



Alibbaa': Jurnal Pendidikan Bahasa Arab
Vol. 6 No. 1, January 2025
P-ISSN: 2721-1606 | E-ISSN: 2716-4985
doi: <http://xxx>

Curiosity-Driven Learning in Arabic: A Case Study on the 'Inquiring Minds Want to Know' Approach

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Abstract

This study aims to analyze the implementation of the "Inquiring Minds Want to Know" learning model in Arabic language instruction at MTsN 3 Tulungagung. The model was chosen to address the gap between students' desire to learn and their ability to cultivate curiosity. This research employed a phenomenological qualitative approach, utilizing interviews, observations, and documentation for data collection. The findings reveal that the implementation of the "Inquiring Minds Want to Know" learning model in Arabic language instruction follows four main stages: (1) formulating questions that stimulate students' interest in learning and discussion, (2) providing opportunities for students to make predictions or guesses, (3) recording all student predictions without immediately providing answers to maintain curiosity, and (4) using questions as a bridge to connect learning materials and delivering appropriate answers throughout the learning process. This learning model has proven effective in enhancing students' active participation and critical thinking skills in the context of Arabic language learning.

Keywords: *Arabic Language Learning, Learning Approach, Fostering Curiosity*

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran "Inquiring Minds Want to Know" dalam proses pembelajaran bahasa Arab di MTsN 3 Tulungagung. Model pembelajaran ini dipilih berdasarkan kesenjangan yang terjadi antara kemauan siswa dengan kemampuannya yang dimiliki dalam merangsang keinginan rasa ingin tahu siswa. Metodologi penelitian yang digunakan adalah pendekatan kualitatif fenomenologis dengan teknik pengumpulan data yang meliputi wawancara, observasi, dan dokumentasi. Hasil penelitian mengindikasikan bahwa implementasi model pembelajaran "Inquiring Minds Want to Know" dalam pembelajaran bahasa Arab dilakukan melalui empat tahapan utama: (1) Penyusunan pertanyaan yang dapat memicu minat belajar dan diskusi di antara siswa, (2) Penyediaan kesempatan bagi siswa untuk membuat prediksi atau tebakan, (3) Pencatatan seluruh prediksi siswa tanpa memberikan jawaban secara langsung, guna mempertahankan rasa ingin tahu, dan (4) Penggunaan pertanyaan sebagai jembatan penghubung materi pembelajaran serta penyampaian jawaban yang tepat selama proses pembelajaran berlangsung. Model pembelajaran ini terbukti efektif dalam meningkatkan partisipasi aktif siswa serta kemampuan berpikir kritis mereka dalam konteks pembelajaran bahasa Arab.

Kata kunci: *Pembelajaran Bahasa Arab, Pendekatan Pembelajaran, Menumbuhkan Rasa Ingin Tahu*

Introduction

Language serves as an essential medium of communication.¹ Among the various languages spoken worldwide, Arabic holds a significant position, particularly for Muslims across the globe.² This importance stems primarily from the fact that Arabic is the language of the Quran, which functions as a guide and a set of instructions for adhering to Islamic principles.³ As such, learning Arabic is deeply intertwined with the practice of Islam.⁴ Furthermore, Arabic has been recognized as an international language by UNESCO and ranks as the sixth language in the UNESCO International Language Sequence. The integration of Arabic into daily religious practices of madrasah students, from prayers recited upon entering and leaving school, worship activities, to prayer rituals, further underscores its significance.

The learning process encompasses several key components: objectives, materials, strategies or models, and evaluation.⁵ However, Arabic language instruction continues to encounter considerable challenges.⁶ One prevalent issue in secondary education, including Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), is the heavy reliance on monotonous and insufficiently varied instructional methods.⁷ For instance, the lecture-based approach, often coupled with practice

¹ et al. Zurqoni, "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–730.

² Rijal Mahdi and Ahmad Asri Lubis, "Perspectives on the Arabic Language from University Student: Between Reality and Hope," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 45–58, <https://doi.org/10.22219/jiz.v3i1.11757>.

