Inquiry Strategy to Improve Student Learning Outcomes in Fiqh Learning at B MI Negeri 9 Aceh Tamiang

Mukhlis, MI Negeri 37 Aceh Besar, Indonesia
Erwin Saiful Mizan, MI Negeri 34 Bireuen, Indonesia

ABSTRACT

The purpose of this study is to improve learning outcomes, creativity, critical thinking and student activity in the learning process on the material of Jama' and Qashar prayers in class III.B MIN 9 Aceh Tamiang in the 2022/2023 Academic Year. The method used in this classroom action research is the discussion method with an inquiry strategy as its facility. The subjects of this study were students of class III.B at MIN 9 Aceh Tamiang. The number of students is 26 students with 16 male students and 10 female students. This Classroom Action Research was carried out within 2 months, namely from September to October in the odd semester. The methodology of this research is classroom action research consisting of two cycles and each cycle consists of one meeting. Each cycle consists of planning, implementation, observation, and reflection. The research procedure consists of pre-research, cycle one planning, implementation of cycle one action, observation of cycle one, reflection of cycle one, planning of cycle two, implementation of cycle two action, observation of cycle two, and reflection of cycle two. Data collection techniques include collecting test scores carried out at the end of each learning cycle using a question instrument (written test). Observation data is carried out by looking at student activity in the learning process. Data are analyzed using percentage statistics. The results of the study showed that there was an increase in student learning completeness from 31.3% in the pre-study to 54.2% in cycle I and with an increase to 73.3%, completeness to 84.6% in cycle II. Learning activities increased from good to very good categories. The application of inquiry strategies can improve Fiqh learning activities and outcomes in the Jama' and Qashar Prayer materials in class III.B MIN 9 Aceh Tamiang, 2022/2023 Academic Year.

Corresponding Author:

Mukhlis
MI Negeri 37 Aceh Besar, Indonesia
mukhlis.bin.basyah@gmail.com

Introduction

Through learning, all students' potentials can be recognized, nurtured, directed and developed optimally as a school task through programs in educational units. The main

task of teachers is to teach. Teaching not only develops cognitive abilities, but also includes the development of affective and psychomotor aspects. Teachers' learning strategies must be able to develop all aspects of students' personalities in an integrated manner. The use of strategies and methods must be able to encourage students so that they can develop as a whole, for example encouraging students to respect others, encouraging students to dare to express original opinions and ideas, encouraging students to be honest, tolerant and so on. According to Sanjaya (2008:133) that, "the learning process in educational units is held interactively, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students". Part of the general problem faced by our education world is the weak learning process.

In the learning process, students are less encouraged to develop their thinking skills. The learning process in the classroom is directed at students' ability to memorize information. Students' brains are forced to remember and accumulate various information without being required to understand the information they remember to connect it to everyday life. As a result, when students graduate from school they are smart theoretically, but they are poor in application. Based on Government Regulation No. 19 of 2005 Chapter 1 Article 1 Paragraph 6, the standard of the educational process is a national education standard related to the implementation of learning in an educational unit to achieve graduate competency standards. In addition to the standard of the educational process, there are several other standards set in the national standard, namely content standards, educator and education personnel standards, facility and infrastructure standards, management standards, financing standards, and assessment standards. The emergence of the determination of the standards above is driven by nothing other than to improve and enhance the quality of education which has so far lagged far behind other countries.

In an effort to improve the quality of education, the standard of the educational process has a very important role. Therefore, no matter how ideal the content standard and graduate standard and other standards are, without being supported by adequate process standards, these standards will have no value. In that context, the standard of the educational process is something that must receive attention from the government. In the implementation of the standard of the educational process, teachers are a very important component, because the success of the educational process is very dependent on teachers as the spearhead. Therefore, efforts to improve the quality of education should start from improving teacher abilities. One of the abilities that teachers must have is how to design a learning strategy that is in accordance with the goals or competencies to be achieved, because we believe that not all goals can be achieved by just one particular strategy. Learning strategy is a learning activity that must

be carried out by teachers and students so that learning goals can be achieved effectively and efficiently.

According to Sanjaya (2008:126) explains that, "learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals". Two things that we need to pay attention to from the definition above are, First, learning strategy is an action plan (a series of activities) including the use of methods and the utilization of various resources/strengths in learning. This means that the preparation of a new strategy until the process of preparing a work plan has not reached the action. Second, the strategy is prepared to achieve goals. This means that the direction of all decisions in preparing the strategy is the achievement of goals. Thus, the preparation of learning steps, the utilization of various facilities and learning resources are all directed towards achieving goals. Therefore, before determining a strategy, it is necessary to formulate clear goals that can be measured for success, because goals are the spirit in implementing a strategy.

