



Improvement of Learning Outcomes of The Qur'an Hadith by Using The Inquiry Learning Model of Piety Material In Madrasah Ibtidaiyah

Zaenal Arifin

Madrasah Ibtidaiyah Al Hidayah Langon Jepara

ABSTRACT

This research aims to improve the learning outcomes of the Qur'an Hadith by using the Inquiry Learning model of Takwa material at Madrasah Ibtidaiyah. Learning the Qur'an Hadith material of Piety in grade IV of MI Al Hidayah Langon Jepara using the Inquiry Learning method has proven to be effective in improving student learning outcomes. This study uses the Classroom Action Research (PTK) method which involves four stages: planning, action, observation, and reflection. Each cycle is carried out repeatedly with a focus on the application of the Inquiry Learning method. The results of the study show that this method significantly improves students' understanding of Takwa material. In the pre-cycle, the average score of students only reached 58.40, indicating that understanding was still low. However, after the application of the Inquiry Learning method, the average score of students increased gradually in the first cycle (69.42), the second cycle (80.07), and the third cycle (85.07), which showed a significant increase until it reached the high category. This increase illustrates the effectiveness of the Inquiry Learning method in helping students achieve a deeper understanding of the material being taught. The learning outcomes of students who exceeded the KKM target by 85% showed that this method was very suitable to be applied in learning the Qur'an Hadith, especially in the material of Piety. Thus, the application of the Inquiry Learning method in learning at MI Al Hidayah Langon Jepara can be considered successful and make a positive contribution to improving the quality of education, especially in the subject of Al-Qur'an Hadith. This proves that an active and participatory approach to learning can bring significant results.

KEYWORDS

Learning Outcomes,
Al-Qur'an Hadith,
Inquiry Learning,
Piety Material,
Madrasah Ibtidaiyah

CONTACT: bahauddinbahja@gmail.com

© 2023 THE AUTHOR: All rights reserved. The authors agree that this article remains permanently open access under the terms of the Research Journal on Teacher Professional Development.

Article History: Received 04 April 2023, Revised 15 Oktober 2023, Accepted 21 Oktober 2024

A. Introduction

Rahmiati & Zubir (2021: 103) stated that teaching methods are one of the crucial aspects in the learning process. Rezi & Zubir (2021: 103) think that teaching methods are not just a tool, but a very influential means of conveying learning messages effectively. Without the right method, the teaching and learning process may not run optimally. The choice of learning method must be based on logical thinking, namely by explaining the material from concrete to abstract, and from easy to difficult. At MI Al Hidayah Langon Jepara, the Qur'an Hadith learning method currently used tends to be conventional, namely through lecture and practice methods. Although this method has advantages in terms of direct delivery of information, the disadvantage is that students tend to be passive and less involved in the learning process.

Christiana (2020: 8) argues that dissatisfaction in the dominant learning methods in the classroom is often a reason for teachers to look for other more effective ways. Teachers who realize that the lecture method is not able to provide satisfactory results will look for alternative methods that involve students more in the learning process. One of the methods that is considered effective in increasing student participation is the Inquiry Learning method. This method not only places students as recipients of information, but also as active subjects in the learning process (Jumaisa, 2020). In this method, students are encouraged to think critically, explore the material independently, and solve problems with minimal guidance from the teacher (Fany & Sholihat, 2024: 45). The role of the teacher in this method is more as a facilitator who helps students find their own answers, not as the only source of knowledge (Nugroho, & Latifah, 2022). This approach allows students to be more engaged in learning and improve their understanding of the material being taught.

The main purpose of this study is to measure the effectiveness of the Inquiry Learning method in improving student learning outcomes in the subject of the Qur'an Hadith, especially in the material on Piety. This research was conducted in grade IV of MI Al Hidayah Langon Jepara, where previously learning was still dominated by the lecture method. Researchers want to find out the extent to which the Inquiry Learning method can change student learning outcomes, both before and after this method is applied. This research also aims to provide alternative learning methods that are more effective and able to increase student involvement actively in learning. Through the Inquiry Learning approach, it is hoped that students can better understand the concept of Takwa and be able to apply it in daily life.

The hypothesis proposed in this study is that the application of the Inquiry Learning method can improve student learning outcomes in the material of Piety in grade IV of MI Al Hidayah Langon Jepara. This hypothesis is based on the assumption that the Inquiry Learning method, which places students as active subjects in learning, will be more effective than the lecture method which tends to be passive (Simamora et al., 2024: 1166). With Inquiry Learning, students are given the opportunity to explore material independently, which not only improves their understanding but also trains critical thinking skills (Nurwahid et al., 2024: 43). If this hypothesis is proven to be correct, then the application of the Inquiry Learning method can be an effective solution to improve the quality of learning, not only in the material of Piety but also in other materials in the subject of Al-Qur'an Hadith and other subjects at MI Al Hidayah Langon Jepara.

B. Theoretical Framework

The theoretical framework in this study emphasizes the importance of the learning process as an active and constructive activity. According to Suyono and Haryanto (2011: 9), learning is the process of acquiring knowledge, skills, and improving behavior through active interaction between students and the environment. In the context of learning at school, learning involves students in building the meaning and understanding of the material being taught. This process requires the mental and physical involvement of students, so learning goals will not be achieved if students only play the role of passive recipients of information. Thus, an effective learning approach must be student-centered, where they are actively involved in the learning process, rather than just passively following the teacher's instructions.

According to Suprijono (2015: 133), learning is an effort made by teachers to facilitate the student learning process. Learning is not only focused on delivering information, but also on creating conditions that allow students to learn independently and interactively. This process is organic and constructive, meaning that students are involved in building knowledge through real and relevant learning experiences (Proof DK, 2024: 487). In this case, the teacher's role is as a facilitator who supports students in understanding the material, developing critical thinking skills, and applying knowledge in practical situations. This student-centered learning is expected to improve more comprehensive learning outcomes, covering the cognitive, affective, and psychomotor domains (Astutik & Hariyati, 2021: 619).