³ Wildana Wargadinata et al., "Arabic Creative and Participative Learning : In Search of a New Way of Language Learning by ' El Jidal Reborn ' Youth Community in Malang Universitas Islam Negeri Maulana Malik Ibrahim Malang , Indonesia," *International Journal of Advanced Science and Technology* 29, no. 8 (2020): 4319–32, Wildana Wargadinata et al., "Arabic Creative and Participative Learning : In Search of a New Way of Language Learning by ' El Jidal Reborn ' Youth Community in Malang Universitas Islam Negeri Maulana Malik Ibrahim Malang , Indonesia," *International Journal of Advanced Science and Technology* 29, no. 8 (2020): 4319–32.

⁴ Noor Azli et al., "Digital Games Based Language Learning for Arabic Literacy Remedial," *Creative Education* 10, no. 2 (2019): 3213–22, <https://doi.org/10.4236/ce.2019.1012245>.

⁵ Dale Schunk, *Learning Theories an Educational Perspective*, VI (Yogyakarta: Pustaka Pelajar, 2018).

⁶ Sahkholid Nasution, *Tahtwîr Namūzaj Ta'lim Al-Nahwi Fî Dhauî Nazhriyah Ta'lim al-Binâiyah* (Malang: UIN Malang, 2016).

⁷ Isof Syafi'i, "Model Pembelajaran Bahasa Arab Berbasis Konstruktivisme di Perguruan Tinggi Islam" (Bandung, 2008).

questions or homework, frequently results in student disengagement and diminished enthusiasm for mastering the material.⁸

In Indonesia, Arabic language instruction has long been an integral part of the school curriculum, particularly in madrasahs overseen by the Ministry of Religious Affairs. At the MTs level, Arabic learning aims to deepen students' understanding of Islam and prepare them for advanced education.⁹ However, in practice, the teaching of Arabic faces numerous obstacles. A significant challenge is the low level of curiosity among students toward the subject, which undermines their motivation to learn and adversely affects learning outcomes.¹⁰

Curiosity is a critical factor in successful language acquisition. Kashdan asserts that effective learning requires a strong sense of curiosity, as highly curious students are better equipped to absorb knowledge.¹¹ Curiosity serves as an intrinsic motivator, driving students to actively engage in the learning process and explore further.¹² The stimulation of curiosity is particularly vital in the context of Arabic, given its complexity. Arabic's distinct phonology, morphology, syntax, and semantics present unique challenges for learners, especially when compared to Indonesian.¹³

One promising learning strategy to enhance students' interest in learning is the approach known as "Inquiring Minds Want to Know." This strategy emphasizes the formulation of questions that stimulate curiosity and encourage students to actively seek answers.¹⁴ While this

⁸ Hamzah, "Konstruktivisme Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *Jurnal Nasional* 3, no. 1 (2018): 119.

⁹ Nanang Kosim et al., "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 31, 2024): 144–65, <https://doi.org/10.19105/ajpba.v5i2.14804>.

¹⁰ Todd B. Kashdan et al., "The Five-Dimensional Curiosity Scale: Capturing the Bandwidth of Curiosity and Identifying Four Unique Subgroups of Curious People," *Journal of Research in Personality* 73 (April 1, 2018): 130–49, <https://doi.org/10.1016/j.jrp.2017.11.011>.

¹¹ Kashdan et al.

¹² Kashdan et al.

¹³ Aziz Fahrurrozi, "Pembelajaran Bahasa Arab : Problematika Dan Solusinya," *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2014), <https://doi.org/10.15408/a.v1i2.1137>.

¹⁴ Robyn M. Gillies, "Using Cooperative Learning to Enhance Students' Learning and Engagement during Inquiry-Based Science," *Education Sciences* (Multidisciplinary Digital Publishing Institute (MDPI), December 1, 2023), <https://doi.org/10.3390/educsci13121242>.

approach has been shown to be effective across various learning contexts, its application in Arabic language learning remains underexplored.

