



The Strategy Inquiry Based Learning in Growing Students' Religious Awareness

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ABSTRACT

This research focuses on the use of IBL to increase the religious awareness of class VIII students at SMPN 1 Punggur, Central Lampung, where problems were found such as low participation in religious activities and poor social relations between students. The formulation of this research problem is how to strategy inquiry based learning and its impact on students' religious awareness? This research aims to explore the application of IBL strategies and their impact in fostering religious awareness. This research method uses descriptive qualitative, using methods such as participant observation, in-depth interviews, and document analysis. Informants in this research included: the principal, PAI teacher and class VIII students at SMPN 1 Punggur. The data validity test uses triangulation techniques. Then, after all the data has been collected, analysis will be carried out in three stages, namely data reduction, data display and conclusion drawing. The results showed that IBL significantly increased students' engagement with religious teachings and encouraged reflection on moral and spiritual values, leading to better understanding and implementation of religious rituals. Despite challenges in implementation by teachers and the need for further training, this research highlights the positive impact of IBL in fostering religious awareness and increasing students' social interactions. This approach offers a promising solution for improving religious education in schools, as well as contributing to the development of responsible and spiritually aware individuals.

Keywords: *Inquiry-Based Learning, Religious Awareness*

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INTRODUCTION

Religious awareness is an important aspect in forming students' character. Education not only functions as a means to transfer knowledge, but also as a medium to instill moral and spiritual values. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Putri & Wijaya, 2024). One approach that can be used in education is *Inquiry Based Learning* (IBL), which emphasizes active learning through investigation and critical reflection. This strategy is relevant for fostering religious awareness because it provides space for students to understand, deepen and internalize religious values independently. According to Sudirman (2020), approach *Inquiry Based Learning* helps students develop a deep understanding because it engages them in a hands-on exploration process.

Inquiry Based Learning (IBL) is a learning strategy that focuses on student activities in the learning process by asking questions, investigating, and discovering concepts or principles through the inquiry process. According to Arends (2019), inquiry-based learning can help students develop critical thinking skills, solve problems, and integrate new knowledge into their thinking framework. In the context of religious education, this strategy allows students to explore religious values in more depth, thereby increasing their religious intelligence.

However, strategy implementation *Inquiry-Based Learning* in the context of religious education often faces challenges. Teachers' lack of understanding of this strategy and lack of guidance in its implementation are the main obstacles. On the other hand, students tend to be passive in learning that is oriented towards lectures and memorization, which ultimately hinders the process of internalizing religious values. This is reinforced by Setiawan's (2018) research, which states that students who are actively involved in inquiry-based learning show an increase in understanding of moral and spiritual values compared to conventional approaches. In the context of junior secondary education, this phase is a crucial period in building the foundations of students' personalities. Middle school is a place where students begin to form their own identity, including spiritual and moral aspects. According to Nurhadi (2019), religious awareness that is instilled from an early age will shape students' characters who are stronger and more responsible. Hence, strategy *Inquiry Based Learning* very relevant to be applied in junior high schools, especially in growing students' religious awareness.

SMPN 1 Punggur in Central Lampung Regency is one of the educational institutions that faces challenges in increasing students' religious awareness. Empirical data shows that there are still many students who do not understand and apply religious values in everyday life. This can be seen from the low level of student participation in religious activities at school, such as congregational prayers and other spiritual activities. Based on internal school reports, the lack of innovation in religious teaching methods is one of the factors causing students' low religious awareness.

The Inquiry-Based Learning strategy has great potential to answer these challenges. This approach allows students to learn through exploration, discussion, and reflection, which can strengthen their understanding of religious teachings. According to Hidayatullah (2021), implementation *Inquiry Based Learning* Islamic religious education can increase students' spiritual awareness, because they are invited to understand the essence of religious values through direct experience. Thus, this method can be a solution for SMPN 1 Punggur in raising students' religious awareness.

Another problem that arises at SMPN 1 Punggur is the low level of awareness among students in reminding each other of wrongdoing. For example, some students are still unable to control their emotions when facing problems, and this shows a weak appreciation of religious values such as patience and tolerance. Research by Fitriyah (2020) shows that learning that involves moral and spiritual reflection can help students internalize these values more effectively. Hence, strategy *Inquiry-Based Learning* should be planned by including these elements.