Learning outcomes, as explained by Sudjana (1990:22), are the abilities that students have after receiving learning experiences. These results include comprehensive behavior changes, not just in one aspect. Bloom divides learning outcomes into three main domains: cognitive, affective, and psychomotor (Nafiati, 2021: 151). Factors that affect student learning outcomes can be internal, such as physical conditions and motivation, as well as external, such as the learning environment and social support. Evaluation of learning outcomes is carried out through tests that measure the extent to which students understand and master the material taught (Wisman, 2021: 1). Therefore, learning outcomes are an important indicator in assessing the success of the learning process and how effective the methods used are in supporting the achievement of learning objectives.

C. Method

This research uses the Classroom Action Research (PTK) method, which is a research approach that aims to improve the quality of learning through direct action in the classroom (Prihantoro, & Hidayat, 2019: 49). PTK is often used to overcome problems that arise in the learning process by implementing a repetitive cycle consisting of planning, implementation, observation, and reflection (Machali, 2022: 18). In this study, the subjects involved were grade IV students of MI Al Hidayah Langon Jepara, which amounted to 26 students. The research is focused on improving the learning outcomes of the Qur'an Hadith by using the Inquiry Learning model on Takwa material. PTK was chosen because it can provide concrete solutions to problems faced in learning, as well as allow researchers to conduct continuous assessments of the effectiveness of the actions taken. In this context, research is directed to improve teaching methods so that they can significantly improve student learning outcomes (Saputra, 2021).

In this study, the instruments used include tests, observation sheets for learning implementation, and student activity sheets. The test is used as a tool to measure the

extent of students' understanding of the material learned after the application of the Inquiry Learning method (Saputro & Pakpahan, 2021: 24). Each student takes an individual test to assess their learning outcomes comprehensively. Observation sheets are used to monitor and evaluate the learning process that takes place in the classroom (Yuniarti, et al., 2023: 24). These observations cover various aspects, such as student participation in discussions, the effectiveness of interactions between teachers and students, and how students respond to the teaching methods used. Student activity sheets, on the other hand, serve as a guide for learning activities carried out by students (Purwasi & Fitriyana, 2020: 17). With this sheet, students can focus more on exercises related to the material of Piety, which in turn helps in improving their learning outcomes. All of these instruments are designed to provide accurate and relevant data for the analysis of the effectiveness of the Inquiry Learning method in improving the quality of learning.

The research process is carried out through several cycles starting with pre-cycle, followed by cycles I, II, and III. In the pre-cycle stage, the researcher identified the problem through initial observation and interviews with classroom teachers. At this stage, it was found that the learning methods used previously were still conventional and less effective in increasing students' understanding of the material of Piety. Therefore, the researcher plans to apply the Inquiry Learning method in the following cycles. Each cycle involves steps of planning, executing actions, observation, and reflection. In the first cycle, researchers began to apply the Inquiry Learning method by forming student discussion groups and giving assignments related to hadith about Piety. The results of observation and reflection showed an increase in students' understanding, although there were still some aspects that needed to be improved. Cycles II and III are then continued with the development of more specific actions to overcome the weaknesses found in the previous cycle, with the ultimate goal of achieving maximum improvement in learning outcomes for all students.

D. Research Results

In the early stages, the researcher conducted a pre-cycle with the intention of identifying problems at MI Al Hidayah Langon Jepara. First, the researcher met with the head of the madrasah to ask for permission and tell what was done during the research. The implementation of this pre-cycle teaching will also be measured by research indicators, namely the learning outcomes of students in the learning process.

Table 4.1: Student learning outcomes in pre-cycle

It	NISM	Name	Val ue	Ket
1	1211332100211700 96	Aditya Maulana	50	Incomplete
2	1211332100211700 97	And Slamct Sctiawan	45	Incomplete
3	1211332100211700 98	Aldi Rizky Saputra	80	Complete
4	1211332100211700 99	Alfiatur Nurhaliza	60	Incomplete

5	1211332100211701 00	Andhika Chaputra		70	Incomplete
6	1211332100211701 01	Nice Dwi Kuncoro		80	Complete
7	1211332100211701 03	Dcdy Kusuma Wardana		60	Incomplete
8	1211332100211701 04	Dessy Alifatur Rozaqoh		45	Incomplete
9	1211332100211701 05	Dika Supriyant		10	Incomplete
10	1211332100211701 06	how to hang out		40	Incomplete
11	1211332100211701 07	Fina Nur Cahyati		80	Complete
12	1211332100211701 08	Firmansyah Setyono	Bayu	55	Incomplete
13	1211332100211701 09	Irma is a virgin.		65	Incomplete
14	1211332100211701 10	Ketty Fadila Putri		65	Incomplete
15	1211332100211701 11	Maharani		40	Incomplete
16	1211332100211701 12	Marsh Goddess Nintami		70	Incomplete
17	1211332100211701 13	Muhammad Abdurrohman		60	Incomplete
18	1211332100211701 14	Muhammad Aditya Putra Experiment		50	Incomplete
19	1211332100211701 15	Muhammad Hartanto	Firza	70	Incomplete
20	1211332100211701 16	Nadila Septi Widiastuli		65	Incomplete
21	1211332100211701 17	Nanang Nugroho		80	Complete
22	1211332100211701 18	Riyan Trio Hidayat	Choirrul	50	Incomplete
23	1211332100211701 19	Rizki Indra Saputra		50	Incomplete

24	1211332100211701	Safitri Ramandani	55	Incomplete
20				
25	1211332100211701	Siti Rohmiatun Solekah	45	Incomplete
21				
26	1211332100211701	Viky Alfaiz	80	Complete
22				
Sum		1520		
Average		58,40		
Highest Scores		80		
Lowest Rate		10		
Students Learning	Complete	5		
Learning completion percentage	completion percentage	19,23%		
Students do not complete their studies	do not complete their studies	21		
Incomplete percentage	percentage	80,76%		

Based on the table above, we can see that the ability of students to answer pre-test questions is very low, with a score of 1520 from the total score of students, an average score of 58.40 from the total number of student scores divided by the number of students multiplied by 100, and the highest score of students is 80 and the lowest score of 10 is proven from 26 students only 5 people are able to achieve a learning completion score (19.23%), Meanwhile, 21 students (80.76%) did not complete.

Furthermore, to measure the success rate of students classically (overall), the researcher uses the following formula:

$$P = \frac{F}{N} \times 100$$

P = Achievement Rate

F = Number of students who have changed

N = Total number of students

Based on this formula, the researcher gave a benchmark for the percentage of student completeness classically is 75%. Thus, if the completeness of learning in the classroom has reached 75%, then the success of learning has been achieved.

