic and Practical Theology*, *2*(1), 100-119.

Student activity is seen in various aspects, including:[16]

a. Implementation of Learning Tasks: Student involvement in completing the tasks given.
b. Problem Solving: Participation in solving problems and finding solutions.
c. Thought Exchange: Discussion with classmates to understand various issues.
d. Reference Search: An attempt to find additional information needed to complete a task.
e. Knowledge Application: Apply what has been learned to complete a task.

Student activeness in the learning process includes cognitive, affective, and psychomotor aspects. By increasing interaction and activeness, students not only acquire knowledge but also develop social and emotional skills that are essential for their academic success and personal development.

The application of the inquiry learning method in Islamic Religious Education (PAI) at SDI Musra aims to create more active student interaction during the learning process. This method focuses on a student-centered approach, where students are encouraged to ask, investigate, and find answers to questions they ask themselves. In this way, students become active subjects in the learning process, not only receiving information passively, but also playing an active role in exploring and understanding the subject matter.

In the application of this method, the teacher acts as a facilitator who provides guidance and direction. Teachers assist students in formulating questions, collecting data, analyzing information, and presenting their findings. Through this process, students are expected to develop critical, analytical, and creative thinking skills, which are essential for understanding and applying religious values in daily life.

Active student interaction in PAI learning through the inquiry method can be realized through various activities, such as group discussions, questions and answers, experiments, and presentations. With the encouragement to actively participate in each stage of learning, students can improve their understanding of the subject matter, develop communication skills, and build cooperation and collaboration with classmates.

[16] Izzah, K. H., & Azizah, M. (2019). Analysis of students' reasoning skills in solving mathematical problems of grade IV students. *Indonesian journal of educational research and review*, *2*(2), 210-218.

The implementation of the inquiry learning method at SDI Musra showed positive results, with an increase in active student interaction in PAI learning. Students become more enthusiastic and motivated to learn, as well as show improvement in their comprehension of the material and thinking skills. Despite several obstacles, such as time and resource limitations, as well as variations in students' ability levels, this method is still effective in achieving the goal of holistic and in-depth religious education with the right support from schools and parents.

Based on an interview with Mrs. Ika, a PAI teacher at SDI Musra, it is important for teachers to understand the condition and character of students. Students have a variety of characters, from enthusiastic and active to reserved. To deal with less active students, Ibu Ika implements several strategies:

1) Avoiding Monotonous Methods: Conducting learning activities that not only rely on lectures or theories, but also involve hands-on practice.
2) Active Interaction: Encourages interaction between teachers and students to solve problems together.
3) Appreciation and Reward: Providing appreciation, praise, or rewards in the form of points to motivate students to be more active in learning.
4) Learning Reflection: Conduct reflection to evaluate the learning process and outcomes.
5) Increased Motivation: Increases students' motivation to learn in a variety of ways to ensure their involvement in the learning process.

With these strategies, teachers can be more effective in motivating students and increasing their activeness during the learning process. So it can be concluded that interaction is one of the important things in increasing student activity. Before the interaction between teachers and students, as a teacher, you must know what kind of character each student is, with which the teacher will easily interact well to make directions

Application of the Inquiry Learning Model in the PAI Learning Process at SDI Musra, as well as Its Supporting and Inhibiting Factors

The inquiry learning model is applied in the Islamic Religious Education (PAI) learning process at SDI Musra with the aim of increasing student involvement and interaction actively. This method focuses on developing students' critical and analytical

thinking skills by encouraging them to ask questions, investigate, and find answers to questions they ask themselves. The inquiry learning model allows students to be actively involved in the learning process, making them active participants in exploring and understanding PAI material.

Application of the Inquiry Learning Model[17]

a) Learning Stages:
   1) Problem Identification: Students are invited to identify issues or questions that are relevant to the PAI material being studied.
   2) Question Formulation: Students formulate the questions they want to answer through inquiry.
   3) Data Collection: Students seek information through a variety of sources, including books, the internet, and interviews.
   4) Data Analysis: Students analyze the information obtained to find answers or solutions to questions that have been asked.
   5) Presentation of Findings: Students present the results of their investigation to classmates, either through discussions, reports, or presentations.

b) Teacher Role:[18]
   1) Teachers function as facilitators who guide students in each stage of the inquiry process.
   2) Provide support and direction in formulating questions, collecting data, and analyzing information.
   3) Creating a learning environment that supports exploration and discussion.

Supporting Factors

a) School Management Support:[19]
   1) Policies and support from the school in the application of inquiry learning methods.
   2) Provision of facilities and resources that support the learning process.

