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## **Increasing Motivation and Learning Outcomes: The Implementation of the Inquiry Learning Model in *An-Nur Pajeruan* Islamic Junior High School Students**

**Zuhdi\*, Nor Hasan\*\*, Maimun\*\*\*, & Dewi Rosikhoh\*\*\*\***

\*Pendidikan Profesi Guru, IAIN Madura, Indonesia

\*\*Pendidikan Agama Islam, IAIN Madura, Indonesia

\*\*\*Magister Manajemen Pendidikan Islam, IAIN Madura, Indonesia

\*\*\*\* Tadris Matematika, IAIN Madura, Indonesia

Email address : [zuhdi88@gmail.com](mailto:zuhdi88@gmail.com)

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### **Abstract:**

Islamic religious education in schools was often considered a less interesting subject. It has an impact on student motivation and learning outcomes in these subjects. One way to overcome this was by changing the approach and methods of learning activities. This research aimed to describe the results of applying the inquiry learning model to Islamic Religious Education subjects in increasing student motivation and learning outcomes. It was classroom action research conducted in the 7<sup>th</sup> grade of *An-Nur Pajeruan Kedungdung* Islamic Junior High School in the 2023/2024 academic year. This research used observation sheets and test sheets as data collection instruments. The collected data was analyzed using quantitative descriptive analysis. The research's outcome showed that applying the inquiry learning model could increase 7<sup>th</sup> grade students' motivation and learning outcomes at *An-Nur Pajeruan Kedungdung* Islamic Junior High School in 2023/2024. It was based on the level of motivation in the Good category from cycle I of 45%, increasing in cycle II by 90%. In line with growing learning motivation, student learning completion also increases. Student learning completeness in cycle I was 60% and increased in cycle II by 100%. Thus, the inquiry learning model could be applied in Islamic Religious Education subjects at the Junior High School level to increase student motivation and learning outcomes.

### **Keywords:**

Inquiry Learning; Islamic Religious Education; Learning Motivation; Learning Outcomes

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### **Abstrak:**

Pendidikan Agama Islam di sekolah seringkali dianggap sebagai mata pelajaran yang kurang menarik. Hal ini berdampak pada motivasi dan hasil belajar siswa pada mata pelajaran tersebut. Salah satu cara untuk mengatasi hal tersebut yakni dengan merubah pendekatan dan metode dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan hasil penerapan model pembelajaran inquiry pada mata pelajaran Pendidikan Agama Islam dalam meningkatkan motivasi dan hasil belajar siswa. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan di kelas VII SMP Islam An-Nur Pajeruan Kedungdung tahun pelajaran 2023/2024. Penelitian ini menggunakan lembar observasi dan lembar tes sebagai instrumen pengumpul data. Data yang terkumpul, dianalisis menggunakan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran inquiry dapat meningkatkan motivasi dan hasil belajar siswa kelas VII SMP Islam An-Nur Pajeruan Kedungdung tahun pelajaran 2023/2024. Hal ini didasarkan pada tingkat motivasi pada kategori baik dari siklus I sebesar 45% meningkat pada siklus II sebesar 90%. Sejalan dengan peningkatan motivasi belajar, ketuntasan belajar siswa juga meningkat. Ketuntasan belajar siswa pada siklus I sebesar 60% dan meningkat pada siklus II sebesar 100%. Dengan demikian, model pembelajaran inquiry dapat diterapkan dalam mata pelajaran Pendidikan Agama Islam pada jenjang SMP untuk meningkatkan motivasi dan hasil belajar siswa.

**Kata Kunci:**

Pembelajaran Inquiry; Pendidikan Agama Islam; Motivasi Belajar; Hasil Belajar

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## INTRODUCTION

Teachers have a big responsibility in achieving national education goals. Many factors influence success in learning. Among these factors is the role of the teacher in organizing the learning process in the classroom (Djonomiarjo & Patilanggio, 2019; Tanjung et al., 2021; Wulandari et al., 2023). It happens due to the teacher's ability to influence, guide, and improve students' intelligence and skills. The role of teachers is significant in achieving educational goals optimally. Teachers are expected to have effective teaching skills and be able to choose learning models that suit the content of the subject.

