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Implementation of Inquiry Learning Model Towards Students' Critical and Creative Thinking in Islamic Education

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ABSTRACT

This study aims to develop students' critical thinking skills and creativity in Islamic education learning Data collection was carried out using document study techniques or documentation studies. The results and discussion of this study include two main aspects. First, the concept of inquiry learning as a framework for developing students' critical thinking skills. Inquiry learning allows students to actively seek, discover, and construct knowledge through the process of asking questions, investigating, and formulating explanations based on existing evidence. Creative thinking refers to the entire series of cognitive activities used by individuals in a condition to react to problem objects based on their abilities. Creative thinking skills include fluency, flexibility, originality, and elaboration. Through the application of the inquiry learning model, students are encouraged to think critically, ask questions, collect data, analyze, evaluate, and draw conclusions.

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INTRODUCTION

Education is one field that continues to adapt to changing times. Critical thinking is an essential skill for understanding, analyzing, and evaluating information critically, as well as making informed decisions. Meanwhile, a scientific attitude involves openness to new ideas, curiosity, observation, and the ability to objectively test hypotheses (Afifah, 2021). Religious education is a subject aimed at fostering noble morals and spiritual values in children. This demonstrates that religious education plays a crucial role in implementing character education in schools (Hartati, 2023).

Therefore, religious education is a compulsory subject in elementary, secondary, and tertiary education. Therefore, schools must be able to provide religious education optimally by applying religious values within the school environment, carried out by all students. teachers and students together and continuously.

In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards, containing process standards, it is stated that the learning process in educational units is carried out interactively, inspiring, fun, challenging, motivating students to participate actively. As well as providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. Looking at these regulations, it can be interpreted that students do not only learn monotonously by understanding and memorizing, but also must be able to apply it to aspects of life. To provide students with a more meaningful experience, teachers must develop strategies that require them to be actively involved in learning.

The content of the religious education curriculum is explained in the Appendix to Law No. 22 of 2006, including the Islamic religious education curriculum, with the learning objective of producing individuals who always strive to perfect their faith, piety, and morals, and actively build civilization and harmony in life, particularly in advancing a dignified national civilization. Such individuals are expected to be resilient in facing challenges, obstacles, and changes that arise in social interactions at the local, national, regional, and global levels (Nadia Sagita and Ridwan A. Sani, 2019).

Student-centered learning is a relevant and important approach in the context of Islamic education to address the ever-evolving technological advancements. In the context of Islamic education, a student-centered learning approach aims to build students' cognitive structures through the observation of data, theories, or facts they observe. One of the subjects that plays a crucial role in secondary education, such as high school (SMA/MA), is Islamic education (Yasmansyah & Zakir, 2022).

Islamic education aims to develop students' understanding of Islamic teachings and apply Islamic values in everyday life. In Islamic education, the main objectives of learning are: (1) developing students' scientific attitudes based on Islamic values; (2) encouraging cooperation and collaboration both individually and in groups in the context of Islamic education; and (3) using Islamic concepts and principles to develop students' reasoning skills in analyzing and understanding Islamic teachings (M.Si & Pangesti, 2019).

To achieve these goals, the implementation of learning in Islamic education subjects must aim to develop students' critical thinking and scientific mindset. Critical thinking skills are high-level thinking skills that are crucial for students in analyzing and solving problems related to Islamic education (Fadli, 2019). A scientific attitude is also an important aspect of Islamic education, encompassing openness, curiosity, and an optimistic approach to understanding Islamic teachings. The Indonesian government has made efforts to improve the quality of Islamic education by adopting

the Merdeka Curriculum, which aims to develop students' critical thinking skills and scientific attitudes within the context of Islamic education. In the learning process, the Merdeka Curriculum uses a scientific approach that aligns with Islamic values and principles to shape students' critical thinking and character in understanding Islamic teachings (Arsyad et al., 2020).

Despite this, some students still exhibit poor scientific attitudes and low critical thinking skills in the context of Islamic education. Therefore, a more effective and targeted learning approach in Islamic education is needed to improve students' critical thinking skills and scientific attitudes. Integrating learning methods that enable students to actively construct their own knowledge, such as the inquiry-based learning model, in Islamic education is crucial.

The inquiry learning model in Islamic education enables students to develop critical thinking skills and scientific attitudes through the process of discovery, exploration, and reflection on Islamic teachings.(Adam, 2023) In this model, students are encouraged to ask questions, seek information, analyze, and draw conclusions based on their own knowledge. This helps students develop a deeper understanding of Islamic teachings and apply Islamic values in their daily lives (Al Asadullah & Nurhalin, 2021).

Through the application of the inquiry learning model in Islamic education, it is hoped that students will develop strong scientific attitudes, such as openness to different understandings, a strong sense of curiosity, and an optimistic approach to problem-solving within the context of Islamic education. Furthermore, students' critical thinking skills will also be enhanced through problem-solving related to Islamic teachings, enabling them to become critical, analytical individuals capable of deeply understanding Islamic values in their lives (Kurniashih et al., 2019).