However, if the completeness of student learning has not reached 75%, then the success of student learning has not been achieved.

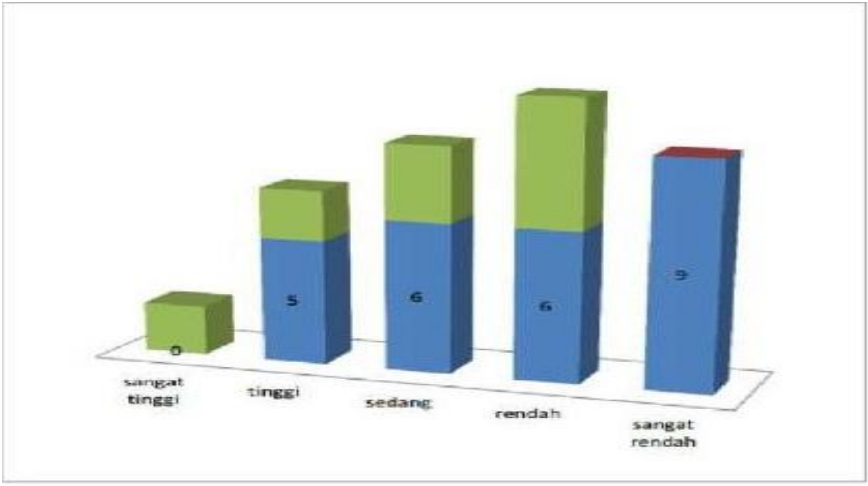
The following will explain the percentage of completeness of student learning outcomes in the pre-cycle:

Table 4.2: Percentage of Completeness of Pre-Cycle Learning Outcomes

NO.	Presented Completeness	Completeness Rate	Many Student	Presented Student Grants
1.	90%-100%	Very High	0	0.00%
2.	80%-89%	Tall	5	19.23%
3.	65%-79%	Keep	6	23.07%
4.	55%-64%	Low	6	23.07%
5.	0%-54%	Very Low	9	34.61%
Sum			26	99.98% = 100%

Based on the table above, we can see that before being given action or during the pre-cycle the grades obtained by students, there are those who have high or very low assessment criteria. There were no students who had very high criteria (0.00%), only 5 students (19.23%) had high criteria, 6 students (23.07%) had moderate criteria, 6 students had low criteria (23.07%), and 9 other students were classified as very low criteria (34.61%).

Figure 4.1 Graph of the percentage of learning outcomes of pre-cycle students



So the Minimum Completeness Criteria (KKM) given by teachers are as follows:

Table 4.3: Minimum Completeness Criteria

No.	KKM (Minimum Completeness Criteria)	Information
1.	>80	Complete
2.	<80	Incomplete

The researcher reflected on the implementation of the pre-cycle, and found several significant problems. First, many students have not been able to solve the problems given by the researcher, especially related to the material of Piety. This shows that students' understanding of the material is still very low. Second, students' mastery in understanding the concept of Takwa is also still very weak. They have difficulty understanding and applying the concepts taught in learning. Lastly, students are also unable to explain the meaning of Takwa well, which indicates that they do not have a deep understanding of this concept. All of these problems are the main concern of researchers for improvement in the following cycles.

In the first stage of Cycle I, planning is carried out collaboratively to implement the Inquiry Learning method in learning the material of Hadith of Piety. The researcher and the teacher develop a lesson plan that involves understanding and identifying the Takwa Hadith as the main focus. Student worksheets and observation sheets are also prepared to monitor communication activities and student involvement in the learning process. In addition, researchers formed four groups of five to six students, with the aim of creating a balance of abilities between them. Each group was given the task of explaining the Hadith of Piety, and at the end of the cycle, an evaluation was carried out to assess the students' understanding of the material taught. So the Minimum Completeness Criteria (KKM) given by teachers are as follows:

Table 4.3: Minimum Completeness Criteria

No.	KKM (Minimum Completeness Criteria)	Information
1.	>80	Complete
2.	<80	Incomplete

The researcher reflected on the implementation of the pre-cycle, and found several significant problems. First, many students have not been able to solve the problems given by the researcher, especially related to the material of Piety. This shows that students' understanding of the material is still very low. Second, students' mastery in understanding the concept of Takwa is also still very weak. They have difficulty understanding and applying the concepts taught in learning. Lastly, students are also unable to explain the meaning of Takwa well, which indicates that they do not have a deep understanding of this concept. All of these problems are the main concern of researchers for improvement in the following cycles.

In the first stage of Cycle I, planning is carried out collaboratively to implement the Inquiry Learning method in learning the material of Hadith of Piety. The researcher and the teacher develop a lesson plan that involves understanding and identifying the Takwa Hadith as the main focus. Student worksheets and observation sheets are also prepared to monitor communication activities and student involvement in the learning process. In addition, researchers formed four groups of five to six students, with the aim of creating a balance of abilities between them. Each group was given the task of

explaining the Hadith of Piety, and at the end of the cycle, an evaluation was carried out to assess the students' understanding of the material taught.

At the stage of implementing actions in Cycle I, the researcher began to implement the Inquiry Learning method in learning the subject of Al-Qur'an Hadith in grade IV of MI Al Hidayah Langon. First of all, the researcher conveys the learning objectives to students, namely understanding the material about Takwa through a problem-solving approach. Furthermore, the researcher guided students in understanding work procedures with the Inquiry Learning method, including the formation of four discussion groups. Each group then discusses to find and find the meaning of the Hadith of Piety. Researchers go around observing how students work, providing guidance if needed. After the discussion was over, each group leader collected their findings related to the Takwa Hadith, which was then evaluated by the researcher to measure students' understanding of the material that had been studied.

The evaluation is carried out at the end of the cycle to assess the extent to which students have understood and mastered the Takwa material through the Inquiry Learning method. The findings from each group were collected and analyzed to evaluate the effectiveness of learning and to determine the necessary improvement steps in the next cycle. Thus, this stage is an important part of ensuring that the learning carried out has achieved the desired goals and providing students with a deep understanding of the material of Hadith of Piety.