Improvement efforts are needed to improve the quality of education and teaching. One way is to choose the right strategy or method in delivering lesson material so that student learning outcomes increase, especially in Islamic Religious Education learning (Hasbullah et al., 2019; Rohmah, 2014), for example, by guiding students to be actively involved in the learning process. Apart from that, teachers must also be able to help students develop according to their intellectual level. It will strengthen students' understanding of the concepts being taught. Understanding material in the learning process requires interest and achievement. With this interest, it is hoped that students can achieve good achievements. Achievement in the learning process can be indicated through the completeness of learning outcomes.

Based on field observations, learning failure is generally experienced by students who lack the motivation to learn. As a result, the average score for Islamic Religious Education subjects only reaches 70, and learning completeness only reaches 40% of the Minimum Completeness Criteria is set at 75. It happens because some teachers in the teaching and learning process only use the lecture method without teaching aids, and the lesson material is not presented chronologically. Additionally, inappropriate use of technology also makes students less interested in learning. Therefore, learning methods are needed to arouse student interest and learning achievement (Maesaroh, 2013). The example is guiding students to be directly involved in activities with the teacher to discover concepts in Islamic Religious Education subjects.

Achievement not only makes students active in academic activities but is also crucial in determining how much students learn from learning activities or how effectively they

absorb the information provided. Students who have high learning motivation will use more complex thinking skills in the learning process so that they can understand and remember the material more effectively. One of the primary responsibilities of teachers is to design strategies to increase student academic achievement (Bararah, 2017).

The teacher must have a master of the subject matter and be able to organize and present the material by considering the students' abilities and readiness to achieve maximum mastery of the material. From this explanation, it is necessary to apply a learning model that can stimulate students' curiosity to arouse their learning motivation. One example of this learning model is discovery-based or inquiry learning (Erwin et al., 2023; Rukmini et al., 2024). Based on previous studies, the inquiry learning model has proven to influence learning achievement in Islamic Religious Education (Kinasih Cut Delpasya et al., 2022). In addition, the inquiry learning model could increase enthusiasm for learning (Tabroni & Qutbiyah, 2022). In this way will create student-centered learning. Therefore, it is necessary to take Classroom Action Research in the classroom by applying the inquiry learning model to increase student motivation and learning achievement.

## **METHOD**

This study is a Classroom Action Research conducted in 7<sup>th</sup> grade at *An-Nur Pajeruan Kedungdung* Islamic Junior High School during 2023/2024. This class consists of 9 male students and 11 female students. Each cycle in this research consists of planning, implementation, observation, and reflection. This research uses observation and test sheets as data collection instruments. Observation sheets are used to measure students' level of learning motivation, while tests are used to assess their learning outcomes. Aspects assessed in the observation sheet include 1) Student attention to the teacher's explanation, 2) Student cooperation in solving problems, and 3) Student response to learning activities. Meanwhile, the aspects assessed on the test sheet follow the competencies taught in each cycle. The Minimum Completeness Criteria for learning topics in this Classroom Action Research is 75.

## **RESULTS AND DISCUSSION**

### ***Pre-Cycle***

Before implementing the Inquiry Learning Model, researchers observed the routine teacher learning process. In this activity, the teacher only delivers the material while the students listen. Conditions like this can affect student motivation. Indicators of weak

motivation include students being more interested in talking with their friends, playing, and even creating an atmosphere where they are not focused on the learning material.

The teacher allows students to ask questions that the students do not understand. This opportunity is given by the teacher to students when he has finished presenting the material. Under these conditions, almost no students asked questions. To overcome this condition, the teacher asks questions with the expectation that students can provide answers. However, only one or two students responded. This situation shows that an active learning process has not been created.

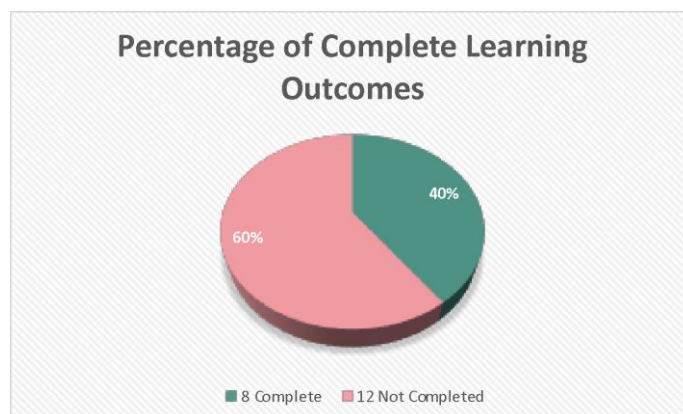
At the end of the lesson, the teacher provides an observation sheet and a test sheet. It intends to determine students' mastery of material in learning using conventional methods. In this way, differences can be seen before and after the action by applying the inquiry learning model.

