e-ISSN: 2829-6192, p-ISSN: 2829-6184

DOI: <https://doi.org/10.38035/ijam.v2i1>

Received: 20 April 2023, Revised: 13 May 2023, Publish: 15 May 2023

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**Application of the Inquiry Learning Model to Improve Student Learning Outcomes in the Subject of Islamic Religion and Moral Education in East Tanjung Jabung 9 Public Junior High School**

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**Abstract:** This study aims to examine student learning outcomes in applying the Inquiry Learning model to Islamic Religious Education Class VIII subjects at East Tanjung Jabung 9 Junior High School. This research is a qualitative research with a qualitative descriptive approach method. The low student learning outcomes for the lessons given by the teacher at school is an example that the completeness of learning outcomes has not reached the maximum point or has not been successful. This requires changes in teachers, especially in organizing classes, choosing appropriate teaching methods, teaching and learning strategies, as well as the attitudes and characteristics of teachers in managing the teaching and learning process in the classroom.The application of the Inquiry Learning model for Islamic Religious Education and Moral Education subjects at Tanjung Jabung Timur 9 Public Junior High School is effective in increasing student learning outcomes because it creates active interaction and participation not one way, students seek, find, ask questions, conclude. the learning activities use systematic steps of the Inquiry Learning method, namely a) Formulating problems, b) Submitting hypotheses, c) Collecting data, d) Testing hypotheses based on the data collected, f) Making conclusions.

**Keyword:** Application of the Inquiry Learning Model, Student Learning Outcomes, Islamic Religious Education and Character.

**INTRODUCTION**

The 2013 curriculum uses direct and indirect teaching methods. Direct learning is learning that develops students' knowledge, thinking skills, and abilities through direct interaction with learning resources designed in the curriculum and lesson plans. In direct learning, students make observations, ask questions, experimentation, insight/interaction, and discussion. Education leads directly toknowledge and skills, which is called the pedagogical effect. Indirect learning is learning that occurs directly in the learning process to stimulate learning. Education indirectly influences the development of values ​​and attitudes towards KI-1 and KI-2. This is different from knowledge about values ​​and attitudes obtained in the process of direct religious education and morals, Pancasila and citizenship (Permendikbud No. 103 of 2014).

Islamic religious education has a goal as wide and deep as the importance of human life as individuals and the like of humans. The camera covers all aspects including behavior, appearance, personality and thoughts. The low student learning outcomes for teaching teaching in schools is an example that the intensity of learning outcomes is less or less. This requires teacher changes, especially in class organization, selection of teaching methodsappropriate and also use the learning process method as well as the behavior and attitude of the teacher in the management process.

Educational activity, students and teachers engage in discussions about topics such as media. In this relationship, students are more active than teachers. As the active learning approach demands, students are at the center of learning. Student work basically involves physical and mental activity, individual or group. It is said that the greatest connection occurs when communication is between the teacher and all students. between students and faculty, between students and participants,between students and the media, even independent students. But always in achieving the goals that have been set, namely the best learning outcomes. In achieving the best results in learning, it is the teacher who has a very important role in the teaching and learning process. As a teacher, you will try to turn on a good teaching environment, so that the learning and teaching process can be used to activate students to listenlesson and to learn teaching purposes. In achieving the desired thing, as a teacher must be able to learn how the learning system motivates students to better understand how to learn Islamic Religious Education. Therefore, as a teacher, you must be good at choosing and adapting things according to the program.

Student success in learning is influenced by the public and non-public environment, which influences the place of study and their life, and the environment influences their academic progress. As explained in the word of Allah SWT which reads as follows:

قَالَ لَهٗ مُوۡسٰى هَلۡ اَتَّبِعُكَ عَلٰٓى اَنۡ تُعَلِّمَنِ مِمَّا عُلِّمۡتَ رُشۡدا

"Musa said to Khidhr "May I follow you so that you teach me the true knowledge of the sciences that have been taught to you".

From the description of the translation above, "describes difficulties in learning. This is important because times are always changing. But if you disobey, you will leave him. Tell him that if the teacher finds out that a student's abilities are not compatible with science, then he or she cannot study.