In the context of Islamic education, the development of critical thinking skills and scientific attitudes becomes more important, because students not only need to understand religious concepts, but also be able to apply them in everyday life with a deep understanding.(Damayanti & Anando, 2021).One effective solution for developing students' critical thinking skills and scientific attitudes is through the application of the inquiry learning model. The inquiry learning model emphasizes the development of critical thinking skills through a process of discovery, exploration, and experimentation, which encourages students to actively construct their own knowledge. Thus, the inquiry learning model is the right solution for developing students' critical thinking skills and scientific attitudes, with implications for students' critical and creative thinking abilities (Solichin, 2017).

The results of initial observations and interviews with PAI subject teachers of class 11 IPS I MA Matholi'ul Anwar, stated that "The learning that teachers use has used inquiry method learning as one of the PAI learning methods but there has been no scientific study whether inquiry learning has had implications for students' critical

thinking skills and creative abilities in PAI learning where students' critical and creative thinking methods are currently still too general or only based on the outline of the main material. This is because students are less able to read information about the material being discussed so that in the learning process there are many students who have difficulty expressing their critical and creative thinking skills regarding problems or topics that will be discussed by teachers in the learning process.

Based on these issues, it is important to conduct research to understand the extent to which the application of the inquiry method can improve students' critical and creative thinking skills in Islamic Religious Education learning at MA Matholi'ul Anwar. This research is expected to provide a scientific overview of the impact of the inquiry method on the development of students' critical and creative thinking skills. Furthermore, the results of this study can serve as a basis for teachers to evaluate and develop more effective learning methods, particularly in stimulating students' critical and creative thinking abilities.

METHODS

This research uses a field research approach with the method qualitative. Field research is conducted to reveal facts to the maximum, through systematic and structured data collection and analysis. Data is collected using techniques observation, interviews, and documentation, which enable researchers to obtain data descriptive in the form of words, both written and oral, delivered directly by the informant or the research subject being observed. This approach aims to gain an understanding in-depth knowledge of the object being researched (Emzir, 2020).

This research also applies the inquiry learning model, which includes the following stages: (1) formulating the problem, (2) formulating the hypothesis, (3) collecting data, (4) testing the hypothesis, and (5) formulate conclusions. The data collected is qualitative, which aims to reveal aspects related to the understanding of Islamic Education students and teachers regarding the application of the model inquiry learning. In addition, this study seeks to determine the efforts of Islamic Religious Education teachers in implementing inquiry model to improve students' critical and creative thinking skills in learning Islamic Religious Education at MA Matholi'ul Anwar

FINDINGS AND DISCUSSION

1. Implementation of the Inquiry Model in Islamic Education Learning at MA Matholi'ul Anwar

The inquiry learning model focuses on the process of asking questions that encourages students to think systematically through exploration and discovery. The stages of the inquiry model namely, formulating a problem, formulating a hypothesis, collecting data, testing the hypothesis, and drawing conclusions provide

opportunities for students to learn directly and logically. Through this approach, students are encouraged to develop critical thinking skills, particularly in understanding relevant material, such as maintaining human dignity by avoiding promiscuity and adultery.

In the inquiry process, students are encouraged to ask questions, seek information, analyze data, and draw conclusions independently. This model is relevant in the context of Islamic education because it enables students to deeply understand Islamic teachings, consider various perspectives, and apply Islamic values in their daily lives.

Teachers play a crucial role in supporting this process. They provide guidance and encourage students to formulate hypotheses based on their prior knowledge. Furthermore, they can pose questions that stimulate students' critical thinking, helping them consider multiple relevant factors or perspectives in the critical thinking process. In the hypothesis testing process, students are encouraged to view hypotheses as a search for truth supported by credible data or evidence, thus understanding the importance of valid data in supporting an argument or conclusion.

In the final stage, teachers guide students in analyzing data and drawing conclusions. Teachers can present data in a structured and clear manner and help students identify patterns or trends within the data. During this process, teachers also pose reflective questions and conduct discussions that encourage students to critically analyze the data before drawing conclusions supported by evidence.

2. The Influence of the Inquiry Model on Students' Critical Thinking Skills at MA Matholi'ul Anwar

The inquiry model plays a significant role in developing students' critical thinking skills at SMAN 01 Rejang Lebong. The following inquiry stages encourage students to think critically:

1. Formulating Problems: At this stage, students are encouraged to identify and analyze problems, both from the learning materials and situations in the classroom or surrounding environment.
2. Formulating Hypotheses: Students are encouraged to formulate hypotheses, especially related to the material on maintaining human dignity by avoiding promiscuity and adultery. Most students are able to act independently at this stage, although some require more guidance in expressing their opinions.
3. Collecting Data: During the data collection process, students are challenged to think critically when searching for information relevant to their proposed hypotheses. The critical thinking habits developed at MA Matholi'ul Anwar make it easier for teachers to guide students in obtaining supporting data.
4. Testing Hypotheses: Students play a crucial role in analyzing and verifying hypotheses related to the material. Using the inquiry model, they are encouraged to

think critically and identify the steps necessary to avoid behavior inconsistent with religious teachings.

5. Formulating Conclusions: At this stage, students are encouraged to draw conclusions based on the data collected. Their critical thinking skills aid in this process, making drawing conclusions easier and more structured.