The results of observations of learning motivation and tests on student learning outcomes in the pre-cycle are presented in Table 1 below.

Motivatio n	Frequenc y	Percentag e
Less	9	45%
Quite	8	40%
Good	3	15%

**Table 1 Percentage of Student Motivation Level in Pre-Cycle**

Table 1 indicates that most students at the beginning of the cycle showed less motivation to learn. Student learning outcomes at the pre-cycle in Figure 1 show that less than half of the students achieved the criteria for learning completeness at the initial stage.



**Figure 1 Completeness of Student Learning Outcomes in Pre-Cycle**

### **Cycle I**

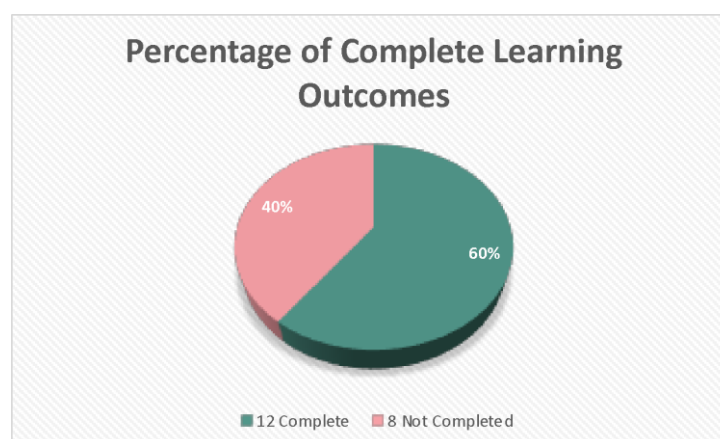
Next, in cycle I, the inquiry learning model was applied to Islamic Religious Education subjects on bringing prayer to life as the topic. Students were divided into four groups,

with each group consisting of five members. Then, each group fills out a worksheet. Among the instructions in the worksheet, students look for or find other arguments (apart from those presented by the teacher) along with descriptions regarding the importance of praying in life. Students can seek evidence from the Qur'an and hadith. Learning takes place according to the syntax of the inquiry learning model with a scientific approach. The results of observations regarding the level of student motivation in the first cycle are in Table 2. Students' achievement of learning mastery increased by 20% from the condition before the cycle started.

Motivatio n	Frequenc y	Percentag e
Less	5	25%
Quite	6	30%
Good	9	45%

**Table 2 Percentage of Student Motivation Level in Cycle I**

Based on data from Table 2 and Figure 2, it can be seen that there has been an increase in both the level of motivation and student learning outcomes in cycle I. However, this increase has not yet reached the classical completeness standard set at 80%. Therefore, the implementation of cycle II needs to improve..



**Figure 2 Completeness of Student Learning Results in Cycle I**

### **Cycle II**

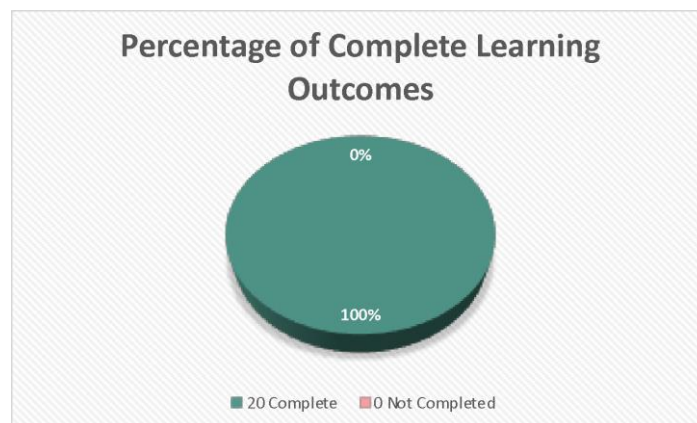
Based on the evaluation in cycle I, improvement is needed in providing more detailed instructions on how to do worksheets to each group of students. Furthermore, teachers also need to provide regular guidance to each group during discussions or working on worksheets. The improvement in cycle II uses that material. The learning topic of wisdom in praying still uses the inquiry learning model with a scientific approach. Teachers also use the evaluation results from cycle I as a basis for improvements in the

implementation of cycle II. Data regarding the level of student learning motivation in cycle II is in Table 3.