The use of educational methods still uses traditional educational methods. Because the teacher's role is always in the learning process, students are considered less active, in teaching and learning, student activity is even less and students are often less powerful. In class VII students of Public Junior High School 9 Tanjung Jabung Timur, many students still get low scores. Students become passive in the teaching and learning process because communication is still a problem methods in the learning process. The use of the method used is a teaching method, so that students are always in the learning process, and responsibility, trust, cooperation and other behaviors are not found in teaching this method.

The results of observations or observations of researchers with teachers of Islamic Religion Education Class IIA Junior High School School 9 Tanjung Jabung Timur in November 2022 in teaching and learning activities, the interaction of students and teachers does not run in different directions, in other words the teaching and learning process of the Faculty, is not interesting , and only from the teacher as a conduit of information about science, thus making students less

Enthusiasm, because the teacher only uses the lecture method in teaching to deliver material on Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD) in delivering material once. The results of the recapitulation are as follows:

**Table 1. Recapitulation of learning outcomes**

|  |
| --- |
| **Total Value 19,75** |
| Student Average Score 61,71 |
| Number a student who completed 15 |
| Number a student who have not completed 17 |
| Percentage of student Completeness 47% |
| Unfinished student presentationt 53% |

The data in the table above shows that the academic achievement of class VIIA students is still low. Only 15 students or 47% of the 32 students completed the KKM, while the number of students who did not complete was 17 or 53% of the total. The student's average score was also low at 61.71 points, so the survey was started. To improve learning and improve class VIIA learning outcomes by using the lecture method and question and answer lessons, with using the method of teaching students to sit and listen, take notes. said the teacher, but there are only a few educational opportunities it also creates unnecessary learning, so it is necessary to choose courses that are in accordance with the information to be taught. Here the creativity of all parties is needed, both teachers and all students, students are required to actively follow the teacher's directions and teachers are expected to be creative in choose a learning model that is appropriate to the material to be delivered so that when teaching and learning activities take place, communication is established that is interesting and liked by students. To overcome the above problems, it is important to use the correct method as what will be suggested, so that student learning outcomes are complete and achieved .

The formulation of the problem in this study is as follows:

1. How is the application of the Inquiry Learning model to improve student learning outcomes in Islamic Religious Education and Moral Education lessons at East Tanjung Jabung 9 Public Junior High School?
2. What are the results of studying Islamic Religious Education and Character in applying the Inquiry Learning model at East Tanjung Jabung 9 Public Junior High School?
3. What are the inhibiting factors in the application of the Inquiry Learning model to improve student learning outcomes for Islamic Religious Education and Moral Education lessons at East Tanjung Jabung 9 Public Junior High School?

**LITERATURE REVIEW**

**Inquiry Learning**

In language, inquiry comes from the word inquiry which is English which means. inquiries/requests for information; The translation of this concept is: "Students are asked to search and find themselves". In the context of using inquiry as a teaching and learning method, students are positioned as learners. This means that students play an important role in determining the climate and learning style. In this way, students are encouraged to participate in teaching and learning.

The inquiry method is a way to learn by placing students to learn more on their own and can develop their activeness in solving problems.

The objectives of the research process of applying the Inquiry Learning model are:

1. a maximum involvement of students in the learning process.
2. Logical guidance and sequence of activities towards learning objectives.
3. Develop students' self-confidence about the contents of the inquiry process.

The advantages of the Inquiry Method are:

1. This method is learning that emphasizes the development of cognitive, affective and psychomotor aspects in a balanced way so that learning through this strategy is considered more meaningful.
2. This method can offer students a place to study according to their own learning style.
3. This approach includes the development of modern psychology which views learning as a process of changing behavior through experience.
4. Another advantage is that this learning can meet the needs of students with abilities above average, so that students who study well are not influenced by students who study poorly.

Weaknesses of the inquiry method are:

1. Students must be prepared, students must be brave and aware of their environment.
2. Because it is a class with many students, this method will not give good results.
3. Disappointment of teachers and students who have succeeded in old school education and research.

The functions of using the inquiry method in the learning process include:

1. Growing student commitment (enhancing commitment) to learning, which is manifested in commitment, earnestness and earnestness in looking for and finding something in research.
2. Creating motivation, creativity and innovation in learning to achieve learning objectives.

The purpose of using inquiry-based learning methods is to develop the ability to think systematically, rationally and critically, or to develop cognitive abilities as part of mental processes. Therefore, it is not only necessary for students to know the subject, but rather how to use their abilities and develop their understanding of a subject.