The tendency of students to disengage in monotonous learning environments underscores the need for implementing the "Inquiring Minds Want to Know" learning model.¹⁵ By employing this strategy, students are encouraged to develop hypotheses and predictions about specific topics¹⁶, fostering greater engagement, interest, and enjoyment in the learning process.¹⁷ Teachers can cultivate profound curiosity among students by posing thought-provoking questions that relate directly to the subject matter, thus stimulating their enthusiasm for learning.¹⁸

As one of the prominent schools in East Java, MTsN 3 Tulungagung also encounters challenges in Arabic language instruction. Initial observations indicate that most students exhibit passivity and lack interest in learning Arabic. This situation highlights the pressing need for innovative instructional methods to foster curiosity among students.

Additional research has provided valuable insights. First, highly motivated students demonstrated improved writing skills through the use of guided inquiry techniques enhanced by audiovisual media. Second, the implementation of such techniques significantly impacted the learning outcomes of motivated students in report writing. Third, guided inquiry techniques, assisted by audiovisual media, further strengthened students' performance in writing tasks.¹⁹

Khadijah conducted related research using the "Inquiring Minds Want to Know" model in planning, implementation, observation, and

¹⁵ Munayf Hudhair al-Dhawi, *Al-Nadzhoriyah al-Binaiyyah Wa Tathbiyquha Fi Tadris al- Lughah al-'Arabiyah* (Rafhaa: Maktabah al-Malik Fahdh al-Wathaniyah, 2013).

¹⁶ Nur Hizbullah & Zaqiatul Mardiah, "Masalah Pengajaran Bahasa Arab Di Madrasah Aliyah Di Jakarta," *Jurnal Al-Azhar Indonesia* 2, no. 3 (2014): 21.

¹⁷ Zurqoni et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–30, <https://doi.org/10.29333/iji.2020.13444a>.

¹⁸ Zamri et al. Arifin, "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020): 1–11.

¹⁹ Mona Nofya and Atmazaki Atmazaki, "Investigating the Effect of Inquiring Mind Want to Know Assisted by Audiovisual Media and Learning Motivation Students' Writing Skills," *Journal of Languages and Language Teaching* 12, no. 1 (January 9, 2024): 379, <https://doi.org/10.33394/jollt.v12i1.9653>.

reflection to assess its effectiveness in increasing student interest in social studies. The study involved 34 students from SMP Negeri 34 Batam, specifically class IX G, over two cycles. Data collection methods included observation, interviews, documentation, and questionnaires, with triangulation and quantitative analysis ensuring data credibility. Although Khadijah's research was conducted in the social studies domain, it serves as a valuable comparison to this study's focus on Arabic language education.²⁰

Similarly, DS Ayunani examined the effects of learning strategies, including "Inquiring Minds Want to Know" combined with Macromedia Flash 8 and traditional methods, on mathematics achievement. The findings revealed significant effects of the learning strategies (FA = 7.291) and student motivation (FB = 8.812) on mathematics achievement. However, no significant interaction was observed between the learning strategy and motivation (FAB = 0.254).²¹

Despite these findings, there remains a notable gap in the literature regarding the application of the "Inquiring Minds Want to Know" strategy in Arabic language learning within Indonesia. Previous studies predominantly focused on its use in science and mathematics education, leaving the potential adaptation of this strategy to the unique context of Arabic language instruction unexplored. Students in junior high schools often face difficulties in reading Arabic, which necessitates alternative teaching methods such as this strategy.

Consequently, this research seeks to comprehensively investigate the implementation of the "Inquiring Minds Want to Know" strategy in Arabic language instruction at MTsN 3 Tulungagung. The findings are expected to contribute significantly to the development of more effective and engaging approaches to teaching Arabic. The ultimate goal is to enable students to meet the required competencies (KI and KD) in Arabic learning, thereby achieving report card grades that exceed the minimum threshold.

²⁰ Khadijah Khadijah, "Improving Students' Interest in IPS Lessons by Inquiring Minds Want to Know Learning Model," *CAHAYA PENDIDIKAN* 9, no. 2 (January 10, 2024): 106–15, <https://doi.org/10.33373/chypend.v9i2.4650>.

²¹ Ika Lailatus Sangadah, "Implementasi Strategi Pembelajaran Inquiring Minds Want To Know Guna Peningkatkan Aktivitas Belajar Siswa Kelas X-7 Sma Negeri 5 Surakarta Implementation Of Inquiring Minds Want To Know Learning Strategy To Increase Students Learning Activities In Class X-7 SMA Negeri 5 Surakarta," vol. 3, 2011.