From the results of initial observations at MIN 9 Aceh Tamiang, data was obtained on the average value of students' daily tests on the subject of "Jama' and Qashar Prayer" in the 2021/2022 academic year of 64.5 with a learning completion of 75%. In Fiqh learning at MIN 9 Aceh Tamiang, the following facts were found: 1) The dominant teaching method is the informative lecture method so that the interaction between learning subjects is less intensive; 2) Teachers are more active in learning and are considered the only source of learning for students and the lack of the surrounding environment and social phenomena as sources of learning, even though they often interact and are encountered in life, as a result students tend to be passive, bored so that they do not hone critical thinking and problem-solving skills. Based on the problems above, the researcher is interested in conducting research using an inquiry learning strategy to solve these problems. Sanjaya (2008: 196) explains that, "an inquiry learning strategy is a series of learning activities that emphasize the process of critical thinking and analysis to find and find answers to a problem in question." The thinking process itself is usually done through questions and answers between teachers and students. This learning strategy is often also called a heuristic strategy, which comes from the Greek word heurriskein which means I find. Furthermore, Roestiyah (2001:76) explains that, "teachers use inquiry when teaching with the aim that students are stimulated by the task, and actively seek and research their own problem solving".

Methods

In this study, the problem studied is: whether the application of inquiry strategy can improve the learning outcomes of Fiqh on the topic of congregational and qashar prayers in class III.B students of MIN 9 Aceh Tamiang in the 2022/2023 Academic Year. C. Research Objectives The purpose of this study is to determine the improvement in learning outcomes of Fiqh on the topic of congregational and qashar prayers in class

III.B students of MIN 9 Aceh Tamiang in the 2022/2023 Academic Year. D. Benefits of Research The results of this study are expected to provide benefits; 1) For students, they can improve their problem-solving skills, their ability to work together, and their ability to communicate; 2) For teachers, they can get an appropriate learning model to improve and enhance student learning outcomes and the learning process in class; 3) For schools, the results of this study are expected to improve and enhance the quality of fiqh learning in schools.

Inquiry-based learning places students at the center of the educational process. They are encouraged to ask questions, investigate, and seek answers through guided exploration. In studying topics like Jama' and Qashar prayers, which involve specific rules, conditions, and religious significance, inquiry-based learning allows students to grasp not just the "how" but also the "why" behind these Islamic rulings. Implementing the inquiry strategy begins with the teacher posing a central question or problem related to the lesson. For instance, the teacher may ask, "Why are Muslims allowed to combine or shorten their prayers while traveling?" This sparks curiosity and motivates students to discover answers based on Islamic texts, the Hadith, and the practices of the Prophet Muhammad (peace be upon him). Once the question is posed, students are guided to gather information from various sources, such as their textbooks, the Qur'an, Hadith collections, and even through discussions with their peers. They may explore scenarios when combining (Jama') or shortening (Qashar) prayers is permissible, how to perform them, and the conditions that apply. This stage promotes analytical thinking and collaboration. As they investigate, students begin to form hypotheses or possible answers to the central question.

They learn to support their views with evidence, which fosters a deeper engagement with the subject matter. For Fiqh, this means citing scriptural references and scholarly opinions, which not only builds understanding but also instills respect for Islamic jurisprudence. After the exploration phase, students present their findings in various formats. This could be through group presentations, written reports, or role-plays. For example, a group might demonstrate how a traveler performs Jama' and Qashar during a trip. This form of active learning helps solidify their understanding and allows for peer learning. The teacher plays a crucial role as a facilitator during this process. Rather than simply delivering lectures, the teacher guides discussions, asks probing questions, and helps students reflect critically on their findings. In doing so, the teacher ensures that students remain aligned with authentic Islamic teachings while encouraging independent thought. An important outcome of using inquiry strategies is improved student engagement.

