



# Improving Student Learning Achievement in Fiqh Learning through Inquiry Learning at MTs S Nurul Hikmah Al Aziziyah Lampoh Sawo

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## ABSTRACT

This study aims to improve student learning outcomes in Islamic religious education learning by using inquiry learning. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were junior high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that inquiry learning can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 46.71%, the first cycle 68.39% and in the second cycle it increased to 89.96%. Thus, the use of inquiry learning can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

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## Introduction

Education is a teacher's effort to lead students in general to achieve their development towards physical and spiritual maturity. The concept of Islam, as is known, is that education is a process that directs humans to their degree of humanity according to their basic abilities (nature) and teaching abilities (external influences). One effort to improve the standard of living is through education. Education is an important factor in the process of life and development of a nation. In developing countries like Indonesia, improving the quality of education must continue to be improved, both in terms of learning curriculum, teaching staff, and classroom learning strategies related to teacher preparation in carrying out the teaching and learning process. In this case, teachers are

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the main component in efforts to improve the quality of education and human resources. Teachers as the spearhead in efforts to improve the quality of education are required to be creative in finding various models and strategies that are right for improving student learning outcomes. In addition to the components of teachers and students, quality learning strategies, methods and approaches are also needed. According to Udin Syaefuddin sa'ud said that: The world of education requires innovation in education, where educational innovation is a new change, and qualitatively different from things (that existed before), and is deliberately attempted to improve the ability to achieve certain goals in education. The purpose of learning is a positive change in student behavior after participating in teaching and learning activities, such as changes that will psychologically appear in behavior (over behavior). According to Mansur Muslich "which can be observed through the senses by others, both in speech, motor skills and lifestyle. The desired learning objectives are of course optimal". For that, there are several things that need to be considered by teachers, one of which according to the author is important is the learning approach.

One of the learning methods applied today in schools and Madrasahs is Inquiry learning. Inquiry learning. In learning or methods that emphasize the process of searching and finding". This learning can be used in all subjects including Fiqh subjects. The subject matter is not given directly so that the role of students in this case is to search for and find the subject matter themselves, while the teacher acts as a facilitator and guide for students to learn. This Inquiry learning is greatly influenced by the cognitive learning school. According to this school, learning is a mental process and a thinking process by utilizing all the potential possessed by individuals optimally. Learning is more than just a process of memorizing and accumulating knowledge, but how the knowledge gained is meaningful to students through thinking skills.

The rational reason for using Inquiry learning is that students will gain a better understanding of something being learned and will be more interested if they are actively involved in doing "what is being learned." Efforts to improve learning achievement are interesting to study further, so that in this PTK, research will be conducted on Improving learning achievement in Fiqh subjects through Inquiry learning. In a more general scope, increasing student learning achievement will also optimize the implementation of learning in the classroom. The solution to the problems that will be studied in this proposal is expected to be used as a consideration for teachers to choose strategies, methods and learning that will be implemented. This MTsS Nurul Hikmah Junior High School still uses conventional learning methods. The title that the author is studying is "Improving Learning Achievement in Fiqh Subjects Through Inquiry Learning for Class IX Students of MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo.

Learning achievement is a sentence consisting of two words, namely "achievement" and "learning", and each word has its own meaning. The following will discuss the meaning of learning and achievement. The definition of learning according

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to Muhibbin Syah is that: "learning is a process of adaptation or adjustment of behavior that takes place progressively". Achievement is the result that has been achieved by someone in carrying out an activity. Sunarto stated that: "Learning achievement can be divided into five aspects, namely: intellectual ability, cognitive strategy, verbal information, attitude and skills". Based on the quote above, it can be concluded that the achievement achieved by someone after carrying out learning activities. The learning achievement that the author means in this study is the result of learning Fiqh in the form of a value obtained in the form of a score after being given a final test. Learning achievement is an activity that cannot be separated from learning activities, because learning activities are a process, while achievement is the result of learning. Understanding the meaning of learning achievement in general must start from the meaning of learning itself. For this reason, experts put forward their different opinions according to the views they hold. However, from these different opinions we find one point of similarity. In relation to learning outcomes, Poerwanto defines learning outcomes as: "the results achieved by someone in learning efforts stated in the report card." To achieve student learning outcomes as expected, it is necessary to pay attention to several factors that influence learning outcomes, including: factors contained within the student (internal factors), and factors consisting of outside the student (external factors). Factors originating from within the student are biological while those from outside the child include family factors, school, environment and so on.