**Learning Outcomes**

Learning outcomes are a result of the learning process by using measuring instruments, especially in the form of tests, which are held in a structured manner, both written tests, oral tests, and practical tests. According to Purwanto (2014:44), learning outcomes can be defined by understanding the two terms that compose them, namely 'outcome' and 'learning'. The definition of results (products) refers to gains resulting from the performance of work or processes that produce changeinput work. Learning outcomes are the achievement of learning objectives for students to follow the teaching and learning process. Productivity is what you get for your work turning raw materials into finished products. Winkel (1993) and Purwanto (2014: 45) Education is a change in which humans change their behavior and attitudes. The characteristics of these changes include cognitive, emotional and psychomotor factors.

Learning outcomes are shown through student changes related to skills, attitudes and skills. The learning process is a process that is so important in human life in general and for students. A person's change will not develop without the person's own efforts, especially through the learning process. The success or failure of teaching and student learning outcomes can be seen through various aspects of learning outcomes, including:

* 1. Questions of knowledge and knowledge, concepts or facts (understanding)
  2. Personal statements, characteristics or behavior (emotional).
  3. Words related to behavior, skills and characteristics (psychomotor).

Among these three criteria, the learning outcomes that will be obtained by students from the program are the characteristics of knowledge, ideas or skills, having a good personality or thinking and having skills. Because changing student behavior in the learning process is the goal of achieving it, then changing student behavior must be done after the teaching and learning process. Learning activities are carried out by each student, because through he learned from the experience of the situation he faced. Therefore, learning influences changes in a person from his experience in the environment.

**Islamic Education**

Religious education is one of the main parts of Indonesia's national education which will be able to make the idea of ​​national development a priority. Therefore, a plan for religious education in all areas of education is something that not only advances life and eliminates the negative effects of development, but can also instill all sacred values ​​into Indonesian society. to be perfect Religious teachers do not only teach students. Islamic teachers carry out two main responsibilities, a teaching role and a moral role.

1. Instructional Task

The teaching mission is to equip students with the knowledge and experience of various religions so that they can be translated into their actions and lives. As an Islamic religion teacher, it is important to be able to teach and explain your religious knowledge to your students in the form of daily activities. Enabling students to better understand and apply religious knowledge to practice in everyday life.

1. Moral Duty

Moral obligation is the obligation to foster and purify the souls of students to draw closer to Allah, stay away from evil and make them fitrah, namely faith. Being a Muslim is having a character that reflects the character of Rasulullah SAW who behaves well and respects himself as a person. Because of good faith, morals are also good.

In particular, a teacher must be empathetic, empathetic, open-minded, competent, self-assessing, and able to take responsibility. Good manners are about how one interacts with others. Teachers must be able to communicate effectively with students, student teachers, and staff at their institutions by speaking in a gentle, gentle and easy-to-understand way.

**METHODS**

**Types of Research**

Qualitative research is a process of approach and also research based on hypotheses, explanations/theories, and research problems that examine how individuals and how to explain social problems. This research uses a descriptive method. Qualitative analysis is a method of finding information about a research topic at one point in time. The descriptive method seeks to describe all situations or conditions, namely the conditions of the situation as it was at the time the research was conducted. This research is at the School East Tanjung Jabung 9 State Junior High School with the subjects of the study selected as informants, namely: Principals of East Tanjung Jabung 9 State Junior High School, Islamic Religious Education Teachers and Grade VIII students in the subject of Islamic Religious Education and Characteristics Damascus: Center for Eastern Islamic Civilization for the Time Economy (661-750 AD) with the Inquiry Learning model using the Learning Implementation Plan (RPP) of the Independent Learning Curriculum in class VIIIA.

**Data Analysis Technique**

1. Data Reduction

Data reduction means summarizing, exploring key points, focusing on what is important, looking for themes and patterns. Therefore, the reduced data will provide a clear explanation and support the collection of other data through analysis. By reducing data, each researcher will direct the goals to be achieved. The main focus of qualitative research is the results. As a result, if searches and search practices come across that is what the seeker should pay attention to when you reduce data.

1. Data Display

After the data is reduced, the next step is displaying the data. In this qualitative research, data presentation can be in the form of brief descriptions, descriptions, correlations between tests, graphs, and others.