Table 4.4: Student Learning Outcomes in Cycle 1

No	NISM	Name	Value	Note
1	121133210021170096	Alifia Kristian	65	Incomplete
2	121133210021170097	Alfino Di Saputra	50	Incomplete
3	121133210021170098	Citra Nur Angraini	90	Complete
4	121133210021170099	It's Salsa.	80	Complete
5	121133210021170100	Faroufi day	80	Complete
6	121133210021170101	Evan DWI Kahya	85	Complete
7	121133210021170103	Try it out Arsaka	65	Incomplete
8	121133210021170104	Falih Mufida Abdillah	60	Incomplete
9	121133210021170105	Husna Safariatul K	50	Incomplete
10	121133210021170106	Kia Satria Merdeka	60	Incomplete
11	121133210021170107	Kirana Asfa Azri	85	Complete
12	121133210021170108	M. Rifqi Arrasit	60	Incomplete
13	121133210021170109	M. Hilmi Nurul Bayan	80	Complete

1	121133210021170110	M. zam zam Abdul Ghani	70	Incomplete
4				
1	121133210021170111	Maelena Azzahra	50	Incomplete
5				
1	121133210021170112	M. Farel Ilham	80	Complete
6				
1	121133210021170113	Mr. Mahindra	65	Incomplete
7				
1	121133210021170114	M. Radif	60	Incomplete
8				
1	121133210021170115	Tone of Valensia	80	Complete
9				
2	121133210021170116	Novi Aska Fadilah	80	Complete
0				
2	121133210021170117	Rehana Gemma Alwahid	90	Complete
1				
2	121133210021170118	Rizqia Ayu Silvia	60	Incomplete
2				
2	121133210021170119	Rizki Abdul Fatah	60	Incomplete
3				
2	121133210021170120	Sarif Hidayatullah	60	Incomplete
4				
2	121133210021170121	Zaida fazat	55	Incomplete
5				
2	121133210021170122	Muhammad Rian Abdillah	85	Complete
6				
	Sum	1805		
	Average	69,42		
	Highest Scores	90		
	Lowest Rate	50		
	Students Complete Learning	11		
	Learning completion percentage	42,30%		
	Students do not complete their studies	15		
	Incomplete percentage	57,69%		

Based on the table above, we can see that the students' ability to answer the Cycle I questions is relatively low, with a score of 1805 out of the total number of students' scores. The average student score of 69.42 was obtained from the total number of student scores divided by the number of students multiplied by 100, and the highest student score of 90 and the lowest score of 50. It is evident that from 26 students, only 11 (42.30%) people were able to achieve the value of learning completeness, while students who did not complete learning 15 people (57.69%). The following will explain the percentage of completeness of student learning outcomes in Cycle 1.

Table 4.5: Percentage of Completeness of Learning Outcomes in Cycle I

No	Presented Completeness	Completeness Rate	Many Student	Presented Number of Students
1.	90%-100%	Very High	2	7.69 %
2.	80%-89%	Tall	9	34.61 %
3.	65%-79%	Keep	4	15.38%
4.	55%-64%	Low	8	30.76%
5.	0%-54%	Very Low	3	11.53%
Sum			26	99.97% = 100%

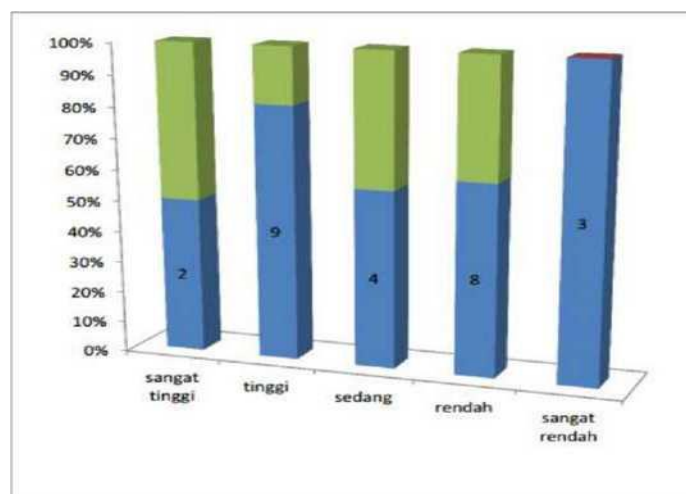
Based on the table above, we can see that there are students who have very high and very low assessment criteria. Students who have very high criteria are only 2 students (7.69%), students who have high criteria, 9 students (34.61%) who have medium criteria, 4 students (15.38%), while 8 students have low criteria (30.76%) and 3 other students are classified as very low criteria (11.53%).

From the table above, it shows that the understanding and learning outcomes of students after going through actions using *the Inquiry Learning learning method* are moderate, so they are still not in accordance with the set percentage of classical completeness (> 75%), based on the rmus of the classical student success rate, then the results are obtained:

$$P = \frac{11}{6} \times 100 = 42,30 \%$$

The test results in the first cycle clearly show that the percentage of student success in classical terms (42, 30%) is still below the success criteria set by the previous researcher, which is 75%, it is necessary to improve learning in the second cycle which may be able to achieve the set percentage of classical completeness.

Figure 4.2: Percentage Learning Outcomes of Posttest Students Cycle I



Learning in cycle II aims to improve student learning outcomes in cycle I, learning is focused on the difficulties experienced by students in learning cycle I material. So, learning in the next cycle will not repeat the entire learning in cycle I, but make improvements and improvements according to student needs.

Observation of classroom actions in cycle I was carried out by researchers who are also teachers of the Qur'an Hadith at MI Al Hidayah Langon Jepara. This observation starts from the beginning to the end of the implementation of the action, with the main goal of completing student learning outcomes through the application of the Inquiry Learning method to the Takwa material. The researcher recorded all aspects that occurred during the learning process, including student responses to the methods applied, student involvement in the learning process, and the effectiveness of the method in improving students' understanding of the material taught. The results of these observations are then analyzed and presented in the form of tables to provide a clearer picture of the dynamics of learning during the first cycle. This analysis is important to identify the strengths and weaknesses of the implementation of the action, so that researchers can make improvements in the next cycle to achieve more optimal learning goals.