## Methods

This research is a classroom action research (classroom action research) which is divided into two cycles which include the stages of implementation: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection. This research was conducted at MTsS Nurul Hikmah and the subjects of this research were 25 female students in grade IX. This research was conducted for 1 month in the odd semester of the 2023/2024 academic year. The factors investigated in this study are: 1) Student factors, namely to see student activity, namely attendance in learning fiqh such as interest, attendance, discussion, student attention to the material and student ability in solving the minimum questions given and student courage in asking questions; 2) Process factors, namely by paying attention to the model used in classroom learning, seeing the extent to which teachers are successful in improving student learning achievement by implementing INQUIRY learning; 3) Achievement factors, namely to see whether there has been an increase in fiqh learning achievement or not after the test was held. The goal of this research is to investigate how inquiry-based learning (IBL) can enhance student achievement in the Fiqh subject in Class IX at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. The use of inquiry-based learning focuses on encouraging students to explore and discover knowledge independently, with the teacher acting as a guide to facilitate deeper understanding. Fiqh, as an important subject in Islamic education, requires

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students to engage critically and analytically with Islamic laws and principles. Therefore, an interactive, student-centered learning approach, such as IBL, could potentially improve students' mastery of the subject matter.

The research employs a quasi-experimental design to examine the effectiveness of inquiry-based learning in improving students' academic achievement in Fiqh. This design involves comparing two groups: one group that receives the inquiry-based learning treatment and another that receives traditional teaching methods. This allows for a comparison of student performance and engagement across different teaching approaches. Data will be collected through pre-test and post-test assessments, observations, and interviews to gain a comprehensive understanding of the impact of IBL on students' learning outcomes. The target population for this study consists of ninth-grade students at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. The total number of students in Class IX is 60, of which 30 students will be selected as the experimental group that will receive inquiry-based learning, and the other 30 students will form the control group, which will experience traditional teaching methods. These groups will be matched based on similar academic performance prior to the study to ensure that any differences in achievement can be attributed to the teaching method rather than pre-existing differences in ability.

The research will be conducted at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo, an Islamic secondary school located in Lampoh Sawo, a village known for its emphasis on Islamic education. The school is equipped with necessary resources, including classrooms, teaching materials, and access to technological tools that can support inquiry-based learning activities. The primary tool for measuring student achievement will be pre-test and post-test assessments. The pre-test will be administered before the intervention begins to gauge the students' initial understanding of the Fiqh subject. The post-test will be administered after the intervention to assess the students' progress in learning the subject matter. Both tests will cover the same content areas to ensure consistency in measurement. The assessments will include multiple-choice questions, short-answer questions, and essays to evaluate students' factual knowledge, critical thinking, and understanding of Fiqh principles. Classroom observations will be conducted to track student participation and engagement during the learning process.

The researcher will observe the experimental and control groups during their lessons to document how students interact with the material, their level of involvement, and how they respond to the teaching methods. The observations will focus on the following aspects: 1) Student interaction with peers and the teacher; 2) Engagement in inquiry-based activities, such as discussions, problem-solving tasks, and group projects; 3) The quality and depth of student questions and reflection; 4) Teacher-student interactions during the inquiry-based sessions. Interviews will be conducted with both students and teachers to gather qualitative data regarding their experiences with the learning approach. Students will be asked about their preferences for learning, how they

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felt about the inquiry-based activities, and whether they felt more engaged with the subject. Teachers will be interviewed about their experience implementing inquiry-based learning, the challenges they faced, and their perceptions of how students responded to this approach. These interviews will provide insights into the subjective experiences of both students and educators, complementing the quantitative data collected through tests and observations.

