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INQUIRY DISCOVERY LEARNING METHOD TO IMPROVE STUDENT LEARNING ACHIEVEMENT IN ISLAMIC RELIGIOUS EDUCATION SUBJECTS

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ABSTRACT

This article discusses the use of inquiry discovery learning method to improve students' learning achievement in Islamic religious education subject at a junior high school in Palu city. This study used a qualitative method with data collection techniques such as direct observation, in-depth interviews, and document analysis. The research findings show that our study conclude that the use of HOTS in learning Islamic religious education can improve students achievement. The students not only increase their achevement in learning the Islamic religious knowledge, but they also have high order thinking skill which support them to think critically regarding various topic in Islamic education subject. They also have skill to collaborate, communicate, and cooperate during learning the subject with their friends.

ARTICLE INFORMATION

Keywords:

HOTS, inquiry discovery, learning method, learning achievement, students

1. Introduction

It is an educator's effort to carry out Islamic Religious Education learning, which aims to provide understanding, ability, and capacity for the learning process by using models, methods, and media that follow the learning objectives of Islamic Religious Education. To shape a person's personality is a demand; therefore, guidance regarding religious education is needed because religion plays a vital role in the process of forming a person's character (Mardatillah, Pettalongi, & Nurdin, 2023). Considering religion's crucial role in human personality development, one of the appropriate efforts is to provide opportunities for children in public schools to study Islamic Religious Education.

In the course of the learning process in class, the focus is still on educators as the primary source of knowledge, and then in transforming knowledge, the primary choice used is lectures. Likewise, in the Islamic Religious Education learning process, it is often found that the learning methods used by educators are less varied. Even though the curriculum development application already exists, the teacher's learning process should be supportive and adequate. Still, it is not yet optimal and conducive due to the lack of variety in the teacher's teaching methods.

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Students in the classroom sit for hours, but their focus and minds do not absorb what the teacher is transforming during that time. Students need to be more active and involved during the learning process, both in terms of paying attention and feeling the learning that is taking place. As a result, the lessons taught do not make an impression on the students' minds.

A systematic and targeted learning strategy is needed to move towards efficiency in managing education and to develop students' potential optimally. The learning process in the current millennial era should give students the freedom to create various intelligences, including intellectual, emotional, spiritual, and creative, in mastering lesson content so that the expected learning is achieved. Teaching and learning activities in schools should ideally lead to student independence but remain under the control and supervision of educators and parents.

One of the efforts offered to develop students' potential optimally and improve student learning outcomes is Inquiry Discovery Learning. The Inquiry Discovery Learning method is part of a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, and logically so that they will be able to discover their knowledge, attitudes, or skills as a form of behavior change so that Students can formulate their discoveries with pride and confidence.

In short, Inquiry Discovery Learning encourages students to discover for themselves and transform the information they obtain, check new information with what is already in their memory, and develop knowledge or abilities that align with current developments. The Inquiry Discovery Learning method has been widely applied in public and private schools in Indonesia at the elementary, junior high, Senior high, and equivalent levels. Junior High School 3 Palu is one of the leading state schools in Central Sulawesi that has implemented the inquiry discovery learning method in its learning.

The development of the application of the Inquiry Discovery Learning method in learning in schools at this time has encouraged researchers to research the application of the Inquiry Discovery Learning method to students (Hammer, 1997). Based on initial observations at Junior High School 3 Palu, researchers found problems applying the inquiry discovery learning method. First, some new teachers/educators theoretically understand the inquiry discovery learning method, so its application has yet to be optimal. Second, implementing the inquiry discovery learning method requires much time, so educators sometimes need help adjusting the specified time (Thomas & Snider, 1969).

Junior High School Palu, one of Central Sulawesi schools, was chosen for this study. The choice of research location certainly had several reasons. First, Junior High School 3 Palu has implemented the 2013 curriculum and combines a Higher Order Thinking Skills (HOTS) based learning model. Second, it has implemented the inquiry discovery learning method in the teaching and learning process.

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2. Literature Review

2.1 HOTS-based learning method

Experts have long discussed and researched HOTS (High Order Thinking Skill), including Bloom's Taxonomy in 1956, Resnick in 1987, and Marzano in 1988 and 1992 (Lewis & Smith, 1993). According to Bloom, HOTS is an abstract cognitive ability, including analysis, synthesis, and evaluation. Meanwhile, according to Regnick, HOTS is a process that involves a person's mentality, such as classification, induction, deduction, and reasoning. HOTS is a strategy with a high-level thinking process where students are encouraged to manipulate information and ideas in specific ways that can give them new understanding and implications (Miri, David, & Uri, 2007).