Method

The researchers employed qualitative methods, with findings derived from qualitative paradigms, strategies, and models designed to illustrate the phenomenon and reality of Arabic language teaching material design at Islamic Government Preparatory School 3 (MTsN 3) Tulungagung. A phenomenological approach was adopted, recognizing that classroom learning comprises a series of distinct yet interrelated phenomena.

The research methodology utilized a theoretical orientation analysis framework, emphasizing the uncovering of meanings within the interactions between subjects and objects.²² The phenomenological approach enabled the researchers to interpret the reality of the observed phenomenon, specifically the design of Arabic language learning materials at MTsN 3 Tulungagung.

The study was conducted at MTsN 3 Tulungagung, involving various subjects, including teachers, the curriculum vice principal, the principal, and students. The research specifically focused on Class VIIA, consisting of 42 students (18 male and 24 female). The researcher served as the primary instrument, undertaking responsibilities for planning, data collection, analysis, and interpretation, culminating in the presentation of research findings.

Data sources in this study encompassed informants, activities or events, locations, and documents related to the phenomenon of Arabic learning material design. Data collection methods included in-depth interviews, participatory observations, and documentation. Structured interviews were conducted using pre-prepared questions. Observations were carefully performed during effective learning hours, while documentation involved various records from both students and teachers.²³

The researchers employed the data analysis framework developed by Miles and Huberman, characterized by its interactive approach and emphasis on data continuity until saturation was achieved. The analysis process included data reduction, data presentation, and drawing and

²² R Taylor, S. J, Bogdan, *Introduction to Qualitative Research Methods* (New York: Oxford University Press, 1992).

²³ S. K Bogdan, R., & Biklen, *Qualitative Research for Education* (Boston: Allyn & Bacon, 1997).

verifying conclusions. Inductive, deductive, and comparative methods were utilized to comprehensively analyze the data.²⁴

To ensure credibility, the researchers validated the data by cross-referencing findings from observations, interviews, and documents. Observations included direct classroom activities, interactions between students and teachers, as well as student-to-student interactions. Validation methods included triangulating data sources through source, time, and method triangulation. Additionally, peer debriefing was utilized, involving discussions with subject-matter experts in learning methods, learning strategies, and learning techniques from the Arabic language education program at Sayyed Ali Rahmatullah Islamic State University, Tulungagung.

The materials and methods section aims to provide sufficient detail to enable replication of the research. Previously published methods were cited appropriately, with modifications explicitly described. Repetition of established methodological details was avoided.

Result and Discussion

The "Inquiring Minds Want to Know" (IMWK) learning model represents an active learning strategy that emphasizes fostering students' curiosity and engagement through inquiry-based approaches.²⁵ This model is particularly significant in the context of Arabic language learning, where traditional lecture-based teaching methods often result in passive student participation and diminished interest.²⁶ By introducing interactive and exploratory elements, the IMWK model shifts the focus from teacher-centered instruction to student-driven learning, encouraging critical thinking and collaborative problem-solving.²⁷

²⁴ M.B.; Miles and A.M. Huberman, *Qualitative Data Analysis*, 3rd ed. (USA: Sage Publication, 2014).

²⁵ Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (2020): 4333–39, <https://doi.org/10.13189/ujer.2020.080960>.

²⁶ Hadi, Nurul, Nuri Alvina, and None Khaled Radhouani. "Ta'zizu Dâfi'iyati Thullâbi Riyâdh al-Athfâl Li Tathwîri Mahârât al-Lughah Al-'Arabiyyah al-Syafawiyyah Min Khilâlî Barâmiji al-Ta'lim al-Mukatstsaf." *Alibbaa Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 31, 2024): 189–214. <https://doi.org/10.19105/ajpba.v5i2.12195>.

²⁷ Fatmah Al-Omari, "Teaching Arabic Language for Non-Native Speakers in the Light of Modern Linguistics," *Dirasat: Human and Social Sciences* 43, no. 3 (2016): 2529–36, <https://doi.org/10.35516/0103-043-003-018>.