Through the inquiry model, students at MA Matholi'ul Anwar demonstrate critical thinking skills developed through discussions and disagreements in Islamic Religious Education (PAI) lessons. This approach allows students to deepen their understanding of religious values and encourages the application of Islamic teachings in everyday life.

3. Implementation of the Inquiry Model in Islamic Education Learning

The inquiry learning model emphasizes critical thinking through questions, research, and discovery. This method follows logical stages such as formulating problems, formulating hypotheses, collecting data, testing hypotheses, and drawing conclusions (Purwati, 2022). Based on research at MA Matholi'ul Anwar, Islamic Religious Education teachers have implemented the inquiry model in their teaching, particularly on topics such as maintaining human dignity by avoiding promiscuity and adultery.

During the learning process, students are given the opportunity to formulate problems about promiscuity, discuss them to form hypotheses, collect data from various sources such as books, the internet, or personal experience, and test their hypotheses by comparing them with relevant theories. This allows students to draw conclusions based on the evidence and data they have collected.

The conclusion from the application of this inquiry model at MA Matholi'ul Anwars hows the active role of teachers in each stage, including; the teacher displays images and videos related to the material on free association and provides initial questions that encourage students to formulate problems, the teacher instructs students to independently search for hypotheses related to the material on maintaining human dignity, the teacher divides students into groups to collect data, so that each student collaborates in finding information, the teacher gives students the opportunity to present the data results and test the hypotheses that have been collected, the teacher guides students in drawing independent conclusions, before finally formulating general conclusions to link the learning.

Based on research results and theoretical foundations, the inquiry learning model has proven effective in improving student understanding, but it should be applied more consistently so that students are more active and focused in participating in Islamic Religious Education learning.

4. The Ability of Inquiry Models in Developing Students' Critical Thinking

The inquiry model plays a significant role in developing students' critical thinking skills. It involves formulating problems, hypotheses, collecting data, testing

hypotheses, and Drawing conclusions, students are trained to think critically on an ongoing basis (Ratiningsih, 2024). Research at MA Matholi'ul Anwar on grade 11 IPS 2 students showed that this model was effective in Islamic Religious Education learning, especially on the topic of maintaining human dignity.

This process begins with the teacher providing an orientation to the material, followed by individual assignments to formulate problems and hypotheses. Next, students are assigned to collect data and work in groups to test hypotheses and draw conclusions. The resulting group discussions allow students to think critically, exchange ideas, and defend their arguments based on evidence.

Based on the research results, the following steps show the development of students' critical thinking; the teacher provides stimulus with images and videos related to free association, which encourages students to formulate problems critically, he teacher instructs students to find independent hypotheses, training students to think critically in understanding the material, the teacher assigns students to collect data in groups, so that each student develops critical thinking skills in searching for information, the teacher gives students the opportunity to present the data they have collected, test hypotheses, and discuss critically in groups, the teacher organizes students to draw independent conclusions about the material, strengthening critical thinking skills before providing general conclusions.

Based on theory and research findings, the inquiry model shows strong potential in improving students' critical thinking skills. However, teachers are advised to adopt a more differentiated approach to ensure optimal student understanding of the material.

5. The Ability of Inquiry Models in Developing Students' Creative Thinking

Creative thinking skills include the ability to find solutions, generate ideas, and solve problems. The inquiry model supports the development of these skills through stages such as fluency, flexibility, originality, and elaboration in creative thinking (Subektif, 2021). Research shows that through the inquiry model, students at MA Matholi'ul Anwar can improve their creative thinking skills in Islamic Religious Education (PAI) material.

Based on the research results, students' creative thinking abilities can be seen in the following stages; the teacher displays images and videos and provides trigger questions so that students practice creative thinking in formulating problems, the teacher instructs students to search for hypotheses independently, which encourages students to think creatively with flexibility in finding answers, the teacher assigns students to work in groups, training them to think creatively and originally in searching for and collecting data, teachers provide opportunities for students to present and test hypotheses that have been formulated, training them to think creatively in accepting and developing new ideas, teachers organize students to draw

conclusions independently, strengthening their creative thinking skills and flexibility in understanding and concluding the material.

The creative thinking skills of students at MA Matholi'ul Anwar developed in the PAI learning process through the inquiry model, although additional guidance is still needed so that all students can consistently express ideas and solutions. The inquiry model helps students become more active in receiving and processing Islamic religious learning materials.

CONCLUSION

Based on the research results and discussion, it can be concluded that the application of the inquiry learning model has a positive impact on the cognitive development of students at MA Matholi'ul Anwar. First, the inquiry model allows students to solve each problem in the material systematically and directed, so that they are more trained in facing and solving problems with the right steps. Second, this model improves students' critical thinking skills, especially in analyzing hypotheses or statements that may contradict their initial understanding, encouraging them to think more deeply and critically about the information received. Third, the inquiry learning model also strengthens students' creative thinking skills, so that they can express opinions more freely and optimally, develop new ideas, and solve problems in innovative ways. Thus, the inquiry model is proven effective in forming students who are more critical, creative, and skilled in problem solving.

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