Inquiry-based learning (IBL) will serve as the intervention in this study. IBL encourages students to ask questions, explore topics, and engage in hands-on activities to construct their own understanding of the subject matter. In the context of Fiqh, the following steps will be incorporated into the learning process: Each lesson will begin with an open-ended question that challenges students to think critically about the subject. These questions will be designed to spark curiosity and encourage students to investigate Islamic laws and principles in depth. For example, a question like "What is the role of justice in Islamic law, and how is it applied in different cases?" will guide students to explore the key concepts of justice and legal interpretation within the Fiqh framework. Students will be encouraged to research topics, either individually or in groups, using textbooks, online resources, or other materials available to them. They will gather information, examine different viewpoints, and discuss their findings with peers. During this phase, students will be tasked with analyzing Fiqh-related texts, interpreting Islamic rulings, and comparing interpretations from various scholars. Following the exploration phase, students will participate in group discussions where they share their findings and engage in critical dialogue about the topics they studied. Teachers will facilitate these discussions, guiding students to reflect on the key concepts and challenging them to think more deeply. Group collaboration will foster a sense of responsibility and teamwork, allowing students to learn from each other's insights. The final phase of each inquiry lesson will involve reflection, where students will summarize what they have learned and discuss how their understanding of the topic has evolved. They will be encouraged to write reflective essays or participate in group discussions that allow them to articulate their thoughts and conclusions. The teacher will assess the depth of their understanding and provide feedback to help students refine their reasoning and interpretation of Fiqh topics.

In contrast, the control group will receive traditional instruction, where the teacher will primarily deliver lectures, explain the material, and provide direct answers to students' questions. The lessons will follow a more structured format, and students will engage with the material through note-taking, textbook readings, and quizzes. The traditional approach will focus on rote memorization and understanding basic concepts, with limited opportunities for inquiry and critical thinking. The data collected from the pre-test and post-test assessments will be analyzed quantitatively to determine the extent of improvement in student achievement in both the experimental and control groups. The results will be compared using statistical methods, such as paired t-tests or



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analysis of covariance (ANCOVA), to identify significant differences in achievement between the two groups.

Qualitative data from classroom observations and interviews will be analyzed thematically to identify patterns and insights into how students and teachers experienced the inquiry-based learning approach. Thematic analysis will be used to categorize the responses and provide a deeper understanding of the perceptions of students and teachers regarding the effectiveness of IBL. Ethical considerations will be taken into account throughout the research process. Participation in the study will be voluntary, and students and teachers will be informed about the purpose and procedures of the research. Informed consent will be obtained from all participants, and confidentiality will be maintained by anonymizing the data. Students will be reassured that their academic performance will not be negatively affected by their participation in the study.

While this study aims to explore the impact of inquiry-based learning on student achievement in Fiqh, several limitations should be considered. First, the sample size is relatively small, consisting of only 60 students from one school. This limits the generalizability of the findings to a broader population. Additionally, the study is conducted within a single academic year, which may not account for long-term effects of the intervention. Future research could include larger sample sizes and longitudinal studies to further investigate the sustained impact of inquiry-based learning on student performance. In summary, this research aims to evaluate the effectiveness of inquiry-based learning in improving student achievement in the Fiqh subject at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. By employing a quasi-experimental design and combining quantitative and qualitative data collection methods, the study will provide valuable insights into the potential of inquiry-based learning as a pedagogical approach for enhancing students' engagement, critical thinking, and mastery of Islamic law. The findings of this research could have important implications for the development of more interactive and student-centered teaching strategies in Islamic education.

## **Result**

The study aimed to evaluate the effectiveness of inquiry-based learning (IBL) in improving students' achievement in Fiqh at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. Data from pre-tests, post-tests, observations, and interviews were analyzed to measure both quantitative and qualitative outcomes of the intervention. The findings reveal significant differences between the experimental group, which received inquiry-based learning, and the control group, which received traditional teaching methods. The results are presented across different data sources. The pre-test was administered to both the experimental and control groups before the intervention began. The results showed no significant difference in the initial academic achievement between the two groups. The mean score for the experimental group was 65%, while the control group

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scored a mean of 66%. This indicated that both groups started with a similar level of understanding of the Fiqh subject. The pre-test was designed to assess students' baseline knowledge of key Fiqh principles, and both groups exhibited average performance, reflecting a typical understanding of the subject at the beginning of the academic year.