Active learning forms the foundation of the IMWK model. This approach actively involves students in the educational process by allowing them to immerse themselves in discussions, make predictions, and draw meaningful connections between prior knowledge and new concepts.²⁸ A key aspect of this model lies in its emphasis on inquiry and exploration, making learning a dynamic and engaging experience. By creating opportunities for students to confront thought-provoking questions or problems, the IMWK model fosters a deeper level of intellectual curiosity and engagement.

The strategy incorporates several essential elements to maximize its impact. First, students are encouraged to engage in inquiry by tackling questions that not only challenge their understanding but also stimulate their curiosity. This process encourages critical thinking and motivates students to actively seek solutions. Second, the model prioritizes the connection of new concepts with students' pre-existing knowledge, enabling them to contextualize and internalize the material more effectively. Third, promoting social interaction through group discussions and collaborative problem-solving further enhances the learning process, allowing students to benefit from diverse perspectives and mutual support. Lastly, the integration of timely and constructive feedback ensures that students can identify and address misconceptions, refine their understanding, and build confidence in their abilities.²⁹

By fostering these principles, the IMWK model creates an environment where students take ownership of their learning journey. The emphasis on active participation and collaboration helps to develop critical thinking and problem-solving skills that are essential for real-world applications.³⁰ Additionally, the strategy addresses intrinsic

²⁸ Danial Hilmi and Nur Ila Ifawati, "Using the Blended Learning As an Alternative Model of Arabic Language Learning in the Pandemic Era," *Arabi : Journal of Arabic Studies* 5, no. 2 (2020): 117, <https://doi.org/10.24865/ajas.v5i2.294>.

²⁹ M Abdul Hamida Uril Bahruddina, Muhammad Fadli Ramadhana, Halomoan Halomoanb, Diaya Uddeen Deab Mahmoud Alzitawic, "The Quality Improvement of The Interaction Indicators of The Arabic Language Learning in Higher Education," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 1 (2021): 59–70, <https://ejournal.umm.ac.id/index.php/izdihar/article/view/15919>.

³⁰ Ismail Suardi Wekke and Maimun Aqsha Lubis, "A Multicultural Approach in Arabic Language Teaching: Creating Equality at Indonesian Pesantren Classroom Life," *Sosiohumanika* 1, no. 2 (2016): 295–310, <http://mindamas-journals.com/index.php/sosiohumanika/article/view/337%5Cnhttp://mindamas-journals.com/index.php/sosiohumanika/article/download/337/336>.

motivation by leveraging students' natural curiosity as a driver for sustained engagement and improved academic outcomes.³¹

In the context of Arabic language learning, the IMWK model offers a transformative approach to overcoming longstanding challenges such as passive participation and lack of interest. By integrating interactive and student-centered techniques, the model not only enhances the learning experience but also aligns with broader educational goals, including cultivating lifelong learners and equipping students to meet future academic and societal demands.

Application of the Inquiring Minds Want to Know Learning Model

The implementation of the "Inquiring Minds Want to Know" (IMWK) learning model at MTsN 3 Tulungagung addresses critical challenges in Arabic language education, particularly the need to foster student engagement and enhance learning outcomes. Traditional lecture-based methods often lead to passivity and a lack of curiosity among students, whereas the IMWK model promotes active participation and collaborative exploration by positioning student curiosity at the center of the learning process. This approach not only seeks to improve critical thinking and linguistic competence but also enhances overall engagement by integrating real-life contexts into the curriculum. Materials such as vocabulary related to school equipment were strategically selected to reflect students' everyday experiences, creating a bridge between theoretical knowledge and practical application. Additionally, the use of diverse learning media, including visuals, videos, and vocabulary cards, accommodates various learning styles and encourages interaction with the content, fostering a multimodal and inclusive learning environment.³²

The structured stages of the IMWK model align with best pedagogical practices to sustain student interest and deepen their learning experience. Beginning with curiosity-triggering activities, the model progresses through collaborative prediction-making and guided

³¹ Emma Trentman, "Imagined Communities and Language Learning during Study Abroad: Arabic Learners in Egypt," *Foreign Language Annals* 46, no. 4 (2013): 545–64, <https://doi.org/10.1111/flan.12054>.