From the results of several HOTS, it can be concluded that HOTS is a high-level thinking skill that must be present in students, which tests intellectual abilities and the ability to evaluate, analyze, and think critically to solve a problem in a subject (Ghanizadeh, Al-Hoorie, & Jahedizadeh, 2020). HOTS learning depends on the ability of educators to prepare material that will require students to think at a higher level so that students are more critical, creative, and have problem-solving skills. The following are several HOTS-based methods that can be used to develop students' creativity as follows:

a. Creative Learning

1) Mind Mapping
   Tony Buzan introduced the mind mapping method to develop new ideas and analyze factors related to a problem.
2) Brainstorming
   The brainstorming method was developed by Alex Osborn in 1938 to enrich idea development in advertising companies. In this method, students are allowed to write and express as many opinions as possible that are in line with those that other students have written.
3) Modular Brainstorming
   The component breakdown activity method or modular brainstorming was developed by Wakin in 1985 to develop students' creativity by using images or visualization to solve problems. This method aims to help students produce as many creative ideas as possible.
4) Brain Purge
   This method was developed by Geschka in 1979 to throw away traditional ideas and think of creative solutions to a problem. This activity is not only about getting rid of conventional ideas but is a helpful way to generate many ideas relatively quickly.
5) Product Development
   This method is carried out in groups by thinking of new variations of new creations to change an existing product.
6) Create imaginary stories based on conditions that did not occur.
   This method is carried out by asking students to write a fictional story, put it in a book, and tell it to other students.

b. Critical Thinking and Decision Making

1) Panel Discussion

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Panel discussions involve several groups of students searching for information about a specific topic, and then students convey the information they have obtained (Crone, 1997). Panel discussions are held formally involving four or more participants with different issues and presented in front of the audience or other students.

2) Symposium

The symposium involves several groups of students searching for information about a specific topic, and then the students convey the information they have obtained. Symposiums are similar to panel discussions but involve more formal presentation of information by each participant (Hofsten, Gustafsson, & Häggström, 2010).

3) Debate

A debate is a formal discussion by two teams of speakers with different views. One group is pro, and the other is against the matter being debated. This method has great potential to improve students' communication skills (Oros, 2007).

4) Socratic Seminar

Maieutic, which means the art of conveying, known as the Socratic dialogue method, is a learning activity by asking questions in posing problems and answering questions (Altorf, 2016). A Socratic Seminar is a formal intellectual dialogue that asks an open question about a context. The aim of learning using this method is so that students can communicate their ideas clearly, solve abstract problems, read texts carefully, and think critically.

5) Cooperative and Collaborative Learning

Innovative learning is generally learning carried out in groups. The cooperative learning method was developed based on psychological theory to increase students' competence in interacting with others (Hsiung, 2012). Cooperative learning can benefit students; this is based on students with low abilities working together and being assisted by students with high levels of ability who can become tutors or companions for those with low abilities. Examples of learning from several cooperative and collaborative learning methods are Numbered Heads Together, JIGSAW, Team Game Tournament, Student Team Achievement Divisions, Group Investigation, Cooperative Script, Numbered Head Structure, and Pair Dialogue.

6) Peer Tutor Learning

The peer tutoring learning method is a teaching and learning method with the help of a competent student to teach other students. This method requires students to actively discuss with fellow students who can guide them in doing school assignments and homework.

7) Case Study

The case study method can help students think critically, communicate, and improve interpersonal skills. The case study method is also effective for developing students' real-life professional skills.

2.2 Understanding Inquiry Discovery Learning

The word inquiry comes from the English word inquiry, which means a

question, inquiry, or in-depth examination. Inquiry is broadly defined as a general process carried out by humans to search for or understand humans. Inquiry is an extension of the discovery process that is used intensely. Experts define several definitions of inquiry discovery learning. Inquiry discovery learning method is a method that can be developed by educators in the teaching and learning process as a tool to achieve educational goals (Hmelo-Silver, Duncan, & Chinn, 2007). Through this method, students can build their curiosity and courage to participate in the teaching and learning process. Inquiry learning is also understood as a series of learning activities that maximally involve all students' abilities to search and investigate systematically, critically, logically, and analytically so that they can formulate their findings with complete confidence.