As for the SMPN 1 Punggur environment, there are still small groups or gangs that tend to separate themselves based on similar preferences. This phenomenon shows that there is a gap in social relations between students which should be based on religious values such as brotherhood and mutual respect. Implementation *Inquiry Based Learning* which involves teamwork can be one way to overcome this problem. According to Yusro (2021), inquiry-based learning that involves group discussions can

strengthen social relationships between students because they are invited to share views and work together in completing assignments. Apart from that, there are still students who do not pray, either individually or in congregation. This reflects their low understanding of the obligations of worship in religion. In religious learning, strategy *Inquiry Based Learning* can help students understand the importance of worship through in-depth exploration of the meaning and purpose of prayer. Research by Sari (2022) shows that students who learn through an inquiry approach show significant improvements in understanding and implementation of worship compared to students who learn through a traditional approach.

Based on observations at SMPN 1 Punggur, the lack of innovation in religious teaching methods is one of the main obstacles in growing students' religious awareness. Teachers tend to use a one-way approach, which makes students less involved in the learning process. Strategy *Inquiry Based Learning* offers a more participatory approach, where students can be actively involved in learning. According to Wahyudi (2020), students who are actively involved in learning tend to have a better understanding and higher awareness of religious values.

The problem identified in increasing students' religious awareness at SMPN 1 Punggur, Central Lampung, is the low understanding and application of religious values in everyday life. This can be seen from the low participation of students in religious activities, the lack of awareness in reminding each other of wrongdoing, the gap in social relations between students, and their minimal understanding of religious obligations such as prayer. One of the main causes of this problem is that religious teaching methods are less innovative and are still dominated by one-way lecture and memorization approaches. Teachers tend not to understand and implement learning strategies that can actively involve students in the learning process, such as *Inquiry-Based Learning* (IBL). Apart from that, the lack of guidance in implementing this strategy also hinders the process of internalizing religious values by students. Thus, efforts are needed to implement the IBL strategy effectively in religious education at SMPN 1 Punggur in order to increase religious awareness and improve social relations between students.

Research Relevant to this research, *First*, Setiawan's (2018) research shows that IBL strategies can increase students' understanding of moral and spiritual values. *Second*, Hidayatullah's research (2021) states that IBL in Islamic religious education can increase students' spiritual awareness through direct experience. *Third*, Fitriyah's research (2020) emphasizes that moral and spiritual reflection in IBL helps students internalize religious values more effectively.

What this research has in common with previous studies is that they both examine the application of the Inquiry-Based Learning (IBL) strategy in the context of religious education with the aim of increasing students' religious understanding and awareness. Research by Setiawan (2018), Hidayatullah (2021), and Fitriyah (2020) shows that IBL can help students understand moral values, internalize religious values, and increase their spiritual awareness. The difference between this research and these studies lies in the focus of the study and the research object. Setiawan's (2018) research focuses more on increasing students' understanding of moral values, Hidayatullah's (2021) research focuses on increasing students' spiritual awareness through direct experience, while Fitriyah's (2020) research examines the role of moral reflection in helping students internalize religious values. This research will focus more on how the IBL strategy can be applied to raise the religious awareness of class VIII students at

SMPN 1 Punggur, Central Lampung, especially in increasing student participation in religious activities and improving social relations between them.

Uniqueness of Research Location: SMPN 1 Punggur in Central Lampung Regency is a school that faces challenges in increasing students' religious awareness. There are some students who do not understand and apply religious values in everyday life. Apart from that, there is a phenomenon of small groups that tend to separate themselves based on similar preferences, indicating a gap in social relations that should be based on religious values.

This research is important to conduct to overcome the low level of religious awareness of students at SMPN 1 Punggur. By implementing strategies *Inquiry Based Learning* appropriate, it is hoped that it can increase students' understanding, appreciation and practice of religious values. It is also hoped that the results of this research can become a reference for educators in developing more effective learning methods in instilling religious values in students.

In connection with the research conducted, the researcher focused on the Inquiry-Based Learning strategy in cultivating the religious awareness of class VIII students at SMPN 1 Punggur, Central Lampung. This school was chosen because the quality of education needs to be improved, especially in moral and spiritual aspects as important capital for the nation's next generation. There are still some students who do not attend congregational prayers and do not even pray. Apart from that, some students still show a lack of concern, find it difficult to control their emotions, and form exclusive groups that do not reflect religious values. This emphasizes the importance of effective learning strategies, such as *Inquiry-Based Learning*, to foster students' religious awareness. From some of the information that has been presented, the author is interested in conducting research with the title "Inquiry Based Learning Strategy in Raising Religious Awareness of Class VIII Students at SMPN 1 Punggur, Central Lampung".