Table 4.6: Data on Teacher Observation Results in Cycle I

No	Activities	1	2	3	4
Opening Lessons					
1	Grabbing students' attention				V
2	Delivering the study material			V	
3	Motivating students			V	
Manage Teach Activities Learn					
1	Providing learning resources			V	
2	Delivering the material to be discussed			V	
3	Using <i>Critical Incident</i> learning strategies (important experiences) in the learning process on the Reprehensible Morals material.				V
4	Provides reinforcement			V	
Organizing Time, Students and Learning Facilities					
1	Manage time usage				V
2	Organizing students				V
3	Take advantage of learning facilities			V	

Conducting Process Assessments and Learning Outcomes		
1	Carry out assessments during PBM	V
2	Implementing learning at the end of learning	V
Student Effectiveness		
1	Summarizing lessons	V
2	Ask the teacher	V
3	Listening and paying attention to the teacher	V
F Ending the Lesson		
1	Summing up lessons	V
2	Giving follow-up	V

1 = Less 2 = Enough 3 = Good 4 = Very Good

From the results of observations made by teachers in the field of study or observers on learning activities carried out by researchers with a total of 52 and an average result of 3.05.

After the entire learning process in cycle I was completed, the researcher reflected by observing and finding weaknesses and shortcomings that occurred during the cycle. The results of these findings are then used to make improvements in cycle II actions. In cycle I, there are several aspects that need to be improved, both related to students and teachers. Regarding students, in general they show enthusiasm for the Takwa material delivered and are active in following the learning process. However, some students still just participate actively without really being able to understand the material well. This shows that even though there is participation, students' understanding of the material still needs to be improved. This is the main concern that needs to be improved in the next cycle so that students' understanding is more in-depth and even.

From the teacher's side, the researcher admitted that the allocation of time during the learning process has not been carried out effectively and efficiently. In addition, researchers have also not been able to optimally group students during the learning process. This inappropriate grouping can affect the dynamics of learning and students' understanding of the material. Therefore, in cycle II, researchers need to improve time management and student grouping strategies so that the learning process runs more smoothly and student learning outcomes can improve.

In Cycle II, planning begins with researchers who collaboratively plan learning using the Inquiry Learning method on Takwa material. Worksheets for students and observation sheets are arranged to support learning. This worksheet is used by students to solve problems, while observation sheets are used by researchers to

monitor communication activities between students and teachers during learning. The groups are formed by paying attention to the balance of abilities between members, consisting of four groups of 5 or 6 people each. Each group discusses the content of the Takwa hadith, and at the end of the cycle an evaluation is held.

The implementation of actions in Cycle II is related to learning that has been planned and revised from the previous cycle. The material taught is examples of behavior that is in accordance with the hadith of Piety. The teacher starts with perception, then explains the material according to the Qur'an-Hadith lesson plan. Groups consisting of 5 or 6 people are formed, and each group discusses to find an explanation of the content of the Takwa hadith using the Inquiry Learning method. Each group leader takes turns presenting their findings on the hadith of Takwa, before all students return to their respective seats and the researcher conducts an evaluation.

Observations are carried out by Al-Qur'an Hadith teachers, who are also researchers, from the beginning to the end of the implementation of actions. This observation was carried out as an effort to complete student learning outcomes through the Inquiry Learning method on the material Hadith Takwa. The observation results in cycle II are aimed at the following table:

Table 4.7: Data on Teacher Observation Results in Cycle II

No	Activities	1	2	3	4
Opening Lessons					
1	Grabbing students' attention				V
2	Delivering the study material				V
3	Motivating students				V
Manage Activities Learn Teach					
1	Providing learning resources				V
2	Delivering the material to be discussed				V
3	Using <i>Critical Incident</i> learning strategies (important experiences) in the learning process on the				V
4	Provides reinforcement			V	
Organizing Time, Students and Learning Facilities					
1	Manage time usage				V
2	Organizing students				V
3	Take advantage of learning facilities				V
Conducting Process Assessments and Learning Outcomes					
1	Carry out assessments during PBM				V
2	Implementing learning at the end of learning				V
Student Effectiveness					

1	Summarizing the lessons	V
2	Ask the teacher	V
3	Listening and paying attention to the teacher	V
Ending the Lesson		
1	Summing up lessons	V
2	Giving follow-up	V

From the results of observations made by teachers in the field of study or observers on the learning activities carried out by the researcher, a total score of 66 was obtained with an average of 3.88. The observations made by the research team show several important things. First, there is an increase in student learning outcomes in learning the Qur'an Hadith on the material of Piety. This shows that the learning methods applied are able to increase students' understanding of the material being taught. Second, there is a significant increase in student learning completion, as seen from pre-cycle data where only 5 students achieved completion, but in Cycle I the number of students who completed learning increased to 11 people. These results show that the intervention carried out through classroom action research is successful in improving and improving the quality of learning and students' understanding of the material taught.

Table 4.8
Results of Student Learning Observation in Cycle II

No	NISM	Name	Value	Ket
1	121133210021170096	Alifia Kristian	80	Complete
2	121133210021170097	Alfino Dwi Saputra	70	Incomplete
3	121133210021170098	Angraini's Image	95	Complete
4	121133210021170099	It's Salsa.	85	Complete
5	121133210021170100	Day Faroufi	90	Complete
6	121133210021170101	Evan DWI Kahya	95	Complete
7	121133210021170103	Vito Erza	80	Complete
8	121133210021170104	Falih Abdillah	80	Complete
9	121133210021170105	Husna Kamila	65	Incomplete
10	121133210021170106	Kia Satria Merdeka	80	Complete
11	121133210021170107	Kirana Asfa Azri	90	Complete
12	121133210021170108	Muhammad Rifqi	90	Complete

13	121133210021170109	M. Hilmi Nurul Bayan	90	Complete
14	121133210021170110	M. Jam Jam Abdul Ghani	80	Complete
15	121133210021170111	Maylena Azzahra	80	Complete
16	121133210021170112	M. Farel Ilham	80	Complete
17	121133210021170113	Mr. Mahindra	80	Complete
18	121133210021170114	M. Radif	80	Complete
19	121133210021170115	Tone of Valensia	90	Complete
20	121133210021170116	Novi Aska Fadilah	85	Complete
21	121133210021170117	Raihana Zema	95	Complete
22	121133210021170118	Rizqia Ayu	70	Incomplete
23	121133210021170119	Rizqi Abdul Fattah	80	Complete
24	121133210021170120	Syarif Hidayatullah	80	Complete
25	121133210021170121	Zaida fazat	75	Incomplete
26	121133210021170122	Muhammad Rian Abdillah	95	Complete
Sum		2080		
Average		80,07		
Highest Scores		95		
Lowest Rate		65		
Students Complete Learning		22		
Learning completion percentage		84,61%		
Students do not complete their studies		4		
Incomplete percentage		15,38%		