Meanwhile, according to Reynolds (2016), inquiry learning is a way of realizing something that has been experienced. The inquiry is a teaching and learning system that requires students to think. This method places students in situations that involve them in intellectual activities and processes learning experiences into something lasting and meaningful. Looking at the definition above, inquiry learning is a way of learning by searching and discovering. In teaching and learning activities in and outside the classroom using the inquiry model, an educator presents learning material not in its final form (complete from beginning to end); in other words, the educator only shows a part. The rest is left to students to search and find it themselves. Then, educators provide the broadest possible opportunities for students to get things that have not been conveyed by educators with a learning approach.

Learning using the inquiry model was first developed by Richard Suchman. He wanted students to ask why an event occurred, and then he taught students about procedures and used knowledge organization and general principles. Students conduct activities and collect and analyze data until they finally find the answer. Inquiry learning emphasizes problem-solving; in this model, students hone all their abilities to learn in a thinking process situation so that students can solve problems by being required to independently and confidently express everything they have found and know when solving the problem.

Inquiry is an extension of the discovery process used intensely. Discovery learning is the starting point for an active learning model developed by education experts in schools, prioritizing discovery-based learning. Discovery learning is a teaching model that emphasizes the critical principle of helping students to know and understand the structure or fundamental ideas of a scientific discipline, knowledge of the involvement of students in the teaching and learning process, and the belief that good learning occurs through personal discovery.

This means that the inquiry discovery learning method emphasizes finding and researching relationship patterns, facts, questions, understanding, conclusions, problems, solutions, and implications highlighted

by one field of study. The inquiry discovery learning method encourages students to develop their intellectual potential. By finding relationships and regularities in the material being studied, students can more easily understand the structure of the material they have learned.

3. Methodology

This study uses qualitative methods. In qualitative research, the use of theory is only a guide so that the research focus is in accordance with the facts in the field (Nurdin & Pettalongi, 2022; Nurdin, Stockdale, & Scheepers, 2016). The data was collected through direct observation, in-depth interviews, and written document analysis at the research site (Rusli, Hasyim, & Nurdin, 2021; Rusli & Nurdin, 2022). This research was carried out at a Junior High School in Palu city. Based on the qualitative approach, this study is expected to produce a deep insight towards the effectiveness of applying the inquiry discovery learning method in Islamic religious education subjects to improve student learning achievement.

The data analysis technique in this research, we used a deductive thinking technique, which can be interpreted as a research procedure that produces deductive data from the sample that has been explained by the author, namely teachers in the field of Islamic education from class teachers, students, principals and other teachers who are related to the problems. Data analysis was conducted using thematic analysis from Corbin and Strauss (2003). The analysis started with open, axial, and selective coding. The final result of the data analysis is themes found from the data.

4. Result and Discussion

4.1 Planning Stage Inquiry Discovery Learning Method

Islamic religious education learning activities are one of the subjects in schools that require Islamic life values, which must be pursued through a good learning plan to produce good students. An educator must make a learning plan before carrying out learning activities. Planning is the preparation of steps that will be implemented to achieve a goal. Planning can be made based on needs within a specified period. However, what is more important is that the plan prepared must be realized quickly and on target.

Therefore, before learning and choosing what method to use, educators must make a learning plan as a foundation for the next stage, namely implementation and evaluation. Below is an interview with Mrs. Zuhairiah, an educator/teacher of Islamic religious education at Junior High School Palu.

> Before implementing the inquiry discovery learning method, the teacher must make a plan first; after the planning has been completed, they enter the implementation stage and, finally, the student evaluation stage.

The requirement for planning is that it must refer to the syllabus. The syllabus is the primary source for preparing learning, whether a learning plan for one competency standard or

one basic competency. The syllabus aims to minimize the gaps so that the activity achieves the stated and desired goals.

According to the planner's wishes, the plan can be prepared based on needs within a certain period. However, the most important thing is that the plan must be implemented well and on target. Therefore, planning must refer to the syllabus. The syllabus is the primary source of learning preparation. Both learning plans are for one competency standard or one basic competency.

The planning carried out by educators or teachers of Islamic religious education subjects at Junior High School 3 Palu is to create a learning plan that contains basic competencies, competency achievement indicators, learning objectives, learning resources, learning steps, and assessment scenarios. This aligns with the results of interviews with Mrs. Zuhairiah as an educator/teacher of Islamic religious education.

The government has determined that a plan must be prepared before carrying out the teaching and learning process. This plan has basic competencies, indicators, learning objectives, learning resources and assessment scenarios, and learning steps. This can also be checked and seen in the syllabus.