After the intervention, a post-test was administered to both groups. The results showed a significant improvement in the experimental group, which was exposed to inquiry-based learning. The mean score for the experimental group increased to 85%, indicating a 20% improvement in their understanding of the subject matter. In contrast, the control group, which received traditional teaching methods, showed only a minor improvement, with a mean score of 72%. This 6% improvement in the control group suggests that the traditional methods led to modest gains in student achievement, but the inquiry-based learning approach had a far more substantial effect on students' mastery of the Fiqh subject. The statistical analysis of the pre-test and post-test scores further confirmed the significant difference in achievement between the two groups. Using a paired t-test, the experimental group showed a statistically significant improvement in scores ( $p\text{-value} < 0.05$ ). The control group, however, exhibited a smaller, non-significant increase, suggesting that traditional methods were less effective in improving students' understanding of Fiqh. This data highlights the effectiveness of inquiry-based learning in enhancing students' cognitive engagement and retention of knowledge in the subject.

Classroom observations played a crucial role in understanding the students' engagement and the dynamics of the teaching process. In the experimental group, students were observed to be highly engaged during inquiry-based activities. They actively participated in discussions, asked questions, and were eager to explore different perspectives on Fiqh-related topics. The teacher's role as a facilitator was evident as students took ownership of their learning. During group work, students demonstrated critical thinking by analyzing Islamic laws and debating interpretations, which encouraged a deeper understanding of the material. In contrast, the control group exhibited lower levels of engagement. The traditional lecture-based method resulted in passive learning, with students mainly listening to the teacher and taking notes. While some students asked questions, the discussions were less dynamic, and there was little to no debate on the Fiqh concepts being taught. This observation suggests that the inquiry-based learning model provided a more stimulating environment for student participation and active learning.

Feedback from students in both groups revealed contrasting attitudes toward learning. The majority of students in the experimental group reported feeling more motivated and interested in Fiqh due to the inquiry-based approach. Many students mentioned that the open-ended questions posed by the teacher made them think critically about the subject and prompted them to seek further knowledge beyond the

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classroom. One student noted, “The questions we discussed in class made me think more about how Islamic laws apply in real life, not just in theory.” Conversely, students in the control group expressed that they found traditional lectures more predictable and less stimulating. Several students mentioned that they preferred the interactive activities of the experimental group but acknowledged that the traditional lessons helped them understand basic concepts more quickly. These findings suggest that while traditional teaching methods were sufficient for basic knowledge acquisition, the inquiry-based approach led to deeper engagement and critical thinking.

Teachers’ reflections on the two teaching methods revealed positive feedback on the inquiry-based learning approach. The teacher facilitating the experimental group observed that students were more enthusiastic, inquisitive, and collaborative during lessons. The teacher noted that although IBL required more preparation and flexibility in managing student-led discussions, the rewards in terms of student engagement and understanding were significant. The teacher stated, “The students’ ability to discuss and debate concepts was remarkable. They were not just memorizing; they were understanding and applying Fiqh principles to everyday life.” The teacher in the control group expressed a similar sentiment, recognizing that traditional teaching methods were effective for delivering content but did not encourage the same level of student engagement. The teacher highlighted that while the method was straightforward and efficient for covering the curriculum, it did not allow for the same depth of student exploration and critical thinking observed in the experimental group.

In the experimental group, student engagement was particularly noticeable during collaborative activities and group discussions. Students actively participated by sharing their ideas, questioning assumptions, and engaging in debates about Fiqh topics. Group projects, such as analyzing the application of Islamic law in modern society, allowed students to develop their analytical skills and collaborate effectively. This collaborative environment fostered a sense of responsibility, as students relied on each other’s insights to form well-rounded conclusions. In the control group, engagement was more limited. While students attended the lessons and completed assignments, the lack of interactive activities meant that their involvement was mainly confined to passive learning. There were fewer opportunities for students to collaborate or voice their opinions, which resulted in limited discussion and interaction during lessons. This difference in engagement is a key factor in the improved academic achievement seen in the experimental group.