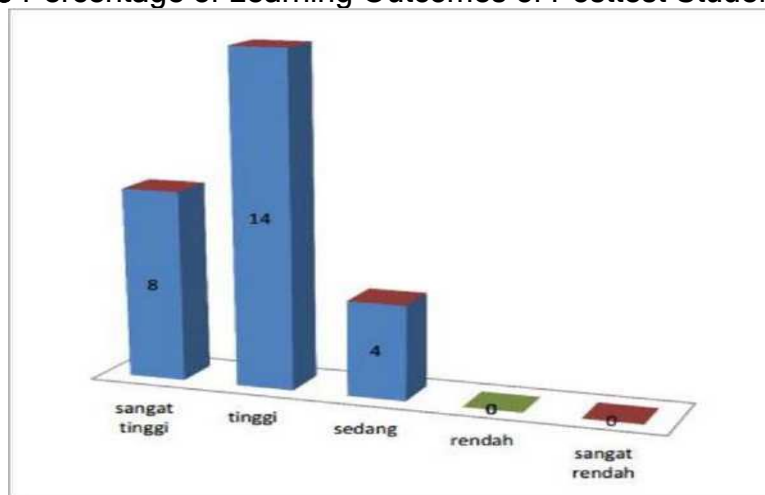
Based on the table above, we can see that the ability of students to present the content of the hadith post test II is well proven, with a score of 2080 from the total score of students, the average score of students is 80.07 obtained from the total number of student scores divided by the number of students multiplied by 100, and the highest score of students is 95 and the lowest score of 65 is proven from 26 students 22 (84.61%) people who are able to achieve the score of completeness of learning, Meanwhile, students who did not complete their studies were 4 people (15.38%). This has reached the level of learning completeness that has been set and the level of

student understanding in understanding the material of Takwa is satisfactory, The following will explain the percentage of completeness of student learning outcomes in Cycle II

Table 4.9: Percentage of Completeness of Cycle II Learning Outcomes

NO.	Presented Completeness	Completeness Rate	Many Students	Presented Number of Students
1.	90%-100%	Very High	8	30.76%
2.	80%-89%	Tall	14	50.00 %
3.	65%-79%	Keep	4	19.23%
4.	55%-64%	Low	0	0.00%
5.	0%-54%	Very Low	0	0.00%
	Sum		26	99.99%= 100%

Figure 4.3 Percentage of Learning Outcomes of Posttest Students Cycle II



Based on the results of observation and analysis of student learning outcome data in cycle II, several conclusions can be drawn. First, related to students, the Inquiry Learning method has had a positive impact on material mastery. Based on calculations, the average level of mastery of students reached a score of 85.71, which is included in the high category. In addition, students are used to actively responding to activities in the teaching and learning process, both in terms of asking questions and acting as group speakers. Although not all students are fully engaged, their participation in learning is increasing. In addition, students no longer experience difficulties in solving problems, which is reflected in the number of students who get high scores and the achievement of a predetermined percentage of completion.

Second, related to teachers, there is a significant development in the ability to manage the classroom and attract students' attention during the teaching and learning process. Teachers have succeeded in forming and organizing groups of students so that the classroom atmosphere becomes more conducive and in accordance with expectations. The application of the Inquiry Learning method shows its effectiveness in overcoming students' learning difficulties and improving their abilities, especially in the subject of Al-Qur'an Hadith with Takwa material.

Overall, the reflection of the classroom action in the second cycle shows that the use of the Inquiry Learning method not only succeeds in improving the mastery of the material by students but also creates a more active and interactive learning environment. This proves that the approach applied is able to answer the challenges in the learning process and provide positive results both in terms of cognition and student attitudes.

In the planning stage of Cycle III, researchers collaboratively develop learning strategies using the Inquiry Learning method on Takwa material. The researcher prepares worksheets that will be given to students, as well as observation sheets that will be used to monitor communication activities between students and teachers during learning. This worksheet is designed to help students solve the problems given, while the observation sheet is focused on observing the interactions that occur during the teaching and learning process. In addition, the researcher also formed study groups by paying attention to the balance of abilities between students, with each group consisting of five to six people. These groups were then given the task of memorizing the Hadith of Piety. At the end of the cycle, an evaluation is carried out to assess the learning outcomes.

The implementation of actions in Cycle III focuses on the implementation of the revised learning plan from the previous cycle. In this cycle, students are given the task of memorizing the Hadith of Piety in accordance with the Inquiry Learning method applied. The teacher begins the lesson by conveying an impression, then explaining the material related to the concept of Piety, as planned in the Learning Implementation Plan (RPP). After the explanation was completed, the students were divided back into groups of five or six people to memorize the Hadith of Piety together. After the memorization process was completed, the students returned to their seats, and the researchers conducted an evaluation to assess their comprehension and memorization.

Observation of actions in Cycle III was carried out by researchers who are also teachers of the Qur'an Hadith subject. Observation starts from the beginning of the implementation of the action to the end of the implementation to monitor and record every development that occurs during learning with the Inquiry Learning method. This observation aims to ensure that the learning process runs according to plan and to assess the extent to which student learning outcomes have improved, especially in terms of mastery of the material Hadith Takwa. The evaluation conducted at the end of the cycle provides an overview of the effectiveness of the actions that have been taken, as well as providing the necessary information for further improvement if needed.

Based on the results of observations made by teachers in the field of study or observers on the learning activities carried out by the researcher, the results of the observation were obtained with a total score of 66 and an average of 3.88. The results of this observation show that there are several positive changes in the learning process. First, there is a significant increase in student learning outcomes in learning the Qur'an Hadith with Takwa material. This increase can be seen from the number of students who achieve learning completion. In the pre-cycle stage, only 5 students achieved completeness, then increased to 11 students in Cycle I, and finally reached 22 students in Cycle II.