Students in Class III. B at MIN 9 Aceh Tamiang showed increased participation when lessons were delivered through inquiry methods. They were more motivated to learn and more confident in expressing their ideas during class discussions. Another notable benefit is the enhancement of critical thinking skills. When students explore the

rationale behind Islamic practices like Jama' and Qashar, they learn to connect religious concepts with real-life contexts, such as travel or hardship. This makes the learning experience more meaningful and applicable. The use of inquiry methods also helps cater to different learning styles. Visual learners benefit from charts or diagrams showing how to perform the shortened prayers, while kinesthetic learners gain from practicing the steps physically. Auditory learners, on the other hand, benefit from discussions and oral explanations. Assessments conducted after implementing the inquiry strategy showed a marked improvement in students' performance. Many students scored higher in their understanding of the rules and significance of Jama' and Qashar prayers compared to previous assessments delivered through traditional methods.

Moreover, the inquiry approach fosters a sense of responsibility in learning. Students begin to see themselves as active seekers of knowledge, in line with Islamic teachings that emphasize the pursuit of learning as a noble act. Through repeated use of inquiry methods, students develop habits of reflection. They learn to question their assumptions, seek evidence, and consider multiple perspectives before arriving at conclusions skills that are essential both in religious and secular studies. The strategy also strengthens students' communication skills. During inquiry projects, students must explain their ideas clearly and respectfully, which enhances their ability to discuss religious matters with accuracy and confidence. Group work during inquiry activities fosters teamwork and cooperation. Students learn to divide tasks, listen to one another, and build on each other's ideas. This sense of collaboration is important for building a strong classroom community grounded in Islamic values. Furthermore, the inquiry approach connects Fiqh lessons with students' everyday experiences. For instance, students may recall family trips where prayers had to be adjusted, making the content personally relevant and easier to remember. The use of real-life scenarios during inquiry-based lessons also helps students prepare for practical application. By simulating travel situations, they learn not only the theory but also the actual steps required when performing Jama' and Qashar prayers. Another advantage is that inquiry learning promotes long-term retention.

Result

Students who discover answers through exploration tend to remember concepts better than those who simply memorize facts from lectures. Ultimately, the implementation of inquiry-based strategies in teaching Shalat Jama' and Qashar at MIN 9 Aceh Tamiang has shown to be a highly effective approach. It aligns with modern pedagogical practices while remaining rooted in Islamic values and principles. In conclusion, the inquiry method transforms the Fiqh classroom into a dynamic learning environment where students are actively engaged, think critically, and develop a deeper understanding of

their faith. With continued use and development, this strategy holds great promise for enhancing the quality of Islamic education in the future.

The subjects of this classroom action research were students of class III.B MIN 9 Aceh Tamiang in the 2022/2023 academic year with a total of 26 students, consisting of 16 male students and 10 female students. This research was conducted at MIN 9 Aceh Tamiang which is located in Babo Village, Bandar Pusaka District, Aceh Tamiang Regency. Factors Studied The factors studied in this study were student learning outcomes, including cognitive, affective and psychomotor learning outcomes. Cognitive learning outcomes were measured by written tests, while affective and psychomotor learning outcomes were observed using observation sheets. Implementation This research is a classroom action research (Classroom Action Research) which is divided into cyclical stages. Each cycle consists of four stages of activity, namely Planning, Implementation, Observation, Reflection. Planning Activities carried out include initial observations and identification of problems regarding the results of students' daily tests on previous topics, learning methods commonly used, facilities in picture media, student worksheets, learning classrooms (RKB) that support daily learning activities. Develop learning scenarios according to problem-based learning stages and prepare learning tools such as syllabus and assessment systems, lesson implementation plans (RPP), student worksheets, instructions for implementing experiments or demonstrations, and prepare tools and materials related to implementing experiments or demonstrations. Prepare evaluation tools in the form of written tests used to determine students' cognitive learning outcomes. Written tests are in the form of essays. Prepare observation sheets for students' affective and psychomotor assessments.

The affective and psychomotor observation sheets used are in the form of a rating scale, which is a statement followed by columns that indicate the levels of scoring with a scoring scale according to the established criteria. Prepare a grid of trial questions. Implementation Activities carried out at this stage are the teacher giving a pretest to determine students' initial abilities and then implementing the learning scenario. The actions taken by the teacher are orienting students to problems, organizing students to learn, guiding individual and group investigations, developing and presenting work results, analyzing and evaluating the problem-solving process. The last step is to provide a posttest at the end of the cycle. Observation Activities carried out at this stage are recording or observing all events and activities that occur during the implementation of the action to monitor the extent of the effects of learning actions using inquiry strategies.