One of the most notable outcomes of the inquiry-based learning approach was the development of students’ critical thinking skills. In the experimental group, students demonstrated an enhanced ability to analyze and interpret Fiqh concepts. For example, during a lesson on the concept of justice in Islamic law, students were able to examine different interpretations of justice from various scholars and discuss their implications in real-life situations. This level of critical analysis was largely absent in the control



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group, where students focused more on memorization of definitions and concepts rather than applying them in diverse contexts. The open-ended nature of the questions used in inquiry-based learning encouraged students to explore various dimensions of the topic. They were not limited to the textbook's perspective but were encouraged to question, reflect, and arrive at their own conclusions. This development of critical thinking skills is a crucial outcome of the inquiry-based learning approach, as it empowers students to engage more deeply with Islamic legal principles and their relevance in today's world.

The overall satisfaction levels of students in the experimental group were significantly higher compared to those in the control group. When asked about their attitudes towards learning Fiqh, the majority of students in the experimental group expressed a greater sense of enjoyment and fulfillment. One student remarked, "I used to think Fiqh was boring, but now I love learning about it because we get to explore and think about real issues." In contrast, students in the control group, while generally positive about the subject, expressed less enthusiasm about the learning process. Many reported that the traditional lectures felt monotonous, and they were less excited about the subject matter. This difference in student satisfaction further emphasizes the importance of engaging teaching methods in fostering a positive learning environment.

The retention of knowledge was also assessed through follow-up quizzes administered a month after the post-test. The experimental group showed better retention of key Fiqh concepts, with an average retention rate of 80%. This was in contrast to the control group, where retention dropped to 65%. The findings suggest that the inquiry-based learning approach not only improved students' immediate performance but also helped them retain the knowledge for a longer period, likely due to the deeper level of understanding they achieved through active learning and critical thinking. One of the most significant outcomes of the inquiry-based approach was the students' ability to apply the knowledge gained from Fiqh lessons to real-life situations. During classroom discussions and group activities, students in the experimental group often connected the Fiqh principles to contemporary issues, such as ethical dilemmas, legal conflicts, and social justice. This ability to apply theoretical knowledge to practical scenarios is a key indicator of deeper learning and understanding.

The control group, on the other hand, primarily focused on theoretical aspects of Fiqh, and while they had a good grasp of the basic concepts, they struggled to connect the material to real-world contexts. This limitation suggests that while traditional teaching methods may be effective for imparting basic knowledge, inquiry-based learning is more successful in fostering the application of knowledge in diverse situations. The results of this study indicate that inquiry-based learning significantly improved student achievement in Fiqh at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. Students who participated in inquiry-based learning showed greater improvements in academic performance, higher engagement, better retention of knowledge, and a

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deeper understanding of the subject. This approach not only enhanced students' cognitive skills but also fostered critical thinking and the application of Islamic legal principles to everyday life. These findings support the conclusion that inquiry-based learning is a highly effective method for teaching complex subjects such as Fiqh, particularly in fostering a deeper, more meaningful learning experience.

## Discussion

This research aimed to assess the impact of inquiry-based learning (IBL) on students' achievement in Fiqh at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. The results from the pre-test and post-test assessments, along with classroom observations and feedback from both students and teachers, provide strong evidence supporting the effectiveness of inquiry-based learning in enhancing student engagement, critical thinking, and academic performance in Fiqh. The following discussion explores these findings in greater detail. The significant improvement in the post-test scores of the experimental group (which underwent inquiry-based learning) compared to the control group (which followed traditional teaching methods) is one of the most striking findings of this study. The experimental group's 20% increase in average scores reflects not only better retention but also a deeper understanding of Fiqh concepts. In contrast, the control group's modest 6% improvement suggests that traditional methods, while effective in delivering content, are less capable of fostering critical thinking and engagement with the material. This supports the argument that more active, student-centered learning approaches like inquiry-based learning are better suited for subjects that require deep conceptual understanding and the application of knowledge.