METHOD

This research uses a qualitative approach with descriptive research (Creswell, 2016), which aims to describe in depth the implementation of the Inquiry-Based Learning (IBL) strategy in fostering students' religious awareness. This research design was designed to identify the process, barriers and results of implementing IBL in the school environment. The research was conducted at SMPN 1 Punggur, Central Lampung, which was chosen purposively because it has special challenges in increasing students' religious awareness, such as lack of participation in religious activities and low appreciation of students' moral values. The subjects of this research included religious teachers, class VIII students, and school principals. This research scenario includes direct observation of the learning process using IBL strategies, interviews with related parties, and collection of supporting documentation.

Data collection techniques used in this research include participant observation, in-depth interviews, and documentation. Participatory observation was carried out to directly observe the implementation of IBL strategies and student interactions during learning activities and religious activities at school. In-depth interviews were conducted with religious teachers, students and school principals to obtain data regarding their understanding, attitudes and experiences regarding IBL strategies in fostering religious awareness. Documentation is used to analyze records of religious activities, learning modules, and records of student attendance at congregational prayer activities. The validity of the data is obtained through triangulation techniques

of sources, techniques and time. The data obtained was analyzed using the Miles and Huberman interactive model (Sugiyono, 2019), which includes data reduction, data presentation, and drawing conclusions. Data reduction is carried out by filtering relevant information from observations, interviews and documentation. The data is presented in the form of a descriptive narrative equipped with diagrams to clarify interpretation. Conclusions are drawn inductively based on patterns that emerge from previously analyzed data.

RESULTS AND DISCUSSION

SMPN 1 Punggur is a state junior high school located in Punggur District, Central Lampung Regency, Lampung Province. This school has a vision to produce students who excel in academic and non-academic achievements, have noble character, and have a strong religious awareness. With adequate educational facilities and supported by professional teaching staff, SMPN 1 Punggur is committed to creating a conducive and inspiring learning environment for all students. Apart from that, this school also prioritizes character development through various religious and extracurricular activities that support students' spiritual and moral development.

As one of the favorite schools in the region, SMPN 1 Punggur continues to strive to integrate religious values in the learning process, especially through Islamic Religious Education (PAI) subjects. However, this school faces challenges in increasing students' religious awareness, especially in terms of participation in religious activities, such as congregational prayers and other spiritual activities. Therefore, various innovations in learning methods, including the application of Inquiry-Based Learning strategies, are expected to help overcome these problems and shape students' characters who are more religious and responsible.

Strategy *Inquiry Based Learning* In Growing the Religious Awareness of Class VIII Students at SMPN 1 Punggur, Central Lampung

Approach *Inquiry-Based Learning* (IBL) has great potential in growing students' religious awareness, especially at the junior high school level. The research results show that implementing this strategy provides space for students to actively ask questions, explore and discover the meaning of religious teachings independently. Based on interviews with school principals, implementation *Inquiry-Based Learning* has become one of the innovations at SMPN 1 Punggur in religious learning. The principal stated, "This inquiry-based approach encourages students to be more critical and in-depth in understanding religious values, so that they can hopefully internalize these teachings in their daily lives." This is in line with Hidayatullah's (2021) research which shows that *Inquiry-Based Learning* can increase students' spiritual awareness through reflective and interactive learning experiences.

Inquiry-Based Learning, which engages students in an active learning process, encourages them to explore questions related to religious values, hones critical thinking skills, and makes them more aware of moral issues. For example, when students engage in the process of searching for answers to trigger questions, they not only gain information but can also develop a deeper understanding of how religious teachings can be applied in everyday life. This leads to increased self-awareness and a sense of moral responsibility in their lives, which is very important in shaping the character of students at junior high school age. According to Fitriyah (2020), this approach can foster a high level of curiosity in students, which will ultimately result in a better understanding of the religious values they are studying.