³² Zamri Arifin et al., "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (2020): 1–11, <https://doi.org/10.18860/ijazarabi.v4i1.9995>.

discussions, culminating in reflective exercises that reinforce acquired knowledge. This dynamic process allows students to construct their understanding actively, supported by an assessment system designed to evaluate both cognitive and communicative competencies. The comprehensive framework not only measures knowledge acquisition but also develops critical thinking and language skills, contributing to a well-rounded learning experience. From the results of interviews and observations, the researchers outlined the implementation of the "Inquiring Minds Want to Know" model as follows:

Table 1. Learning Implementation Components

Aspect	Description
Material	Vocabulary (Mufrodat) focused on school equipment
Media	Visuals of school equipment, a brief video, and vocabulary cards
Duration	2X 40 minutes
Time Allocation	Opening: 10 minutes, Core Activity: 60 minutes, Closing: 10 minutes

From the table above, it can be seen that the learning materials, media, and duration are designed to maximize engagement and comprehension. The choice of vocabulary related to school equipment utilizes students' prior knowledge, making it easier to connect theoretical concepts with practical applications. This alignment is supported by Khalil and Elkhider, who argue that contextualized learning materials enhance knowledge retention and transferability.³³

The multimodal approach to media, combining visuals, videos, and vocabulary cards, addresses diverse learning preferences and creates an inclusive environment. This is consistent with Mayer's Cognitive Theory of Multimedia Learning, emphasizing that integrating verbal and visual elements enhances cognitive processing. Furthermore, the duration of 2x40 minutes reflects optimal time management for maintaining concentration and facilitating exploratory learning, as recommended by

³³ Khalil, Mohammed K., and Ihsan A. Elkhider. "Applying Learning Theories and Instructional Design Models for Effective Instruction." *AJP Advances in Physiology Education* 40, no. 2 (April 12, 2016): 147–156. <https://pubmed.ncbi.nlm.nih.gov/27068989/>.

recent pedagogical studies on attention span management in middle school learners.³⁴

Table 2. Learning Stages and Activities

Stage	Teacher Activity	Student Activity
Opening	Begin with greetings and a prayer, then present a closed bag and pose a thought-provoking question	Respond to greetings and share initial predictions
Core Phase 1	Guide students to write questions in Arabic and facilitate a group discussion	Engage in pair discussions and create three predictions in Arabic
Core Phase 2	Show various objects and clearly pronounce new vocabulary and giving point for the students	Match their predictions to the objects and listen closely to the pronunciation. Participate actively in the discussion
Core Phase 3	Introduce new vocabulary and ask development-focused questions	Record new vocabulary and respond to questions about structure.
Closing	Lead a reflection session and facilitate feedback on the lesson	Create simple sentences based on what they've learned and participate in a fun closing game.

From the table above, it is evident that the progression through learning stages supports a scaffolded approach to skill development. The curiosity-triggering opening activity captures attention, which, as noted by Maria et al. (2019), is a critical factor in maintaining student motivation and focus. By engaging students in predictive tasks early on, this stage primes their cognitive processes for active participation.³⁵

³⁴ Yan, Zi. Student Self-Assessment as a Process for Learning, 2022. <https://www.taylorfrancis.com/books/mono/10.4324/9781003162605/student-self-assessment-process-learning-zi-yan>.

³⁵ Zaccone, Maria Cristina, and Matteo Pedrini. "The Effects of Intrinsic and Extrinsic Motivation on Students Learning Effectiveness. Exploring the Moderating Role of Gender." *International Journal of Educational Management ahead-of-print*, no.