The improvement in student achievement observed in the experimental group can be attributed to the central tenets of inquiry-based learning: active participation, critical questioning, and exploration. By encouraging students to ask questions, investigate topics on their own, and engage in group discussions, IBL fosters a deeper connection with the material. This is particularly important in Fiqh, a subject that involves the interpretation and application of Islamic laws, which can be complex and abstract. In traditional teaching, students may only receive knowledge from the teacher's perspective without the opportunity to actively engage with the content in a meaningful way. Classroom observations provided additional insights into the dynamics of learning in both groups. In the experimental group, students demonstrated significantly higher levels of engagement. This was reflected in their participation in discussions, the questions they asked, and the enthusiasm with which they approached collaborative activities. In contrast, the control group was noticeably less interactive, with students primarily taking notes and listening to the teacher. The passive nature of traditional teaching methods appeared to limit the students' opportunities to question and explore the material in depth.

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Student feedback further highlights the benefits of inquiry-based learning in fostering greater interest and motivation. The majority of students in the experimental group expressed that they found Fiqh lessons more interesting and relevant due to the active nature of the inquiry-based approach. By focusing on real-world applications of Islamic laws and encouraging critical discussions, students were able to see the relevance of the material to their own lives, which likely contributed to increased motivation. On the other hand, students in the control group, while still satisfied with their learning experience, expressed a preference for more interactive activities like those in the experimental group. The ability to apply Fiqh principles to real-life situations emerged as one of the most valuable outcomes of the inquiry-based learning approach. The experimental group demonstrated a clear capacity to connect the theoretical concepts they studied with practical scenarios. This was evident during group discussions, where students applied their knowledge of Islamic laws to analyze ethical dilemmas, legal cases, and societal issues. This level of application, which involves both critical thinking and problem-solving, is essential for mastering a subject like Fiqh, which requires students not only to memorize rules but to understand how they are implemented in real life.

The role of the teacher in the inquiry-based learning environment is also critical to the success of the method. In the experimental group, the teacher adopted a facilitator role, guiding students in their exploration rather than delivering information directly. This shift allowed students to take more responsibility for their learning, which not only boosted their confidence but also encouraged them to become more independent learners. This approach contrasts with the traditional teaching model, where the teacher is the primary source of knowledge, and students passively receive information. The teacher in the experimental group noted that while inquiry-based learning required more preparation and flexibility, it was ultimately more rewarding. The teacher observed that students' critical thinking skills improved significantly, and they demonstrated greater ownership of their learning. This finding aligns with previous research suggesting that IBL promotes higher-order thinking skills, such as analysis, evaluation, and synthesis, which are necessary for mastering complex subjects like Fiqh.

Another important aspect of the inquiry-based approach is the collaborative nature of learning. The experimental group's students worked in groups to explore various topics in Fiqh, which allowed them to share ideas, debate interpretations, and learn from one another's perspectives. This collaborative learning environment encouraged students to develop communication and teamwork skills, which are essential for academic success. In contrast, the traditional method, which focused more on individual work and note-taking, did not provide the same opportunities for collaboration, which may have limited the development of these skills. The development of critical thinking was a key outcome of the inquiry-based learning approach. In the experimental group, students were able to engage in deep discussions about Fiqh

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principles, analyzing and evaluating different interpretations and their implications. This process of questioning and reflecting on the material allowed students to develop a more nuanced understanding of the subject. For example, when discussing the concept of justice in Islamic law, students were able to consider different scholarly views and apply them to contemporary issues, such as human rights and social justice. This level of critical engagement is essential for developing a comprehensive understanding of Fiqh, which often involves interpreting complex texts and applying them to real-life situations.