Based on the table above, we can see that the ability of students to memorize Hadith post test III is well proven, with a score of 2090 from the total score of students,

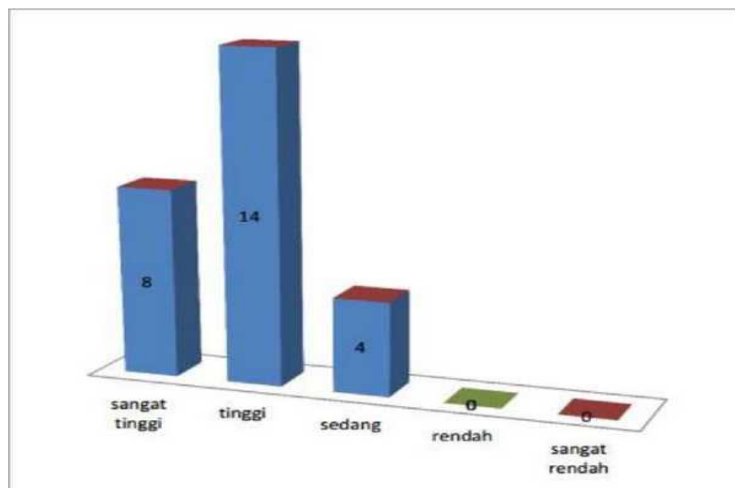
an average score of 85.07 obtained from the total number of student scores divided by the number of students multiplied by 100, and the highest score of students 95 and the lowest score of 65 proven from 26 students 23 (88.5%) people who are able to achieve the score of learning completeness, while students who did not complete their studies were 3 people (11.6%). This has reached the level of learning completeness that has been set and the level of student understanding in understanding the material of Takwa is satisfactory, so the researcher does not continue the next cycle. The following will explain the percentage of completeness of student learning outcomes in Cycle III

Table 5.2
Percentage of Completeness of Cycle III Learning Outcomes

NO.	Presented Completeness	Completeness Rate	Many Students	Presented Number of Students
1.	90%-100%	Very High	8	30.76%
2.	80%-89%	Tall	14	50.00 %
3.	65%-79%	Keep	4	19.23%
4.	55%-64%	Low	0	0.00%
5.	0%-54%	Very Low	0	0.00%
	Sum		26	99.99%= 100%

Figure 4.4 Postest Student Learning Percentage Chart

Cycle III



Based on the results of observations and data on student learning outcomes in cycle III, several conclusions can be drawn. First, related to students, the average level of material mastery using the Inquiry Learning method reached a score of 85.07, which is classified as high. This shows that students are able to master the material well. In addition, students seem to be more active and accustomed to responding to various activities during the learning process. They have begun to dare to ask questions and act as speakers in the group, although not all students do this consistently. The difficulty in solving problems and memorizing material also seems to have decreased,

as evidenced by the number of students who obtained high scores and the achievement of the set percentage of completeness.

Second, related to teachers, the assessment shows that teachers have successfully attracted students' attention and improved their responses during the learning process. Teachers have also been effective in forming and organizing groups so that the classroom atmosphere becomes more conducive and in accordance with expectations. This success indicates that the Inquiry Learning method has succeeded in overcoming students' learning difficulties and improving their abilities in the Qur'an Hadith lesson of Takwa material. The implementation of this method has proven to be effective in improving the quality of learning and student learning outcomes.

E. Discussion

The results of the study showed that the student learning outcomes obtained in grade IV of MI Al-hidayah Langon Jepara in the eyes of the Qur'an Hadith by using *the Inquiry Learning Method* of Takwa material can be stated to increase student learning outcomes. Before the giving of the action and after the giving of the action. The number of students who completed the pre-cycle was only 5 people, after the action was taken, namely in the first cycle the number of students who completed increased by 6 people to 11 people, after being given again in the second cycle the number of students who completed increased to 22 people and again in the third cycle the number of students who completed increased to 23, The improvement in student learning outcomes can be seen in the table below.

Table 5.3: Recapitulation of Student Learning Completeness in Pre-cycle, Cycle I, Cycle II and Cycle III

It	Learning Outcomes Achievement	Result			
		Pre Cycle	Cycle I	Cycle II	Cycle III
1	Average grade	58,40	69,42	80,07	85,07
2	Number of students who complete their studies	5	11	22	23

Based on the results of research in grade IV of MI Al-Hidayah Langon Jepara, the use of the Inquiry Learning Method in teaching the Qur'an Hadith material of Takwa showed a significant increase in student learning outcomes. Before the research action began (pre-cycle), only five students completed out of the total students. This number describes a low initial condition in material comprehension. The research action was carried out with the aim of improving learning outcomes through the application of more interactive methods and actively involving students in the learning process. During the first cycle, with the application of the Inquiry Learning method, the number of students who completed the study increased to eleven people. This improvement shows that the Inquiry Learning method is starting to have a positive impact on student understanding.

In the second cycle, the increase in the number of students who completed the program again experienced a significant spike, namely to twenty-two people. This indicates that students are increasingly able to understand the material better after getting additional actions and improvements in teaching methods. This change in

learning outcomes is also reflected in graphs that show a consistent improvement in student learning completion. Each cycle showed better results than the previous cycle, indicating the effectiveness of the Inquiry Learning method in improving students' understanding of the material of Piety.

Cycle III showed the best achievement with the number of students who completed it reaching twenty-three people. This improvement is the result of the evaluation and improvement carried out in previous cycles, as well as the application of the Inquiry Learning method that is increasingly optimal. All students showed significant progress in understanding the material, and these results reflected the success of the Inquiry Learning method in the context of learning the Qur'an Hadith. The included graphs and tables clarify the positive trends of student learning outcomes over the study period.

The average score of student learning outcomes has also increased significantly. In the pre-cycle, the average score of students was 58.40, which is relatively low. In the first cycle, the average score increased to 69.42, indicating a medium category. The increase continued in the second cycle with an average score of 80.07, in the high category. The highest achievement occurred in cycle III with an average score of 85.07, indicating a high category and indicating a deeper understanding of the material. This data shows that the Inquiry Learning Method has succeeded in improving the quality of student learning outcomes as a whole.

In general, the application of the Inquiry Learning Method in the teaching of the Qur'an Hadith material of Piety in grade IV of MI Al-Hidayah Langan Jepara has proven to be effective in improving student learning outcomes. The increase in the number of students who complete the study and the consistent average score of learning outcomes show the success of this method in achieving learning goals. Thus, the Inquiry Learning Method can be considered as a useful method to improve students' understanding of the Qur'an Hadith and can be applied in a broader educational context.