1. Conclusion Drawing/Verification

The original conclusion will change if no strong evidence is found to support other data collection methods. However, if the initial conclusion is well supported and consistent when the research returns to the data collection section, then the primary conclusion is a valid conclusion. Positive research results are new discoveries that have never been done before.

1. Data Reability Test

Data completeness validation is the last step of the current research. It is very useful for testing the reliability of data so that the research results obtained are truly tested and supported by scientific studies.

**RESULT AND DISCUSSION**

**Application of the Inquiry Learning Model to Improve Student Learning Outcomes in Islamic Religion and Moral Education Subjects at East Tanjung Jabung 9 Public Junior High School.**

In applying the Inquiry Learning model, Islamic Religion and Moral education teachers at East Tanjung Jabung 9 Public Junior High School prepare the following steps:

1. Planning

During this time, researchers plan teaching and learning activities. In terms of structure, namely:

* 1. Determine the subjects to be taught.
  2. Prepare lesson plans for meetings.
  3. Implementation of the learning process, namely the inquiry learning process.
  4. Make a research paper
  5. Make Student Files (LKS)
  6. Use the application to see teacher and student activities during the learning process. Implementation

Learning with the Inquiry Learning model in the study of Islamic Religious Education and Character with the Material of Damascus: Center for Eastern Islamic Civilization (661-750 AD) with the sub-materials:

* 1. The story of the Umayyads in Damascus
  2. The development of Islamic civilization during the Umayyad period in Damascus
  3. Islamic values ​​originate from the rise of civilization during the time of the Umayyads from Damascus

Education will be held on 23 November 2022 in class VIIIA, 24 November 2022 in class VIIIB, 25 November 2022 in class IIC and 26 November 2022 in class VIIID at Junior High School 9 Tanjung Jabung Timur with the number of students in class IIA being 32 people, 11 men and 21 women, time allocation 2 x 35 minutes. Class VIIIB has 31 students, 19 boys and 12 girls. The first step in this research is to make a study plan (RPP). Then the scientists followed up on the teaching and learning styles of the lesson plans. then do an experiment to find out how good the results are and so on up to class VIIID.

Then the teacher conveys the task to be discussed, namely:

* + 1. Write a story about one of the Muslim intellectuals or scientists during the Umayyad Daula!
    2. The progress of Islamic civilization is colored by two things, namely in terms of government and the development of science. Discuss which of the two is more relevant? Talk to your team
    3. Find data and information from your friends' work in your class to the library. Are data and information used to show whether the presence of the library has an impact on increasing knowledge and understanding?

From the teaching and learning activities, the students looked happy and very serious about participating in the activities taught by Siti Masitah using the Inquiry Learning model in class VIIIB. VIIIc, and VIIID.

1. Observation

The research was carried out by placing the teacher and his friends as observers in the class. In the educational process, the activities of teachers and students are evaluated. from class VIIIA to class VIIID SMP Negeri 9 Tanjung Jabung Timur.

1. Reflection

Reflection consists of remembering and recalling activities that have been carried out and looking for points recorded in a notebook. This is done to understand the real issues, problems and limitations of the planning process. In this study, reflection was carried out after the teaching and learning process and after the research. Considerations will be made in consultation with the Supervisor of Materials I for Class VIIA and Class VIID, and these considerations will be introduced as Guidelines and Changes to Project Plans (RPP) to compile retention if you wish to reproduce.

After the daily exam, reflection on learning is carried out from what has been going on by evaluating and assessing the results of the student's test and if there are deficiencies in the implementation of learning using the Inquiry Learning model, remedial activities will be carried out for students who get low test results on average Minimum completeness criteria and enrichment for students who get repeat results above the minimum KKM completed with the attached Job Training Plan (RPP).

Application of question-based learning methods and topics of Islamic religious education and moral education in Damascus: Center for Eastern Islamic Civilization (661-750 AD) with the aim of education so that students can tell the story of the Umayyads in Damascus (661-750 AD) developing governance in many fields ( government, law, society, business, religion, education) and students can find opportunities for the development of Islamic civilization in the Umayyads in Damascus to instill faith. and religion promotes Cultivating civilization, patriotism and the spirit of community development. And students change in the division of groups during learning.