The Islamic Religious Education (PAI) teacher also revealed that strategy *Inquiry-Based Learning* implemented through several stages, such as providing trigger questions, guiding students in finding answers, and directing them to reflect. The PAI teacher explained, "We started with questions like, 'Why is prayer mandatory?' or 'How can we love fellow human beings according to Islamic teachings?' This question invites students' curiosity." According to Fitriyah (2020), the use of trigger questions in inquiry-based learning is effective in encouraging student involvement and increasing their understanding of moral values. In this process, students not only learn to find answers, but are also invited to understand and reflect on the deep meaning of the religious teachings they study.

During strategy implementation *Inquiry-Based Learning*, students are invited to work in groups to identify religious problems they encounter, both at school and in everyday life. For example, students discuss the importance of congregational prayer and how to overcome obstacles in carrying it out. One class VIII student stated, "By discussing, we understand better why prayer is important and how to carry it out better." This group discussion also strengthens social relations between students, as stated by Yusro (2021), that collaboration in inquiry-based learning can increase mutual respect and care. Discussion activities also allow students to share experiences and perspectives, which enriches their understanding of religious values. The following is documentation of learning using the strategy *Inquiry-Based Learning* on PAI learning, namely:



Figure 1. Learning using strategies *Inquiry-Based Learning*

This strategy also involves students in direct exploration activities, such as observing congregational prayers at school. PAI teachers give assignments to students to record their observations and analyze them through discussion in class. The results of these observations become the basis for students to reflect on their own worship practices. One student said, "When I saw my friends praying diligently in congregation, I became motivated to join in. It feels more comfortable if we do it together." Sari's research (2022) also shows that the exploration approach is deep *Inquiry-Based Learning* effective in increasing students' understanding and participation in religious activities. In addition, direct experiences like this provide real context that

helps students relate religious theory to the practices of everyday life. The documentation for congregational prayers is as follows:



Figure 2. Congregational midday prayer

Teachers also use strategies *Inquiry-Based Learning* to help students understand abstract religious values, such as honesty, patience, and tolerance. In one activity, students are asked to look for examples of patient behavior in real life and relate them to the stories of the prophets. The PAI teacher stated, "This approach helps students see the relevance of religious teachings to their lives." Research by Wahyudi (2020) confirms that this approach is able to build students' moral awareness through contextual learning experiences. By discussing these values directly, students not only learn from religious teachings, but also develop social skills that are important in life in society.

The principal also highlighted the challenges faced in implementation *Inquiry-Based Learning*, such as some teachers' lack of understanding of this strategy. "There are still teachers who find it difficult to implement *Inquiry-Based Learning* because it requires careful planning," he said. This is in line with the findings of Sudirman (2020), who stated that the main obstacle in implementing *Inquiry-Based Learning* is the lack of teacher training regarding this method. Continuous professional training and development for teachers is the main key in ensuring successful implementation *Inquiry-Based Learning*. For this reason, schools need to provide sufficient training for teachers to understand the philosophy and implementation *Inquiry-Based Learning* comprehensively.

The results of interviews with students showed an increase in religious awareness after implementing the strategy *Inquiry-Based Learning*. One student stated, "I now better understand the importance of prayer and have started reminding my friends to do it." This shows a positive change in behavior, as also found by Setiawan (2018), that an inquiry-based approach is able to increase the internalization of spiritual and moral values. In addition, reflection and discussion are carried out during the process *Inquiry-Based Learning* allows students to develop a stronger understanding of how religion can provide meaning in their lives, as well as how they can become better individuals.

However, implementation *Inquiry-Based Learning* at SMPN 1 Punggur still requires further development. PAI teachers suggest the need for integration *Inquiry-Based Learning* with technology, such as the use of interactive learning applications, to increase the effectiveness of this method. According to Nurhadi (2019), deep technology integration *Inquiry-Based Learning* can enrich students' learning experiences and make learning more interesting. By integrating technology, students can access a wider range of learning resources and engage in more dynamic and interactive learning, allowing them to learn in a way that is more relevant to current developments.

Teachers also emphasized the importance of ongoing evaluation to measure the impact of these strategies. "We need to develop a more comprehensive evaluation instrument to assess changes in students' religious awareness," said the PAI teacher. This is in line with the opinion of Patton (2015), who states that qualitative evaluation is important to understand the impact of educational programs in depth. Through proper evaluation, teachers can identify areas that need improvement and optimize teaching strategies to improve the quality of learning.