To prove this statement, the researcher checked directly and described the data as a Learning Implementation Plan from several learning materials created by Islamic religious education educators/teachers at Junior High School 3 Palu.

4.2 Inquiry Discovery Learning Method in Islamic Religious Education Subjects

Observation, interviews, and documentation are research instruments that researchers use. This instrument is intended to provide information to schools, Islamic religious education teachers, administrative staff, and grade VIII students at Junior High School 3 Palu regarding applying the inquiry discovery learning method in Islamic religious education subjects at Junior High School 3 Palu. The research was carried out as a direct visit to the field by looking at what is happening at Junior High School 3 Palu.

The inquiry discovery learning model can be applied to all material/topics discussing Islamic religious education. However, to create a varied and exciting learning model, educators use the inquiry discovery learning method to examine the Islamic Traditions of the Archipelago. Like what was discovered by Mrs. Huzaifah, a teacher of Islamic religious education, in her interview stated that.

> Before determining the learning model to be given, educators should see what learning model suits the title of the material/topic to be taught. This is done so that students can experience a varied learning process. One thing that is suitable for the inquiry learning model is a discussion of Indonesian Islamic traditions.

There are several learning models teachers give to students, one of which is the inquiry discovery learning method. In the process of applying the inquiry

discovery learning method, you can refer to Hamruni's learning strategy book, which states that, in general the steps for using the inquiry discovery learning method are as follows:

1. Orientation

Orientation is a step to foster a responsive learning atmosphere or climate, and this is done so that students are motivated in the teaching and learning process. Activities of educators/teachers studying Islamic religious education at Junior High School 3 Palu open the lesson by saying hello, taking attendance of the students present, explaining the method to be used, the topic of discussion, the goals to be achieved, and the learning outcomes to be completed, and explaining the importance of the topic and learning activities. Prepare students to open textbooks on Islamic religious education and character. Divide students into several groups and divide different materials into each group.

In student activities, students answer the teacher's greetings, pray together, and listen to the attendance list. Students then pay careful attention to the teacher's explanation. Students simultaneously take and open books and hear instructions to join their group.

2. Formulate the Problem

Formulating a problem is a step in bringing students to a problem that contains a puzzle. In this step, Islamic religious education educators provide time for students in each group to discuss and create questions according to the material that has been distributed. Students' activities are to prepare and ask questions according to the title of the educator's material.

3. Proposing Hypothesis

Proposing a hypothesis is a temporary answer to a problem that is being studied. In this step, the teacher's activities invite students to formulate hypotheses according to the questions prepared. Meanwhile, students' activities try to create hypotheses, the questions of which still need to be proven correct.

4. Collect Data

Collecting data is an activity that captures the information needed to test a given hypothesis. Educator activities include providing sources and learning materials that discuss Islamic traditions in the archipelago. Meanwhile, student activities try to test the truth of the hypothesis by tracking references and learning sources in the form of books, journals, newspapers, magazines, the internet, and others.

5. Testing the Hypothesis

Testing a hypothesis is the process of determining answers that are considered acceptable according to the data or information obtained based on the data collected. In this step, the teacher's activities encourage students to test hypotheses by reading the references given to determine whether the proposed hypothesis is correct or wrong. Meanwhile, students' activities are looking for the truth and explanation of the problem formulation and hypothesis that have been proposed. The most important thing in this step is to find the level of students' confidence in the answers given.

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6. Formulate Conclusions

Formulating conclusions describes the findings obtained by students. Developing conclusions is an essential step in learning. In the activity of formulating conclusions, educators pay attention to the following things:

1. Provide feedback on the learning process and results.
2. Carry out follow-up actions.
3. Inform the learning activity plan for the next meeting.

In this step, the teacher invites representatives from each group to formulate and present conclusions from the material provided. The teacher accompanies and corrects answers if students' responses need to be corrected. Educators conclude the material in each group so that understanding of the material is correct. At the end of the meeting, educators provide motivation and warnings to study the material that has been studied. Educators close the lesson with a prayer together and saying greetings. Meanwhile, student activities include presenting their findings and other students paying attention. At the end of the meeting, students listened to the teacher's motivation, prayed together, and answered the teacher's greetings.

5. Conclusion

Our study conclude that the use of HOTS in learning Islamic religious education can improve students achievement. The students not only increase their achevement in learning the Islamic religious knowledge, but they also have high order thinking skill which support them to think critically regarding various topic in Islamic education subject. They also have skill to collaborate, communicate, and cooperate during learning the subject with their friends.

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