The process of implementing the question-based learning model takes place in the first session (10 minutes), namely:

* + 1. Preparing media / software / hardware Available in the form of LCD projectors, speakers, laptops, interactive learning CDs, cards, signs or other media.
    2. The teacher starts the lesson with greetings and prayers, reading selected surahs/verses of the Koran, checking students' readiness, inspecting, clean clothes, student seats, etc.
    3. Teachers provide motivation, ask questions about the curriculum, and share goals, resources, goals and assignments, boundaries, and studies.
    4. Arrange students so that they are seated according to their position.

While the stages of the Inquiry Learning model in the core activities (100 minutes), namely:

* + 1. After group formation, After completing the group, students identify questions about the history of the Umayyads in Damascus.
    2. Think of a thought or question about the object.
    3. Collect data about the subject from various learning resources.
    4. Analyze and explain findings.
    5. Summarize or draw conclusions
    6. Teachers conduct research and evaluation of students during the learning process takes place

After that, in the final activity (10 minutes), the teacher does:

* + 1. The teacher makes conclusions or summaries of what is given in the lesson
    2. Questions and answers about what is learned to find out the results obtained in the learning process.
    3. The teacher evaluates the learning outcomes of the material given to students.
    4. Invite class members to close the lesson with a moment of silence and prayer.
    5. The teacher and students say hamdalah together and identify the gap by saying Wallau A'lam bi al-Shawab.

By creating learning is a teaching relationship between students and teachers and to achieve learning objectives, the emotional aspects of students are easily neglected, the learning process is boring and monotonous and unmotivated thereby encouraging their creativity in learning as well. it is important to have ideas that can be used as a basis for turning the learning process into something fun.

In practice, fun learning cannot be separated from choosing the right learning method and applying motivation theory. Because learning through games aims to increase student motivation. There are four things a good teacher should know about the motivation behind “why students learn”:

1. Intrinsic motivation (students learn because they love to work).
2. Instrumental motivation (students learn because they will receive rewards such as rewards or punishments).
3. Social motivation (students learn because they want their ideas to be recognized) and
4. Achievement motivation (students learn because they want to teach others so they can complete the tasks given by their teacher).

Human potential will develop optimally, if a learning design is created with the right learning model. The application of the Inquiry Learning model to student learning outcomes in the Islamic Religious Education subject at East Tanjung Jabung 9 Public Middle School creates learning to direct and develop the potential of its students well by teaching and learning.

So important is learning that involves the senses and the mind so that it becomes a provision for the afterlife. So that it involves all the student's senses and minds in completing assignments from the teacher with the steps of applying the Inquiry Learning model, namely learning by formulating problems, submitting hypotheses, collecting data, testing hypotheses based on data collected, making conclusions.

The learning process is not just transferring knowledge but is a process that allows students to understand what to look for and find problems that will lead to a better understanding of what they are learning. Therefore, teachers must be able to adapt the curriculum and learning to the abilities of their students.

The teacher provides a successful program that will motivate students to do well, by fostering enthusiasm in learning to seek and find their own answers to a problem in the lesson. Tell success stories of people past. It is an idea that empowers and motivates students so that someone's success can inspire them to follow in their footsteps.

The steps in applying the Inquiry Learning model are as follows from the results of the researcher's interview with the Islamic Religious Education subject teacher Mrs. Siti Masitah, S.Ag, M.Pd said: "I teach using the inquiry learning method, there is one method that I need to recommend, namely: Form Inquiry Learning Groups Each group is formed based on intelligence and social skills. 2) Introducing the subject matter questions to all groups, each group must understand and be interested in learning it. 3) Making predictions related to the topic, namely statements about what should happen. There may be one or more methods proposed for the main problem. 4) Organize all steps in a forecast plan. 5) Review the plan for reasonableness and consistency with the sponsor. 6) Collect evidence (evidence) to support the object/content of the proposal. 7) Analyze the desired solution and find the position of the group 8) Analyze the group system. 7 9) Asking questions about natural phenomena 10) Formulating problems 11) Planning research methods including experiments 12) Conducting experiments 13) Communicating knowledge.

From the interview above, it can be concluded that in applying the Inquiry Learning model there are steps that must be taken and the teacher becomes the facilitator and motivation during the teaching and learning process so that communication is not one-way.