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[17] Juniati, N. W., & Widiana, I. W. (2017). Application of inquiry learning model to improve science learning outcomes. *Scientific Journal of Elementary Schools*, *1*(1), 20-29.
[18] Sochibin, A., Dwijananti, P., & Marwoto, P. (2009). The application of the guided inquiry learning model to improve the understanding and critical thinking skills of elementary school students. *Indonesian Journal of Physics Education*, *5*(2).
[19] Ulansari, P. T., Ansori, I., & Yennita, Y. (2018). The application of the inquiry learning model to improve student activities and learning outcomes. *Diklabio: Journal of Biology Education and Learning*, *2*(1), 27-33.

b) Teacher Skills:
   1) Adequate training and professional development for teachers in implementing the inquiry model.
   2) The ability of teachers to design and manage effective inquiry activities.
c) Educational Resources:
   1) Access to varied and relevant teaching materials, such as books, articles, and study aids.
   2) Supporting technologies, such as computers and the internet, to help collect information.
d) Parent Participation:
   1) Parental support and involvement in the child's learning process, including providing motivation and assistance at home.

Inhibiting Factors

a) Time Limitations:[20]
   1) Lack of time available in the lesson schedule to conduct in-depth inquiry activities.
   2) Difficulty in managing time between inquiry activities and other learning materials.
b) Lack of Resources:
   1) Limited teaching materials and resources to support inquiry learning activities.
   2) Limited facilities, such as classrooms and necessary equipment.
c) Variation of Student Ability Level:[21]
   1) Differences in students' levels of ability in critical and analytical thinking, which can affect their active participation.
   2) Difficulties in facilitating each student individually according to their abilities and needs.
d) Classroom Management Challenges:

[20] Maretasari, E., & Subali, B. (2012). The application of a laboratory-based guided inquiry learning model to improve students' learning outcomes and scientific attitudes. *UPEJ Unnes Physics Education Journal*, *1*(2).
[21] Meo, L., Weu, G., & Nono, Y. (2021). The application of the inquiry learning model in improving science learning outcomes in elementary school students. *Scientific Journal of Citra Bakti Education*, *8*(1), 38-52.

1) Difficulties in managing more dynamic and interactive classrooms, and ensuring all students stay focused and engaged.

The application of the inquiry learning model to the PAI learning process at SDI Musra has a positive impact in increasing active student interaction. While there are several supporting factors that facilitate the implementation of this model, such as school management support, teacher skills, and educational resources, there are also several inhibiting factors that need to be overcome. By paying attention to and overcoming inhibiting factors and utilizing supporting factors, the inquiry learning model can be an effective approach to achieve the goals of a more holistic and in-depth religious education.

PAI teachers use an inquiry learning model, which is designed to help students become more active, creative, innovative, independent, critical, and confident, as well as to develop their personalities. With this approach, students can increase their confidence in composing, explaining, and presenting their ideas. Initially, the inquiry learning method may make it difficult for students to understand the PAI material that has been delivered by the teacher, because students need to find and adjust the explanatory material according to what is taught. However, over time, students will get used to it and become more enthusiastic about learning, analyzing, and conveying their ideas. Teachers apply this method by giving PAI materials to students and teaching them according to the concept of inquiry learning. For example, if the teacher teaches about cooperation and mutual help, students are required to explore and explain in detail about the topic. Students are encouraged to seek information from various sources and freely explore wider knowledge. It is hoped that this inquiry learning model will allow students to be creative, innovate, and use their critical thinking skills. This learning model emphasizes a learning process that guides students in critical thinking, analyzing problems, and seeking answers independently, thereby improving their skills in acquiring knowledge.

Trianto (2007) identifies several problems that need to be considered in order for the inquiry learning model to run optimally:[22]

[22] Amirudin, A., & Widiati, U. (2017, June). The Importance of Developing Thematic Teaching Materials to Achieve Meaningful Learning for Elementary School Students. In *Proceedings of the 2016 National Seminar on Student Cooperation of the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture*.

a) Social Aspects and Open Atmosphere: Classes need to have an open and free atmosphere, so that students feel comfortable expressing their opinions without feeling pressured.
b) Hypothesis-Oriented Inquiry: Students need to understand that knowledge is provisional and that there is no absolute truth. Truth in the context of inquiry learning is provisional and must be considered as a hypothesis that can be further tested.
c) Use of Facts as Evidence: Facts should be used as a basis in general hypothesis testing as needed. Students need to understand how to use facts to support or refute the hypothesis they are proposing.

Factor M: Many students have difficulty learning independently. Therefore, teachers need to work hard to build student motivation, provide stimulus, and apply punishment if necessary. The success of the implementation of the inquiry learning model depends on the teacher's ability to build and maintain high learning motivation among students.