From the results of observations, it was found that students who were actively involved in inquiry-based learning showed an increase in their understanding of religious values. For example, students who initially rarely prayed together began to participate more actively. One student said, "I understand better that prayer is not only an obligation, but also a way for us to get closer to Allah." This finding is consistent with research by Sari (2022), which shows that strategy *Inquiry-Based Learning* increasing student involvement in worship. This increased participation not only leads to increased understanding of religious teachings, but also contributes to the formation of positive habits in students' daily lives.

Apart from that, inquiry-based learning also helps students develop critical and reflective thinking skills. PAI teachers stated that students began to ask more often about the reasons behind religious rules. "They not only accept religious teachings, but also try to understand them logically," he explained. This is in line with the findings of Spradley (2016), who stated that *Inquiry-Based Learning* encourage students to think critically and deeply. In this way, students not only gain religious knowledge passively, but they are also able to evaluate and understand these teachings in the context of their lives, increasing their spiritual depth.

Overall, strategy implementation *Inquiry-Based Learning* at SMPN 1 Punggur showed positive results in growing students' religious awareness. However, there needs to be further support from the school, such as teacher training and provision of resources, to ensure the sustainability of this program. With continuous efforts, strategies *Inquiry-Based Learning* has great potential to help SMPN 1 Punggur students not only understand religious values, but also apply them in everyday life.

Approach *Inquiry-Based Learning* (IBL) not only encourages students to explore answers to the questions asked, but also involves them in the process of evaluating and reflecting on the understanding they build. Through this approach, students not only receive information directly, but they are also given the opportunity to relate the information to their personal experiences. This allows students to better appreciate the relevance of religious teachings in their lives. For example, when students are invited to reflect on the meaning behind acts of worship such as prayer, they can better understand the spiritual depth contained in the practice, thereby strengthening their religious awareness.

Besides that, *Inquiry-Based Learning* encourage more student-centered learning, allowing them to become more independent in the process of seeking knowledge. In the context of religious education, this approach allows students to explore religious teachings from various points of view, ask critical questions, and try to find answers that match their understanding. This process strengthens their sense of responsibility towards understanding religion and increases their curiosity about various religious topics. As a result, students become more proactive in learning and not only wait for answers from the teacher, but also try to find answers using various existing sources of information.

Implementation *Inquiry-Based Learning* in religious education can also strengthen students' social skills, because this approach requires students to work together in groups. Group discussions involving religious issues can be an opportunity to share views and experiences, which enriches their understanding. Apart from that, this activity also builds mutual respect, because students are invited to listen to other people's opinions and put forward constructive arguments. This is especially important in the context of religious education, where values such as tolerance, cooperation, and respect for differences are emphasized.

Implementation *Inquiry-Based Learning* also supports the development of critical thinking skills that are very important in everyday life. Students are not only invited to understand religious teachings textually, but are also asked to analyze and evaluate religious principles in a broader context. In this case, *Inquiry-Based Learning* allows students to explore deeper questions about life, morality, and ethics, as well as discover connections between religious teachings and the challenges they face in the real world. In this way, students not only gain religious knowledge, but also the ability to think critically in facing various life problems.

However, to increase the effectiveness of implementation *Inquiry-Based Learning*, efforts are needed to continue to develop this method, both in terms of resources and training for teachers. One step that can be taken is to introduce technology in inquiry-based learning. The use of interactive learning applications or online discussion platforms can provide opportunities for students to continue to explore information and interact with teaching materials outside of face-to-face learning time. The integration of this technology can also make religious learning more interesting and relevant to current developments, so that students are more enthusiastic in participating in learning.

Strategy Impact *Inquiry Based Learning* on the Religious Awareness of Class VIII Students at SMPN 1 Punggur, Central Lampung

Approach *Inquiry-Based Learning* (IBL) at SMPN 1 Punggur, Central Lampung has had a significant impact on the religious awareness of class VIII students. This strategy allows students to be more active in learning and understanding religious teachings, not only through teacher lectures, but also in a more interactive and reflective way. In its application, students are given space to ask questions, explore and discover the meaning of religious teachings independently. The principal of SMPN 1 Punggur, in an interview, explained that *Inquiry-Based Learning* has changed the way students view religious learning. He stated, "With this approach, students become more critical and deeper in understanding religious teachings, which leads to increasing their awareness of spiritual values." This is in accordance with the results of Rahayu's (2023) research which shows that *Inquiry-Based Learning* deepen students' religious understanding and awareness.