Developing students' abilities through inquiry-based learning whose learning programs emphasize students' needs to apply knowledge, skills, concepts of mutual cooperation and mutual benefit in providing information about solutions to these problems to be solved together in groups in a good way without distinguishing good grades. with less good achievements, they work together in discussions.

Together they can solve all problems well by cooperating with each other inadvertently being able to establish friendships, strengthen each other, support each other and give each other brilliant ideas on what problems are being discussed together so as to create a feeling of sympathy, care and mutual respect for one another other with other students.

The results of an interview with a class VIIIB student, Ardea Adinda said: "I am happy when discussing a material that is in the subject of Islamic Religious Education because with discussion we clearly know the true characteristics of our friends and over time it trains us to understand each other, accept and maintain the feelings of fellow friends during discussions, creating a sense of concern for a friend's difficulties, unconsciously we have helped him by opening his thoughts with knowledge in a simple way and our way as friends, as group partners and sharing and exchanging ideas.

The conclusion from the conversation above is that the discussion while studying unconsciously creates a feeling of sympathy, a sense of caring in helping his friend's difficulties and recognizing each other's characteristics well so that good and solid friendships are established.

**Learning Outcomes of Islamic Religious Education and Characteristics in the Application of the Inquiry Learning Model at East Tanjung Jabung 9 Public Junior High School**

In the application of the Inquiry Learning model, the subject of Islamic Religious Education at East Tanjung Jabung 9 Public Middle School affects student learning outcomes by seeing students actively participating in teaching and learning activities and learning outcomes from the grades obtained above the KKM (Minimum Completeness Criteria).

When carrying out learning in class VIIIB using the Inquiry Learning model, the students were very enthusiastic and enthusiastic in completing assignments according to the material, namely Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD). it can be concluded that Islamic religious education teachers teach using the inquiry learning method by creating groups and learning activities using the inquiry method, knowing:

* 1. Set problem
  2. Submit an idea
  3. Collect data
  4. Test the hypothesis based on the data collected
  5. Draw conclusions

The Inquiry Learning Model is a model that challenges students to participate in learning, challenges students to critically reflect, analyze and refine to find answers independently by collecting data from various sources and colleagues in groups and dare to argue, presenting their findings clearly and self-confident.

Based on the learning outcomes of class VIIID students, it was explained that after using the Inquiry Learning model, namely Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD) at East Tanjung Jabung 9 Junior High School, the student scores were as follows:

**Table 2. Rekapitulation of class VIIID student learning outcomes**

|  |  |
| --- | --- |
| Value amount | 2475 |
| Student’s Average Score | 77,34 |
| Number of students who completed | 27 |
| The number of students who have not completed | 5 |
| Percentage of student completeness | 84 % |
| Unfinished student presentations | 16 % |

From the table above it can be concluded that the results of the test conducted by class VIIID for 32 students obtained an average score of 77.34, the number of students who completed 27 and who had not completed 5 students. While the percentage of students who completed their studies was 84% ​​and among students who did not complete it was 16%. A significant increase in overall learning outcomes was seen compared to positive student learning outcomes before the activity with 44% not using the learning method and 84% use the inquiry learning method. The researcher concluded that the Inquiry Learning method used was appropriate for the material in Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD), so that it applied the learning model chosen correctly to achieve the expected learning objectives. Then the results in teaching and learning activities apply the model Inquiry Learning can make students understand the material taught by the teacher.

Based on the learning outcomes of Class VIIIB students, it was explained that after using the Inquiry Learning model for Islamic Religious Education subject matter, namely Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD) at East Tanjung Jabung 9 Junior High School, the student grades obtained were as follows

**Table 3. Recapitulation of class VIIIB student learning outcomes**

|  |  |
| --- | --- |
| Value Amount | 2440 |
| Student average score | 78,70 |
| Number of students who completed | 28 |
| The number of student who have not completed | 3 |
| Percentage of student completeness | 90 % |
| Unfinished student presentation | 10 % |

The table above shows that the test results for class VIIIB which were attended by 31 students achieved an average score of 78.70, the number of students who passed was 28 people and 3 people were rejected. Where the percentage of academic achievement is 90% and the percentage of students who do not complete is 10%. Comparison with previous student maturity results is 44% higher than if not using the exploratory learning method and 90% higher than if using established explorative learning models. , The optimal compliance was exceeded, which was 75%. The researcher concluded that the Inquiry Learning method used was appropriate for the material in Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD), so that it applied the learning model chosen correctly by achieving the expected learning objectives. Results in teaching and learning activities applying the Inquiry model Learning can make students understand the material taught by the teacher.