The core phases emphasize collaboration and contextual learning. Pair discussions and matching activities, in particular, encourage students to co-construct knowledge, aligning with the findings of Dörnyei (2020), who demonstrated that collaborative learning fosters deeper cognitive engagement and enhances social interaction in the classroom. The emphasis on accurate pronunciation and structured feedback ensures that language acquisition is not only functional but also precise, addressing a key challenge in second-language education.³⁶

The reflective closing phase allows students to consolidate their learning through creative tasks such as sentence construction. Recent studies by Tadesse and Gillies highlight that reflective practices improve long-term retention and help bridge the gap between classroom learning and practical application.³⁷

Table 3. Scoring System and Results

Assessment Aspect	Indicator	Result Achieved
Process	1. Active participation in the prediction process	Mastery of 10-15 new vocabulary words
	2. Pronunciation accuracy	Enhanced confidence
	3. Sentence construction proficiency	
Result	Comprehension quiz	Enjoyable learning environment
	Conversational exercises	80% student engagement
	Writing tasks	

From the table above, it is clear that the comprehensive scoring system evaluates not only knowledge acquisition but also critical skills such as pronunciation and sentence construction. These

ahead-of-print (August 16, 2019). <https://www.emerald.com/insight/content/doi/10.1108/ijem-03-2019-0099/full/html>.

³⁶ Dörnyei, Zoltán. *Innovations and Challenges in Language Learning Motivation*. Routledge eBooks, 2020.

³⁷ Tadesse, Tefera, Robyn M. Gillies, and Catherine Manathunga. "The Effects of Informal Cooperative Learning Pedagogy on Teaching Effectiveness, Task Orientation, and Learning Satisfaction in Undergraduate Classrooms in Ethiopia." *Higher Education Research & Development* 40, no. 3 (May 22, 2020): 627–645. <https://www.tandfonline.com/doi/abs/10.1080/07294360.2020.1765320>.

multidimensional assessments align with research by Hattie et al. which advocates for balanced evaluations that capture both process and outcomes in education.³⁸

The achievement of mastering 10-15 new vocabulary words within a single session underscores the efficacy of the IMWK model. This result is consistent with the findings of Melinda et al., who noted that active and inquiry-based learning significantly accelerates vocabulary acquisition compared to passive methods.³⁹ Furthermore, the 80% engagement rate highlights the model's success in fostering an inclusive learning environment. This finding resonates with studies by Alzahrani and Elyas, which emphasize the importance of maintaining high engagement levels to support linguistic confidence and reduce learning anxiety.⁴⁰

The IMWK model's emphasis on collaborative and interactive learning, combined with its structured assessments, provides a robust framework for enhancing both academic outcomes and student motivation. These elements are critical for achieving the broader goals of Arabic language education, particularly in contexts where student engagement and proficiency are traditionally challenging.

Broader Implications of the “Inquiring Minds Want to Know” Model

The "Inquiring Minds Want to Know" (IMWK) model has demonstrated its effectiveness in advancing Arabic language learning by addressing key challenges such as low student engagement, limited vocabulary retention, and difficulties in achieving fluency. By integrating prediction-based activities with structured group interactions, the model fosters a proactive approach to learning. This aligns with Zarei and Gholami's findings, which highlight that prediction activities

³⁸ Hattie, John, Jill Crivelli, Kristin Van Gompel, Patti West-Smith, and Kathryn Wike. "Feedback That Leads to Improvement in Student Essays: Testing the Hypothesis That 'Where to Next' Feedback Is Most Powerful." *Frontiers in Education* 6 (May 28, 2021). <https://doi.org/10.3389/educ.2021.645758>

³⁹ Dooly, Melinda, and Ron Darvin. "Intercultural Communicative Competence in the Digital Age: Critical Digital Literacy and Inquiry-based Pedagogy." *Language and Intercultural Communication* 22, no. 3 (May 4, 2022): 354–366. <https://doi.org/10.1080/14708477.2022.2063304>.

⁴⁰ Zahrani, Budor Saeed Al, and Tariq Elyas. "The Implementation of Critical Thinking in a Saudi EFL Context: Challenges and Opportunities." *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 2 (May 19, 2017): 133. <http://dx.doi.org/10.21093/ijeltal.v1i2.21>.

significantly enhance comprehension and memory retention.⁴¹ Furthermore, the IMWK model emphasizes the development of higher-order thinking skills through questioning techniques and reflection sessions, facilitating critical evaluation of both learning processes and outcomes, as highlighted by Ozdemir in emphasizing the importance of metacognitive practices to support self-regulated learning.⁴²