The Islamic Religious Education (PAI) teacher at SMPN 1 Punggur also revealed that strategy *Inquiry-Based Learning* implemented by providing trigger questions that are relevant to students' daily lives. "We started with questions like, 'Why is prayer mandatory?' or 'What is the meaning of tolerance in religion?' "These questions encourage students to think deeper," said the PAI teacher. With trigger questions, students are encouraged to look for answers and discuss with their friends. The PAI teacher continued, "Students who were previously not very interested in religious lessons are now more active and enthusiastic in answering questions and discussing." This is in line with research by Suryani (2022), which shows that the use of questions in inquiry-based learning increases student engagement and their understanding of moral and spiritual teachings.

Class VIII students who take part in based learning *Inquiry-Based Learning* revealed that they felt they understood religious teachings better with this approach. One of the students, Andi, stated, "With lessons that give us space to ask questions, I understand more about the meaning of prayer and how to carry it out properly." Group discussions held to discuss these questions are one way to develop a deeper understanding of religion. One of the other students, Dina, added, "We can discuss how religion teaches us to be more patient and tolerant towards other people." This shows that *Inquiry-Based Learning* not only increases students' religious knowledge but also enriches their experience in applying religious values in everyday life.

During implementation *Inquiry-Based Learning*, students are invited to conduct direct exploration of religious practices, such as observing congregational prayers at school. PAI teachers give assignments to students to record their observations and analyze them in class discussions. One of the students, Rina, said, "When I saw my friends who always prayed together, I became more motivated to participate." This reflects the influence of inquiry-based learning which encourages students to be more active in worship. Research by Sari (2022) also shows that the deep exploration approach *Inquiry-Based Learning* increase students' understanding of religious practices and strengthen their motivation to participate.

Not only in practical aspects, *Inquiry-Based Learning* also has a positive impact on students' understanding of the moral values contained in religious teachings. The PAI teacher explained that in one of the activities, students were asked to look for examples of patient behavior in real life and relate them to the stories of the prophets. "Students can see that religious values, such as patience and honesty, are not only found in the holy books, but can also be applied in everyday life," he said. The results of interviews with students show that they are starting to connect religious teachings with their lives. "I understand better how to be patient in facing life's tests," said one of the students, Fitri. This is in line with research by Nugroho (2020) which confirms that *Inquiry-Based Learning* can strengthen students' moral understanding through contextual learning experiences.

Implementation *Inquiry-Based Learning* at SMPN 1 Punggur also showed an increase in students' critical thinking skills. The PAI teacher revealed that students now ask more often about the reasons behind religious rules and try to find out through discussion and research. "They no longer just accept religious teachings, but they try to understand them more deeply," said the PAI teacher. One of the students, Ardi, added, "Now I often ask why religion teaches this and that, and we discuss looking for answers." This shows that this approach is successful in growing students' critical thinking skills, which are very important in their lives. Purnama (2019) states that

Inquiry-Based Learning can encourage students to think critically and more deeply, not just passively receive knowledge.

Students who previously were not very active in religious learning are now showing positive changes in behavior. One of the students, Fikri, who previously rarely attended congregational prayers, is now starting to do them regularly after learning about the importance of togetherness in worship. "I started to feel how good it is to pray together with friends, and now I participate more often," said Fikri. The principal also highlighted significant changes in student behavior after implementation *Inquiry-Based Learning*. "We see that students who are actively involved in inquiry-based learning are starting to show changes in their attitudes, such as being more disciplined in worship and having more respect for religious values," said the principal.

However, implementation *Inquiry-Based Learning* in religious learning at SMPN 1 Punggur is not without challenges. The principal revealed that some teachers still find it difficult to implement this approach effectively. "*Inquiry-Based Learning* requires careful planning and a deep understanding of how to ask the right questions," he said. The PAI teacher also added that although *Inquiry-Based Learning* has been implemented, there are still challenges in consistency and managing learning time. "We need to continue improving our skills in managing discussions and providing appropriate direction to students," he said. This is in line with the findings of Oktaviani (2021) who identified a lack of teacher training as one of the main obstacles in implementing *Inquiry-Based Learning*.