F. Conclusion

Based on the results of the research, the application of the Inquiry Learning method showed a significant increase in the learning outcomes of the Qur'an Hadith in the Takwa material in grade IV of MI Al Hidayah Langan Jepara. Before the application of this method, student learning outcomes were classified as very low, with an average pre-test score of 58.40 and only 19.23% of students achieved learning completeness. However, after applying the Inquiry Learning method, there was a significant positive change. Learning activities become more engaging and students show higher enthusiasm and engagement. In the first cycle, the average score of students increased to 69.42, followed by a further increase in the second cycle with an average of 80.07, and finally reached an average of 85.07 in the third cycle. This increase reflects the success of the Inquiry Learning method in improving student learning outcomes, with achievements that exceed the completion target. This improvement not only shows the effectiveness of the Inquiry Learning method in improving the understanding of the material of Piety, but also illustrates the overall improvement in the learning process of the Qur'an Hadith in grade IV. Thus, the Inquiry Learning method can be considered an effective approach in improving the quality of learning and student learning outcomes.

The improvement of learning outcomes of the Qur'an Hadith through the Inquiry Learning method on Takwa material at MI Al Hidayah Langan Jepara shows promising

results, but it is important to admit that these findings cannot be directly generalized without further research in various contexts. This study provides valuable insights into the effectiveness of the Inquiry Learning method in one specific location, but the results may be influenced by unique factors that exist in MI Al Hidayah Langon Jepara, such as student characteristics, quality of facilities, and approaches applied by teachers. To get a more comprehensive picture of the effectiveness of this method in a broader context, it is necessary to conduct similar research in other schools with various backgrounds. It is important to test the consistency of results across different educational settings and ensure that the Inquiry Learning method can be applied effectively in a variety of settings with different characteristics. By expanding the research to multiple schools, we can obtain more representative data and understand how these methods work in varied contexts. Therefore, further research in various locations is crucial to confirm these findings and provide a more solid guide for the application of the Inquiry Learning method in Qur'an Hadith education at a wider level.

BIBLIOGRAPHY

- Agus Suprijono. *Cooperative Learning Theory and Application of Paikem*. (Yogyakarta: Pustaka Belajar. 2015). 133
- Astutik, P., & Hariyati, N. (2021). The Role of Teachers and Learning Strategies in the Application of 21st Century Skills in Primary and Secondary Education. *Journal of Educational Management Inspiration*, 9(3), 619.
- Christiana, E. (2020, September). Academic burnout during the covid 19 pandemic. In *Proceedings of the Guidance and Counseling Seminar*. 8.
- Fany, M. S., & Sholihat, N. (2024). Examining the Learning Models of Problem-Based Learning and Inquiry-Based Learning in Improving Students' Critical Thinking Skills. *Supernova Science Education Journal*, 2(1), 45.
- Jumaisa, J. (2020). Learning Choice Model, Inquiry or Expository? *Scientific Journal of Mandala Education*, 6(2).
- Machali, I. (2022). How to Conduct Classroom Action Research for Teachers. *Ijar*, 1(2): 12.
- Nafiati, D. A. (2021). Bloom's taxonomic revisions: Cognitive, Affective, and Psychomotor. *Humanities, Scientific Studies of General Courses*, 21(2), 151.
- Nugroho, A. G., & Latifah, L. (2022). The Learning Process Using Inquiry Strategies in School-Based Management (MBS) with Teacher Satisfaction Results at Madrasah Tsanawiyah Assalam Martapura. *AL-ULUM: Journal of Social Sciences and Humanities*, 8(2).
- Nurwahid, H., Sulla, F. Y., & Barella, Y. (2024). Inquiry Learning: Definition, Syntax and Examples of Implementation in the Classroom. *Indonesian Journal on Education and Learning*, 1(2), 39.
- Pramana, P. M. A., Suarni, N. K., & Margunayasa, I. G. (2024). The Relevance of Constructivism Learning Theory with the Guided Inquiry Model to Student Learning Outcomes. *Ideguru: Journal of Teacher's Scientific Work*, 9(2), 487.
- Prihantoro, A., & Hidayat, F. (2019). Conduct classroom action research. *Ulumuddin: Journal of Islamic Sciences*, 9(1), 49.
- Purwasi, L. A., & Fitriyana, N. (2020). Development of Discovery Learning-Based Student Worksheets. *Journal of Mathematics Education: Judika Education*, 3(1), 17.

- Rezi, M., & Zubir, M. (2021). Development of Social Inquiry Model In Learning of The Quran-Hadith: Development Research In Madrasah Tsanawiyah. *Didaktika Scientific Journal Vol, 22*(1), 103.
- Salsabila, A., & Puspitasari, P. (2020). Factors Affecting the Learning Achievement of Elementary School Students. *Pandawa, 2*(2), 278.
- Saputra, N. (2021). *Classroom Action Research*. Muhammad Zaini Publisher Foundation.
- Saputro, M. N. A., & Pakpahan, P. L. (2021). Measuring the effectiveness of constructivism theory in learning. *Journal of Education and Instruction (JOEAI), 4*(1), 24.
- Simamora, F. A., Silaban, P., Silaban, N., Siregar, R., Tansliova, L., & Simanjuntak, H. (2024). Applying the Essence and Learning Strategies of Inquiry Learning in Indonesian Language Subjects. *IJEDR: Indonesian Journal of Education and Development Research, 2*(2), 1166.
- Sudjana, Nana. 1990. *Learning Theories for Teaching*. Bandung: Faculty of Economics UI.
- Suyono and Hariyanto, 2011 . *Learning and Learning*. Bandung: PT Remaja Rosdakarya Offset.
- Wisman, Y., Efrata, E., & Tutesa, T. (2021). Application of the concept of learning outcome evaluation instruments. *Kanderang Tingang Scientific Journal, 12*(1), 1.
- Yuniarti, R., Wijaya, S. A., & Harizahayu, H. (2023). Analysis of Student Learning Activities in the Application of Independent Learning in Mathematics. *Apotema: Journal of Mathematics Education Study Program, 9*(1), 74.
- Rahmiati, R., Rezi, M., & Zubir, M. (2021). Development of Social Inquiry Model In Learning of The Quran-Hadith: Development Research In Madrasah Tsanawiyah. *Scientific Journal of Didaktika, 22*(1), 103.