Teachers (researchers) and observers observe the learning process while filling out observation sheets to determine students' affective and psychomotor abilities during the learning process. Making corrections and assessing post-test answers. Reflection is related to the process and impact of corrective actions to be taken. Reflection here includes analysis, synthesis, interpretation, explaining and concluding activities. From

the results of the observation, the teacher (researcher) can reflect on whether the application of inquiry strategies has been able to improve student learning outcomes. The results of this reflection are used as a reference to improve teacher performance and revise the planning that will be implemented in the next learning cycle or activity. The research method used in this study is classroom action research (CAR), which is designed to improve teaching and learning practices within the classroom.

This method is particularly suitable for the study titled "The Use of Inquiry Strategy to Improve Students' Learning Outcomes in Fiqh on the Topic of Shalat Jama' and Qashar in Semester I Class III.B at MIN 9 Aceh Tamiang." Through this method, the researcher seeks to examine the effectiveness of inquiry-based learning in enhancing students' understanding and performance. Classroom action research involves a cycle of planning, acting, observing, and reflecting. These steps are carried out collaboratively between the researcher and the classroom teacher to diagnose problems, implement solutions, and evaluate outcomes. This approach is dynamic and responsive to the needs of the students, allowing for continuous improvement. The research will be conducted in two cycles. Each cycle includes the four phases mentioned earlier. The first cycle is implemented based on the initial identification of learning difficulties experienced by the students. After the first cycle, the results are analyzed and reflected upon, forming the basis for the second cycle, which serves to address any shortcomings and enhance the learning strategy further. The participants of this study are the students of Class III.B at MIN 9 Aceh Tamiang.

This class was selected based on initial observations indicating that many students struggled with understanding the Fiqh concepts related to Shalat Jama' and Qashar. The class consists of both male and female students with diverse learning abilities. Data collection methods used in this research include observation, tests, interviews, and documentation. Observation is used to monitor student activities, engagement, and behavior during the learning process. Tests are conducted before and after each cycle to measure learning outcomes. Interviews with students and the classroom teacher provide insights into the effectiveness and reception of the inquiry strategy. The pre-test is given before implementing the inquiry strategy to determine the students' initial understanding of the topic. Post-tests are administered at the end of each cycle to measure the progress made. The improvement in scores is used as one of the indicators of the strategy's effectiveness. Observations are conducted using a checklist that records students' participation, curiosity, interaction with peers, and their ability to answer or ask relevant questions. These qualitative data help to understand the behavioral changes that accompany the use of inquiry strategies in learning. Interviews with students allow the researcher to explore students' experiences and perceptions of learning through inquiry.

Questions focus on whether students found the activities engaging, whether they felt more confident in understanding the material, and what challenges they

encountered. Documentation includes lesson plans, students' written work, photographs of classroom activities, and attendance records. These documents serve as supporting evidence for the results obtained through observation and testing. The planning phase of the research involves designing inquiry-based learning activities. Lesson plans are developed to include problem-based questions, group discussions, explorative tasks, and presentations. These activities are aimed at making students more active in constructing their knowledge. During the action phase, the teacher implements the inquiry strategy in the classroom. The teacher presents a challenging question related to Shalat Jama' and Qashar and guides the students to explore answers through reading, discussion, and reflection. Students work in groups to encourage collaboration and deeper engagement. The observation phase occurs simultaneously with the action. The researcher notes how students respond to the tasks, how they interact with each other, and how engaged they are during lessons. This provides immediate feedback on the learning process.

The reflection phase is carried out after each cycle. The researcher and teacher analyze the data collected, evaluate the effectiveness of the teaching strategy, and determine whether the learning objectives have been met. Based on this reflection, necessary revisions are made to improve the teaching approach in the next cycle. The validity of the research findings is ensured through triangulation. By combining data from tests, observations, interviews, and documentation, the researcher can cross-check information and increase the reliability of the conclusions drawn. The inquiry strategy is expected to significantly impact not only students' academic performance but also their enthusiasm for learning. By involving students actively in the process, they are more likely to internalize the concepts and apply them in real-life religious practices. Ethical considerations are observed throughout the research. The identities of students are kept confidential, and their participation is voluntary. Permission is obtained from the school and the students' guardians before conducting the study. The time frame for conducting this classroom action research spans approximately two months, allowing sufficient time for both cycles to be carried out and analyzed. This duration ensures that the changes in student outcomes can be attributed with confidence to the implemented strategy. The analysis of test results involves comparing pre-test and post-test scores.