Based on the research that has been presented, the interaction between teachers and students is one of the important factors in increasing student activity in the PAI learning process at SDI Musra. Here are some important points related to the role of teachers in increasing student interaction and activity:

1) The Role of Teachers in Improving Student Interaction:
    a) Teachers play a crucial role in ensuring that the learning process runs effectively and efficiently. They are tasked with managing classroom conditions and creating a supportive learning environment.
    b) To increase student activity, teachers need to explore the characteristics of each student, both inside and outside the classroom. Understanding the problems students are facing allows teachers to provide the right encouragement and motivation, so that students can face and overcome the problems.
2) Teacher Competence in Knowing Student Character:
    a) Teachers must master four main competencies, namely pedagogic, social, professional, and personality. Pedagogic competence involves an in-depth understanding of a student's characteristics, which vary from student to student.

b) By understanding the individual character of students, teachers can adjust learning approaches and motivational strategies according to the needs of each student.

3) Positive Relationship between Teacher and Student:

a) At SDI Musra, especially in PAI subjects, teachers try to establish a good relationship with students. Teachers need to identify active and inactive students and take steps to motivate all students to actively participate in learning.

b) Students' activeness in learning affects the results and potential that can be achieved in the classroom. Therefore, teachers must be good at responding to different levels of student participation and providing the necessary support to increase their engagement.

With the right approach, teachers can increase student interaction and activeness in PAI learning, which will ultimately have a positive impact on student learning outcomes and development.

The application of the inquiry learning model requires high independence, inspiration, and curiosity from students. Although there are some obstacles, such as limited access to information and difficulties in finding materials when the inquiry model is not applied, many positive aspects of this model support its application in SDI Musra. The inquiry learning model helps create students' enthusiasm for learning, increase curiosity, practice group work, and encourage the use of reason, which in turn shapes students' better personalities and increases their activeness in the learning process.[23]

Based on an interview with Mrs. Ika, a PAI teacher at SDI Musra, the inquiry learning model was chosen because it is important to develop students' critical, logical, and analytical thinking skills. This model hones students' intellectual skills and prepares them to think skillfully.

To ensure that the learning process runs optimally, teachers at SDI Musra implement several strategies:

[23] Amtiningsih, S., Dwiastuti, S., & Sari, D. P. (2016, November). Improving creative thinking skills through the application of guided inquiry combined with brainstorming on water pollution materials. In *Proceedings Biology Education Conference: Biology, Science, Enviromental, and Learning* (Vol. 13, No. 1, pp. 868-872).

1) Students are required to play an active role: Students are expected to actively participate to increase learning success.
2) Improving Student Proficiency: Focus on improving students' skills and abilities.
3) Observation and Experimentation: Students conduct observations and experiments to better understand the material.
4) Teacher-Student Interaction: Improves interaction between teachers and students during the learning process.
5) Reflection and Motivation: Prioritize reflection and motivation in learning activities to encourage the spirit of learning.

In conclusion, the application of the inquiry learning model can develop students' thinking skills, improve the quality of learning, and encourage students to think intensively. With a good learning atmosphere, this model helps guide, build, and develop students' *self-concept*, as well as increase their activeness in the learning process.

CONCLUSION

Based on the results of the research on the implementation of inquiry learning to activate student interaction in PAI materials at SDI Musra, it can be concluded that the inquiry learning model is well applied through stages such as problem identification, question formulation, data collection, data analysis, and presentation of findings. PAI teachers act as facilitators who assist students in the process of inquiry and finding answers to their own questions.

Inquiry learning has succeeded in increasing students' active interaction in PAI learning. Students become more involved in discussions, questions and answers, and inquiry activities. In addition, students also show improvement in critical, analytical, and creative thinking skills. They are more enthusiastic and motivated in following the learning process, which shows the effectiveness of this model in creating a dynamic and participatory learning environment.

However, some of the obstacles faced in the implementation of inquiry learning include time constraints, lack of supporting resources and teaching materials, and variations in student ability levels. Teachers also face challenges in managing more dynamic and interactive classrooms and facilitating each student to stay active and engaged. To overcome these obstacles, the development of more varied and interesting teaching materials, as well as the improvement of teachers' skills through training and

workshops on inquiry learning are urgently needed. Support from schools and parents in creating a conducive learning environment is also very important.

Overall, this study shows that the inquiry learning model has great potential in increasing students' active interaction in PAI learning at SDI Musra. With good planning and implementation as well as support from various parties, inquiry learning can be one of the effective approaches in achieving the goals of a more holistic and in-depth religious education.

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