Motivatio n	Frequenc y	Percentag e
Less	0	0%
Quite	2	10%
Good	18	90%

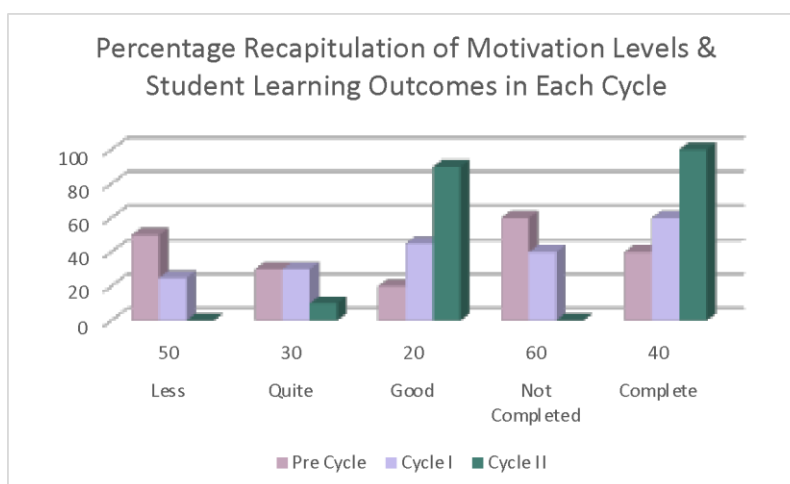
**Table 3 Percentage of Student Motivation Level in Cycle II**

Based on Table 3, the level of student learning motivation in cycle II is in a Good category, approaching a very high percentage. The percentage of student learning motivation increased by 45% from cycle I. This value is high, and the increase in cycle I from the pre-cycle is 25%. Additionally, the achievement of complete student learning outcomes in cycle II showed very satisfying achievements. This information is in Figure 3.



**Figure 3 Completeness of Student Learning Results in Cycle II**

Figure 3 shows that in cycle II, all students succeeded in achieving learning completion. The increase in the percentage of learning completeness in cycle II was twice as high as the increase in cycle I, reaching 40%. In more detail, a graph showing the increase in motivation levels and learning outcomes in each cycle is in Figure 4. In addition, the percentage of students' motivation levels and achievement of learning outcomes has met classical completeness standards. Thus, the implementation of the inquiry learning model has succeeded in increasing motivation and learning outcomes in Islamic Religious Education subjects for 7<sup>th</sup> grade students at *An-Nur Pajeruan* Islamic Junior High School, Sampang Regency, in 2023/2024.



**Figure 4 Recapitulation of Percentage Levels of Motivation and Student Learning Outcomes in Each Cycle**

The findings of this research are consistent with previous research that shows the implementation of the inquiry learning model in Islamic Religious Education subjects can increase student motivation and learning achievement (Jawaruddin, 2016; Wuni et al., 2023). Other research that is in line, however, these studies were conducted at the secondary school level. Also, other studies conducted at the same level, namely junior high school, recorded similar findings that the use of inquiry learning models can increase student motivation and learning achievement (Fadli, 2019; Rachman et al., 2022; Rustandi et al., 2023).

## CONCLUSION

Based on the results and analysis, the inquiry learning model increased motivation and learning achievement in Islamic Religious Education subjects for 7<sup>th</sup> grade students at *An-Nur Pajeruan* Islamic Junior High School, Sampang Regency, in 2023/2024. This increase is found in the level of learning motivation and the achievement of complete learning outcomes in each cycle. Thus, the inquiry learning model can be effectively applied in Islamic Religious Education learning to increase student motivation and learning achievement so that Islamic Religious Education learning can attract more student interest.

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