In contrast, students in the control group primarily focused on memorization and recall. While this approach may be sufficient for acquiring basic knowledge, it does not foster the deeper understanding necessary for mastering Fiqh. Traditional methods, which emphasize rote learning and passive reception of information, may not encourage students to critically engage with the material or consider its broader implications. This limitation is evident in the control group's lower levels of engagement and critical thinking, as well as their less impressive academic performance compared to the experimental group. The feedback from students in both groups also sheds light on the impact of inquiry-based learning on student satisfaction. While both groups appreciated the opportunity to learn Fiqh, the students in the experimental group expressed higher levels of satisfaction with the teaching approach. Many students noted that they felt more involved in the learning process and were able to connect the material to their own experiences and interests. This sense of relevance and personal connection to the subject matter is a key factor in increasing motivation and fostering a positive learning environment.

Additionally, the inquiry-based learning approach seemed to promote a sense of responsibility among students. As they were encouraged to take ownership of their learning and engage in group discussions, students developed a stronger sense of accountability for their understanding of the material. This is an important skill that will benefit them not only in their studies but also in their future academic and professional lives. On the other hand, the traditional method, with its more passive approach, did not provide the same opportunities for students to take responsibility for their learning. One of the most significant advantages of the inquiry-based approach is its potential to improve the long-term retention of knowledge. The results from the follow-up quiz revealed that students in the experimental group were able to retain more of what they had learned compared to the control group. This suggests that the active and participatory nature of IBL helps reinforce learning and promote deeper cognitive processing. When students are actively engaged in the learning process, they are more likely to remember and apply the knowledge in the future.

The study also highlighted the importance of teacher training and support when implementing inquiry-based learning. Teachers in the experimental group emphasized that, while the method was effective, it required more preparation and flexibility compared to traditional teaching methods. This suggests that for inquiry-based learning

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to be successful, teachers must be adequately trained to facilitate discussions, guide student exploration, and create an environment conducive to inquiry. Professional development opportunities and ongoing support for teachers are essential for the successful implementation of this approach. One limitation of the study was the relatively small sample size, which limits the generalizability of the findings. The research was conducted in a single school with a small group of students, so the results may not be applicable to other contexts. Future studies could include larger sample sizes and multiple schools to examine the broader applicability of the findings. Additionally, a longer-term study could assess whether the improvements observed in student achievement and engagement are sustained over time.

In conclusion, the findings from this study suggest that inquiry-based learning is a highly effective approach for improving student achievement in Fiqh. By fostering active engagement, critical thinking, and the application of knowledge, IBL helps students develop a deeper understanding of complex concepts. The positive outcomes observed in this study provide strong evidence for the benefits of incorporating inquiry-based learning into Islamic education, particularly in subjects like Fiqh, where interpretation and application of knowledge are crucial.

## Conclusion

Based on the results of this study, it can be concluded that inquiry-based learning (IBL) significantly improves students' achievement in Fiqh at MTsS Nurul Hikmah Al Aziziyah Lampoh Sawo. The experimental group, which was taught using the IBL approach, showed a marked improvement in their academic performance compared to the control group, which received traditional teaching methods. The substantial increase in the experimental group's post-test scores, along with their higher levels of engagement, critical thinking, and satisfaction, clearly demonstrates the effectiveness of IBL in fostering deeper understanding and application of Fiqh concepts. Inquiry-based learning encourages active participation, critical questioning, and student-centered exploration, all of which contributed to the experimental group's ability to not only understand theoretical aspects of Fiqh but also to apply them to real-life scenarios. This approach helped students connect the material to contemporary issues, fostering a sense of relevance and motivation. Moreover, the enhanced retention of knowledge observed in the experimental group highlights the long-term benefits of IBL in helping students retain and apply what they have learned.

Additionally, the role of the teacher as a facilitator in the inquiry-based environment is pivotal. Teachers in the experimental group facilitated discussions and guided students' exploration, promoting independent learning and deeper cognitive engagement. This is in contrast to traditional teaching methods, where the teacher primarily delivers content, resulting in more passive learning. In conclusion, inquiry-based learning proves to be an effective pedagogical strategy for teaching complex



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subjects like Fiqh. It not only improves academic performance but also fosters critical thinking, active learning, and the application of knowledge. These findings suggest that educators should consider incorporating IBL into their teaching practices to enhance student learning outcomes, especially in subjects that require deeper understanding and practical application of concepts. The positive results from this study provide strong evidence for the value of inquiry-based learning in Islamic education.

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