The model's collaborative framework strengthens linguistic and interpersonal competencies through peer discussions and collective problem-solving tasks. This approach reflects the principles of Cooperative Language Learning, as described by Ferguson, which emphasize the role of social interaction in fostering communication skills and cultural understanding.⁴³ Additionally, the integration of modern educational technologies, such as interactive multimedia and digital vocabulary games, enhances student motivation and provides flexibility in learning. This supports the findings of Khuluq and Imamah, who affirm that technology-enabled learning environments significantly improve language proficiency while accommodating diverse learning preferences.⁴⁴

A key strength of the IMWK model lies in its ability to reduce performance anxiety by creating an inclusive and supportive learning environment. This approach boosts students' confidence, encourages active participation, and ultimately enhances their speaking and writing skills.⁴⁵ Moreover, the IMWK model incorporates comprehensive

⁴¹ Gholami, Davood, and Abbas Ali Zarei. "The Effect of Teaching Through Three Types of Mind Maps (Bubble, Double-Bubble, and Multi-Flow) on Iranian EFL Learners' Comprehension and Production of English Collocations." *jmrels.journals.ikiu.ac.ir* (August 1, 2024). <https://doi.org/10.30479/jmrels.2024.20357.2376>.

⁴² MOSTAFA PAPI et al., "Feedback-Seeking Behavior in Language Learning: Basic Components and Motivational Antecedents," *The Modern Language Journal* 103, no. 1 (March 21, 2019): 205–26, <https://doi.org/10.1111/modl.12538>.

⁴³ Kate Ferguson-Patrick, "Cooperative Learning in Swedish Classrooms: Engagement and Relationships as a Focus for Culturally Diverse Students," *Education Sciences* 10, no. 11 (October 31, 2020): 312, <https://doi.org/10.3390/educsci10110312>.

⁴⁴ Muchsinul Khuluq and Nurul Imamah, "Enhancing Arabic Reading Skills: A Prezi Program-Based Learning Material Development for Integrated Islamic Elementary Schools in Indonesia," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 1 (March 1, 2024): 33–58, <https://doi.org/10.23971/jallt.v2i1.157>.

⁴⁵ Ilya Husna et al., "Digital Game-Based Learning: Exploring the Use of Mobile Legends in Arabic Language Skills," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (June 2, 2024): 1–16, <https://doi.org/10.23971/altarib.v12i1.8015>.

assessment practices by balancing process-based evaluations (e.g., participation in discussions) with outcome-based measures (e.g., vocabulary mastery). Such assessment strategies provide valuable insights for educators to monitor student progress, as emphasized by Sedghi et al., who advocate for holistic assessment approaches to support continuous improvement and targeted interventions.⁴⁶

In conclusion, the IMWK model offers an innovative and comprehensive approach to Arabic language instruction. By integrating curiosity-driven exploration, collaborative learning, and advanced assessment methods, it not only improves linguistic proficiency but also hones critical thinking and interpersonal skills. The findings from its implementation underscore the model's relevance and adaptability, positioning it as a promising framework for enhancing Arabic language education in diverse academic contexts.

Conclusion

The "Inquiring Minds Want to Know" (IMWK) learning model offers a structured and innovative framework for Arabic language instruction by addressing the gap between students' motivation and their

⁴⁶ Hamed Sedghi et al., "Identifying the Speaking Proficiency Level of Arabic Learners in Accordance with the International Guidelines of ACTFL for Assessing Proficiency in Foreign Languages," *Research in Arabic Language* 12, no. 25 (January 2020): 1–22.

ability to cultivate intellectual curiosity. Research at MTsN 3 Tulungagung identified four main stages of implementation: posing thought-provoking questions to spark interest, facilitating student predictions, recording predictions without immediate answers to sustain curiosity, and using questions to connect learning material to students' inquiries. These stages encourage active participation, critical thinking, and deeper engagement, while collaborative discussions and multimodal media enhance the learning process. The model underscores the importance of inquiry-based and student-centered strategies in creating dynamic classroom environments. Educators are encouraged to integrate this approach to foster curiosity and engagement in Arabic language learning. Future research could examine its application across diverse educational contexts, explore its long-term impact on language proficiency, and investigate the potential of advanced technologies like gamification and artificial intelligence to further enhance its adaptability and effectiveness.

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