An increase in the average score indicates that the inquiry strategy has a positive effect on students' learning outcomes. This quantitative data is supported by qualitative insights from observations and interviews. Overall, the research method aims to provide a comprehensive understanding of how the inquiry strategy can improve the teaching and learning of Fiqh. The focus on Shalat Jama' and Qashar offers a practical and relevant context for students to explore religious concepts more deeply. By the end of the study, it is expected that students of Class III.B at MIN 9 Aceh Tamiang will show not only improved academic performance but also greater motivation and confidence in practicing their religious obligations. The findings of this research could serve as a

model for implementing inquiry strategies in other Islamic education subjects. At this stage, the researcher compiled the Fiqh subject syllabus on the material "Jama' and Qashar Prayer". In addition, the teacher prepared learning media that would be used to facilitate the implementation of the inquiry strategy method in the form of a power point so that the implementation of oral presentations in front of the class by each group would run well. The steps or actions to be taken were planned in detail by the teacher and researcher so that they could really be used as a guide in carrying out the action.

The researcher prepared an observation sheet that would be used to determine student activity during the learning process using the inquiry strategy and to determine the level of student acceptance of the subject matter given during the teaching and learning activities. As an evaluation tool, the teacher made structured essay test questions to determine the level of student learning outcomes after the application of the inquiry strategy. b) Implementation of Actions In the implementation of the action, an action was carried out that could result in an increase in the learning process in the form of more effective learning, students becoming active in participating in teaching and learning activities and student learning outcomes could increase. The type of action and its completeness that had been well planned by the teacher and researcher, then the teacher only had to implement the action scenario that had been determined. To find out whether the actions taken by the researcher are in accordance with the plan, the researcher monitors the learning process in the classroom while the researcher is carrying out the action. At the beginning of the implementation of the action, an inquiry strategy briefing was given to students, this aims to ensure that the implementation of the method can run smoothly.

Discussion

The briefing given is in the form of an understanding of the inquiry strategy. The briefing is in the form of stages of implementation in inquiry strategy learning, which include identifying topics, planning learning tasks, carrying out group investigations, compiling final reports and carrying out presentations in front of the class. With this briefing, students will get a clear picture of the inquiry strategy, so that students can carry out the activities that will be carried out at each stage well. In addition, the teacher also provides an explanation of the aspects that are assessed during the implementation of the inquiry strategy, namely the student's contribution to their group starting from identifying topics, planning learning tasks, group investigations and preparing final reports. Another aspect that is assessed is the student's activeness during the presentation. In detail, the stages of implementing the inquiry strategy are as follows: 1). Identifying topics and forming groups. The group division is done heterogeneously based on the value of the previous daily test results of the main topic. The group for the application of the inquiry strategy is divided into 5 groups and each group consists of 6 people; 2). Planning learning tasks

At this stage, group members determine the sub-topics to be investigated and each group member collects sources to solve the problem being investigated. Each student is required to contribute to their respective group's investigation, then each group contributes to the research for the entire class; 3). Carrying out the Learning Process Students individually or in pairs collect information, analyze and evaluate and draw conclusions. Each group member contributes one of the other important parts to discuss their work by exchanging information and collecting ideas to become a conclusion; 4). Preparing the final report This stage is the level of organizing and integrating all parts into a whole and planning a presentation in front of the class. Each group has appointed one member to present the report of their investigation results then each member listens. The role of the teacher here is as an advisor and helps ensure that each group member takes part in it; 5). Presenting the final report Each group is ready to provide the final results in front of the class in the form of a presentation as a whole. It is expected that from the presentation of the presentation, other groups can actively evaluate the clarity of each group's report by conducting questions and answers; 6). Evaluating At this stage, students provide responses from each topic presented by each group. Meanwhile, the teacher and other students collaborate to evaluate the learning process so that all students are expected to master all the sub-topics presented. The implementation of the inquiry strategy which goes through several stages can require students to play an active role in each stage. In the implementation of this action, the role of students in learning activities will be known. After completing the inquiry strategy in cycle I, the teacher gives students assignments to be done at home, this aims to allow students to better understand the lesson material that has been implemented.