From the results of student evaluations, it was found that they felt more involved in religious learning after implementation *Inquiry-Based Learning*. One of the students, Lani, said, "Now I am more interested in understanding religion, because I can ask questions and get more satisfying answers." These results are also reflected in the increase in student attendance in religious activities, such as congregational prayers and other religious activities at school. Ismail's (2020) research shows that an inquiry-based approach can increase students' internalization of spiritual and moral values, which is reflected in changes in their attitudes and behavior.

Implementation *Inquiry-Based Learning* also has a positive impact on social relations between students. Group discussions carried out in religious learning teach students to respect each other and appreciate differences of opinion. "We learned to listen to our friends' opinions and respect differences in religious views," said one of the students, Siti. These discussions strengthen mutual respect between students, which enriches their social experiences in a religious context. Maulana (2022) also stated that inquiry-based learning can increase mutual respect and empathy between students, which is very important in forming student character.

The importance of continuous evaluation in *Inquiry-Based Learning* PAI teachers also emphasize it. "We need to develop a more comprehensive evaluation instrument to assess changes in students' religious awareness in more detail," said the PAI teacher. The evaluation carried out not only aims to assess students' religious knowledge, but also to understand changes in their attitudes and behavior regarding religious values. Patton (2015) stated that qualitative evaluation is very important to understand the impact of education in depth, including the impact on students' religious awareness.

One of the most visible impacts of implementation *Inquiry-Based Learning* is increasing student motivation in worship. Many students who previously rarely prayed in congregation began to actively participate after learning about the importance of togetherness in worship. One of the students, Eka, said, "After taking

this lesson, I know better why congregational prayer is highly recommended." This shows that *Inquiry-Based Learning* able to form students' awareness of the importance of worship as part of their closeness to Allah.

Implementation *Inquiry-Based Learning* also provides space for students to learn from real experiences and relate them to religious teachings. For example, students are invited to reflect on religious values in dealing with everyday life problems, such as how to be patient and honest in their social life. "Now I understand better how religion teaches us to live well and respect each other," said one of the students, Adi. This shows that inquiry-based learning can enrich students' understanding of religious teachings, not only theoretically but also practically in everyday life.

Overall, the impact of implementing the Inquiry-Based Learning strategy on the religious awareness of class VIII students at SMPN 1 Punggur is very positive. By actively involving students in the learning process, *Inquiry-Based Learning* help them understand religious values more deeply and relevantly to their lives. Although there are challenges in its implementation, this approach provides space for students to develop a higher and more applicable religious awareness in everyday life. With further developments, such as teacher training and technology integration, *Inquiry-Based Learning* has great potential to improve the quality of religious learning in schools.

The Inquiry-Based Learning (IBL) approach at SMPN 1 Punggur, Central Lampung has had a significant impact on the religious awareness of class VIII students. This strategy allows students to be more active in learning and understanding religious teachings, not only through teacher lectures, but also in a more interactive and reflective way. In its application, students are given space to ask questions, explore and discover the meaning of religious teachings independently. The principal of SMPN 1 Punggur, in an interview, explained that Inquiry-Based Learning has changed the way students view religious learning. He stated, "With this approach, students become more critical and deeper in understanding religious teachings, which leads to increasing their awareness of spiritual values." This is in accordance with Rahayu's (2023) research results which show that Inquiry-Based Learning deepens students' religious understanding and awareness.

1. Practice of Worship

Inquiry-Based Learning allows students to practice worship better through in-depth understanding. Class VIII students who took part in this lesson stated that they understood more about the procedures for worship such as prayer and fasting. One of the students, Andi, stated, "With lessons that give us space to ask questions, I understand more about the meaning of prayer and how to carry it out properly." Apart from that, students are also invited to observe the implementation of religious services directly, such as congregational prayers at school, which encourages them to be more diligent in carrying them out. This shows that IBL can increase students' motivation to worship through deeper and more contextual understanding.

2. Grateful

The application of Inquiry-Based Learning also influences students' awareness of being grateful. Through reflection activities and group discussions, students are invited to realize the blessings given by Allah SWT. One student, Dina, stated, "We learned that every blessing given should be grateful for, and that made me appreciate what I have more." This shows that this strategy helps students

internalize religious values related to gratitude through critical thinking and real learning experiences.