Based on the learning outcomes of class IIC students, it was explained that in applying the Inquiry Learning model to Islamic Religious Education subject matter, namely Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD) at East Tanjung Jabung 9 Junior High School, the student scores were as follows :

**Tabel 4. Recapitulation of class VIIIC student learning outcomes**

|  |  |
| --- | --- |
| Value Amount | 2460 |
| Student average score | 79,35 |
| Number of students who completed | 29 |
| The number of student who have not completed | 2 |
| Percentage of student completeness | 94% |
| Unfinished student presentation | 6% |

From the table above it can be concluded that the results of tests conducted in class VIIC which were attended by 31 students achieved an average score of 79.35, with 29 students graduating and 2 students graduating. Completed, while the training completion ratio was 94% and the training incomplete ratio was 6%. Compared to the student's learning completeness score before using the question learning method, the learning completeness score increased significantly to 44% if not using the question learning method and 94% if using the learning method questions increased by 75%. The researcher concludes that the Inquiry Learning method used is appropriate for the material in Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD), so that it applies the chosen learning model appropriately by achieving the expected learning objectives. Results in teaching and learning activities applying the Inquiry model Learning can make students understand the material taught by the teacher. The learning activities carried out contain exercises that must be done students by summarizing the subject matter, group assignments, presenting group results, individual assignments, practice questions both multiple choice, short entries or essays that are arranged systematically with appropriate steps according to the learning model. The existence of guidelines and teaching makes it easier to understand the material and implement morals in Islamic religious education by students.

**Inhibiting factors in the application of the Inquiry Learning model to improve student learning outcomes in Islamic Religious Education and Moral Education subjects at East Tanjung Jabung 9 Public Junior High School**

hysical environmental factors are not limited to materials and shapes. However, if the students' conditions for learning are not suitable, it can be in the form of climatic conditions, because they do not feel calm while studying. when participating in the teaching and learning process his interest decreases, thus affecting his concentration in learning and the learning outcomes expected by the teacher are not optimal. The school environment is a continuation of student learning from their home environment. School acts as a place of learning in the process of raising children. What schools teach and teach children. what should be donegood for behaving as a good student and the opportunity for parents to provide education and teaching in the family that students do not get in the family environment get education in the school environment.

Education is As part of a sustainable way of life, education is a personal transformation to know from not knowing, personal awareness of one's environment on how to behave and protect the surrounding environment, Developing one's ability to change or control the environment so that it is well maintained. Therefore, a person's correlation process is based on his ability to progress and changes are made in the process of modifying orcontrol the environment. Home, school and community play important roles in the learning environment. However, it is the family that has the first impact in providing education for their children. The family is the most influential educational center compared to the others, because a child converts to Islam from the beginning of his life, and it is in the family that the seeds of education are planted. When children interact more in their families than when studying at school.

By creating fun learning, it can make students' souls peaceful in taking lessons. With awareness in being responsible in dealing with all the problems and obstacles encountered, calm your heart by always remembering Allah SWT. As a teacher in carrying out teaching and learning activities there are always obstacles both coming from within the student and from outside the student.

Teachers continue to innovate in dealing with each of these obstacles. Grow students' interest in learning by holding a teaching and learning process through stimuli such as praise or flattery, motivation and so on. As already mentioned, interest can be interpreted as an interest in something, encouraging someone to learn and discover things related to that interest. Color in the educational process is created by the product, creating a special evaluation that leads to interest in the product.

Product rating on students in student worksheets what is obtained through the process of teaching and learning activities is to evoke the teacher's decision to recognize the interest or indifference of a person or student towards the object they face. Attention has two aspects, namely cognitive and affective aspects. Develop this interest in order to avoid obstacles in applying the Inquiry Learning model to student learning outcomes in Islamic Religious Education subjects at East Tanjung Jabung 9 Public Junior High School.