The implementation of cycle I ends with a daily test. This daily test is held with the aim of determining the level of student learning outcomes after the implementation of the inquiry strategy. Observation and Evaluation At this stage, the researcher makes observations based on the observation sheet that has been prepared. The observation is carried out to determine the activeness of students in implementing teaching and learning activities and to determine the ability of students to receive lesson material with the inquiry strategy. This observation is carried out simultaneously with the implementation of the action. The focus of observation is emphasized on the implementation of inquiry strategy learning towards the overall quality of learning which includes: student activity in the learning process, student responses to the learning methods that have been used, namely inquiry strategies, the atmosphere of teaching and learning activities and student learning outcomes. During the observation, the teacher's activities are as a monitor of the implementation of the inquiry strategy.

The teacher provides assistance or explanations to students or groups who do not understand the tasks they have to do related to learning activities. In addition, the teacher also assesses students who are active in presentations in front of the class. Student activities during the presentation, students carry out discussions in their respective groups according to the topics that have been determined. In cycle I, the learning material used is congregational and qashar prayers. During the Problem Based Instruction (PBI) learning activities, students pay attention to the explanations given by the teacher, both explanations about the implementation of the inquiry strategy and explanations about the material of congregational and qashar prayers.

The learning process on the material of congregational and shortened prayers went smoothly. Students carried out discussions in their respective groups well, most students were able to contribute to their respective groups on the material they were discussing. Discussion activities in groups were dominated by exchanging opinions between group members, they worked together in compiling a final report on the subject matter they were investigating. Student activity increased, as evidenced by students who initially did not dare to express their opinions becoming brave enough to express their opinions, for example during the presentation in front of the class, students from other groups participated in evaluating and asking questions about the presentation of material that had not been understood. This observation activity is needed to find out the actions that have been taken in order to evaluate their effectiveness. Analysis and Reflection At this stage, the results of the observations will be collected and analyzed, then a reflection will be carried out on the activities that have been carried out to increase student activity and improve student learning outcomes in the Fiqh subject. The results of the data analysis carried out at this stage will be used as a reference for planning the next cycle. Carrying out investigations

Students individually or in pairs collect information, analyze and evaluate and draw conclusions. Each group member contributes, exchanges information and gathers ideas into a conclusion. Preparing the final report This stage is the level of organizing and integrating all parts into a whole and planning a presentation in front of the class. Each group has appointed one of its members to present the report on the results of their group's investigation. Then each member listens. Presenting the final report. Each group is ready to provide the final results in front of the class in the form of a presentation. It is expected that from the presentation of the presentation, other groups can actively evaluate the clarity of each group's report by conducting questions and answers. Evaluating At this stage each student provides a response to each material presented by each group. While the teacher and other students collaborate to evaluate the learning process so that all students are expected to master all the material presented.

Action Observation 2 At this stage the researcher makes observations based on the observation sheet that has been prepared. The observation was carried out to determine the activeness of students in implementing teaching and learning activities and to determine the ability of students to receive lesson materials with the presence of inquiry strategies. This observation was carried out simultaneously with the implementation of the action. The focus of observation is emphasized on the implementation of inquiry strategy learning on the overall quality of learning which includes: student activity in the learning process, student responses to the learning methods that have been used, namely the inquiry strategy learning method, the atmosphere of teaching and learning activities and the achievement of student learning outcomes. Analysis and Reflection At this stage, the results of observations will be collected and analyzed, then a reflection will be carried out for the activities that have been carried out to increase student activity and improve student learning outcomes in Fiqh lessons. The results of data analysis carried out at this stage will be used as a reference for planning the next cycle. B. Discussion of Classroom Action Research (CAR) Results. From the data obtained through CAR (Classroom Action Research), it shows that the application of inquiry strategies can increase the activity of class III.B students at MIN

9 Aceh Tamiang. This can be proven from the observation sheet which shows that inquiry strategies can increase student learning activities. This increase shows that the learning process with inquiry strategies makes PBM more effective because students play a large role in solving a problem.

Conclusion

Based on the results of the research and discussion above, it can be concluded as follows a. The Inquiry Learning Strategy is proven to be able to improve students' activity and absorption well because it trains children to find their own problems, find answers and train them to think critically, logically and openly, making students actively involved in learning, so that teaching is not dominated by teachers. b. Through the inquiry learning strategy, it creates an interactive, fun, challenging learning atmosphere, motivates them to take the initiative and trains students' independence in learning and is one of the motivators so that students are more enthusiastic in participating in learning. c. Through the active attitude of students and a pleasant and exciting atmosphere in the learning process, students' understanding of the concept of fiqh increases, so that student learning outcomes increase.

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