3. Be patient

Through inquiry-based learning, students are also trained to apply the value of patience in everyday life. The PAI teacher explained that in one of the activities, students were asked to look for examples of patient behavior in real life and relate them to the stories of the prophets. "Students can see that religious values, such as patience and honesty, are not only found in the holy books, but can also be applied in everyday life," he said. One of the students, Fitri, said, "I understand better how to be patient in facing life's tests." This shows that the IBL approach can strengthen students' understanding of the values of patience.

4. Islamic Brotherhood

Inquiry-Based Learning also has a positive impact on social relations between students who are part of Ukhuwah Islamiyah. Group discussions carried out in religious learning teach students to respect each other and appreciate differences of opinion. "We learned to listen to our friends' opinions and respect differences in religious views," said one of the students, Siti. These discussions strengthen mutual respect between students, which enriches their social experiences in a religious context. This is in accordance with Maulana's (2022) findings which state that inquiry-based learning can increase mutual respect and empathy between students.

5. I am sorry and I don't deny it.

In the Inquiry-Based Learning strategy, students are also invited to understand the concept of amar ma'ruf nahi munkar through case studies and discussions involving religious issues in society. Students are invited to give opinions and find solutions to problems related to amar ma'ruf nahi munkar. One of the students, Ardi, added, "Now I often ask why religion teaches this and that, and we discuss looking for answers." Thus, this approach is successful in cultivating students' critical thinking skills in practicing amar ma'ruf nahi munkar.

Overall, the implementation of the Inquiry-Based Learning strategy in religious learning at SMPN 1 Punggur has had a positive impact on various indicators of religious awareness. By actively involving students in the learning process, IBL helps them understand religious values more deeply and relevantly to their lives. Although there are challenges in its implementation, this approach provides space for students to develop a higher and more applicable religious awareness in everyday life. With further development, such as teacher training and technology integration, Inquiry-Based Learning has great potential to improve the quality of religious learning in schools.

The main contribution of this research is the application of the Inquiry-Based Learning (IBL) strategy which succeeded in increasing the religious awareness of class VIII students at SMPN 1 Punggur, Central Lampung. This approach provides space for students to be more active and independent in understanding religious teachings through a process of questioning, exploration and discussion. The research results show that IBL not only deepens students' understanding of religious teachings, but also encourages them to practice religious values more in their daily lives, such as more regular worship, gratitude, patience, maintaining ukhuwah Islamiyah, and applying the concept of amar ma'ruf nahi munkar.

The usefulness of the findings of this research lies in increasing students' motivation to study and practice religious teachings in a more in-depth and applied manner. The IBL strategy implemented has proven to be effective in fostering students'

critical thinking and spiritual awareness, as evidenced by positive changes in attitudes in worship behavior and social interactions. In addition, this research provides input for Islamic Religious Education teachers to further optimize the implementation of IBL through more targeted training and the development of more comprehensive evaluation instruments. Thus, these findings contribute significantly to improving the quality of Islamic learning in schools.

CONCLUSION

Approach *Inquiry-Based Learning* (IBL) implemented at SMPN 1 Punggur, Central Lampung, has proven capable of growing the religious awareness of class VIII students. This strategy allows students to be more active in exploring and understanding religious teachings through a process of investigation, trigger questions, and critical reflection. Through this approach, students are given the opportunity to connect religious teachings with everyday experiences, develop moral understanding, and internalize religious values more deeply. Learning activities that involve group discussions and direct observation allow students to understand religious concepts in a more concrete and applicable way. This answers the first problem formulation related to the Inquiry-Based Learning strategy in growing students' religious awareness.

Positive impact of implementation *Inquiry-Based Learning* This can be seen in increasing student motivation in worship, deeper spiritual understanding, and strengthening social attitudes in accordance with religious values such as patience, tolerance, and cooperation. Students who are actively involved in the learning process show an increase in participation in religious activities, such as congregational prayers and discussions about religious values. However, there are challenges in implementing this strategy, especially related to teachers' lack of understanding in implementing IBL methods optimally. Therefore, ongoing teacher training and systematic evaluation are needed to measure the effectiveness of implementation *Inquiry-Based Learning* in increasing students' religious awareness. With adequate support, this method has great potential for further development at SMPN 1 Punggur, Central Lampung. This answers the second problem formulation regarding the impact of the Inquiry-Based Learning strategy on the religious awareness of class VIII students.

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