Interest in learning is a psychological state of a person caused by many symptoms of seeking, asking and finding, in other words, interest in learning is attention, pleasure/likeness, a student's interest in learning which is shown through enthusiasm, participation and activeness in learning. Students feel happy learning, so these students will be happy to follow the lesson, enthusiasm and motivation to complete assignments from the teacher will also be a factor in reducing obstacles.the teacher in teaching to achieve mastery in teaching and learning in the classroom with the hope that after learning students will change their knowledge from those who do not know to know and their behavior will increasingly show the personality of a virtuous student.

In a teaching and learning activity the researcher also saw that tables and chairs were not suitable for use. The desks are broken, the chairs are rickety but they are still used, this can also disturb students' comfort in learning and reduce students' self-confidence. The condition of the space for learning should be suitable for use and use and of course have a safety factor for the students themselves and other students and their teachers. Comfort in using tables and chairs is a simple thing but really supports the comfort of students in following lessons properly and sincerely. The comfortable atmosphere will encourage other feelings such as enthusiasm in participating in the teaching and learning process and not getting bored.

Creating a classroom that is suitable for use has actually helped create a comfortable learning atmosphere and students will feel more confident in learning and even in conveying opinions and ideas while studying. Maintaining class conditions such as the condition of the tables and chairs used by students properly or not can also be a driving force for success in implementing the Inquiry Learning model for Islamic Religious Education subjects at East Tanjung Jabung 9 Middle School.

If the learning conditions of students feel forced and forced, the results that will be understood by students will not be good. Therefore, a teacher must be able to stimulate students' curiosity to follow the lesson. Use appropriate models, methods, media so that during the teaching and learning process the obstacles can be reduced or even not experienced. All stories and stories in the history of the Umayyads can create a challenging learning atmosphere.

An effort in the success of students understanding and understanding the material that has been taught by the teacher so that there is a change in attitude from not knowing to knowing, those who do not understand to understand and the change in knowledge shows that the material conveyed by the teacher has changed and added to his knowledge as proof that students have understood the meaning of the subject matter conveyed by the teacher by completing assignments correctly and discussing actively, creatively, enthusiastically, happily and confidently in the learning process.

The learning outcomes of students in the subject of Islamic Religious Education are not solely recorded through a number or value, but how these students practice in everyday life their understanding as individuals who have noble character and are beneficial to their environment.

**CONCLUSION**

1. Application of the Inquiry Learning model to improve student learning outcomes in Islamic Religious Education and Moral Education lessons at East Tanjung Jabung 9 Public Junior High School based on the test results and assignments given by the Islamic Religious Education teacher at East Tanjung Jabung 9 Middle School was completed with the following steps: the steps for implementing the Inquiry Learning model are as follows: 1. Formulate a problem. 2. Submit a hypothesis. 3. Collect data. 4. Test the hypothesis based on the data collected. 5. Make conclusions. The Inquiry Learning method used is appropriate to the material in Damascus: Center for Eastern Islamic Civilization for the Economy of Time (661-750 AD), so that applying the learning model that is chosen correctly achieves the expected learning objectives and results in teaching and learning activities applying the Inquiry Learning model can make students understand the material taught by the teacher.
2. The results of studying Islamic Religious Education and Character in the application of the Inquiry Learning model at East Tanjung Jabung 9 Public Junior High School. has a positive value by causing stimulation to think critically, analytically to seek and find answers to a problem in question, so that students experience changes in behavior that are obtained after experiencing teaching and learning activities. because the Inquiry Learning model prioritizes teaching and learning participation in the process of student activities by instilling the basics of scientific thinking so that students learn more on their own and develop creativity in solving problems by creating a responsive learning atmosphere, and collecting data is a very important mental process in their intellectual development.
3. The inhibiting factors in the application of the Inquiry Learning model to improve student learning outcomes for Islamic Religious Education and Moral Education lessons at East Tanjung Jabung 9 Public Junior High School are as follows: 1. Lack of textbooks; 2. Lack of supporting books; 3. Lack of necessary courses; 4. Students rarely focus on subject matter; 5. During discussions, students' self-confidence is still low in conveying the results of their thoughts during discussions and are still not used to using Indonesian properly and correctly becoming a laughing stock for other students who are listening so that these students become insecure and embarrassed, as a result their self-confidence decreases and creates fear in conveying the ideas that are in his mind;

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