



Implementation of Inquiry Learning Method in *Maharah al-Qiro'ah*

Siti Shalihah^{1*}, Umami Nisa², Achmad Yani³

^{1,2} Arabic Language Education Study Program Universitas Islam Negeri Sultan Maulana Hasanudin Banten, Indonesia

³ Arabic Language Education Study Program Universitas Islam Sultan Sharif Ali Brunei Darussalam

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*Correspondence Address:

siti.shalihah@uinbanten.ac.id

Abstract: Inquiry learning is a strategy student-centered learning as the subject of learning itself in Arabic subjects, especially reading skills (*maharah al-qiro'ah*). The students expectedly are able to read correctly and understand the content of the reading. In Arabic learning, there are four *maharah* (skills), including *maharah al-qiro'ah*, *maharah al-kalam*, *maharah al-kitabah*, *maharah al-istima'*. In this article, *maharah al-qiro'ah* was discussed, which focused on reading skills and also text understanding. Primary data sources in this research included interviews with teachers or instructors involved in *maharah al-qiro'ah* using the inquiry method. Secondary data sources in this research encompassed books and literature related to *maharah al-qiro'ah* learning and the inquiry method, scientific journals discussing the inquiry-based learning strategy in the context of Arabic language learning. Semi-structured interviews was involved in data collection techniques with teachers and learners, direct observation to document learning practices in the classroom and document analysis. Data analysis techniques used in this research included transcription of interviews and observation notes. The results showed that Inquiry learning was able to make the students active and think critically and independently. This research provided insights into the exploration and adaptation of the Inquiry learning method for *Maharah al-Qiro'ah*, offering a structured approach for teachers to enhance students' reading skills and comprehension, thus facilitating their ability to extract the main ideas from what they read. Additionally, this article emphasized the importance of methodological diversity in teaching, which can enhance student engagement and lead to better learning outcomes.

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Introduction

Arabic is one of the lessons in Islamic school (*madrasah*), starting from the elementary level (*ibtidaiyah*), junior high school (*tsanawiyah*) to senior high school (*aliyah*).¹ Even though Arabic is also available in some public schools, but it differs

¹ Acep Hermawan, *Methodology of Arabic Learning* (PT. Rosda Karya, 2014).

from the level of the material. Arabic is also a subject that has the function of providing basic abilities and skills to students in supporting knowledge, understanding and appreciation of the Islamic Shari'a, also used as the development of knowledge and strengthening relations among nations. Arabic also trains students basic skills in using the language correctly in terms of the ability to hear, speak, read and write which will serve as provisions for the next level of education.²

Nowadays, Arabic learning can use one of the learning models from the 2013 curriculum which is based on active learning. Curriculum 2013 has a pattern that is student center or student-centered learning system. Hence, the teachers can also make innovations in learning where these innovations are well designed that students can accept the lessons given by the teacher easily. The process of learning and teaching activities students are the subject and also the object of an educational activity.³ One of the strategy in active learning which student-centered is inquiry learning. Inquiry learning is a strategy student-centered learning as the subject of learning itself.⁴ In the learning process, students not only as recipients of learning material from the teacher, but also play an active role in finding the meaning and substance of the material learning, such as direct experience in the learning process.

Although strategy it is mostly student-centered, but the teacher still plays an important role as learning experience designer.⁵ The teacher is also obliged to provide convenience learning and creating conducive learning climate. Inquiry learning is learning that stimulates, teaches and invites students to think critically, analyze, and systematically find answers independently as well as groups of various problems that are expressed.⁶ Even though this process of active learning activities is dominated by

² Josh B. Kurtz, Lourie M. A., Holman, E. E., Grob, K. L. and Monrad, "Creating Assessments as an Active Learning Strategy: What Are Students' Perceptions? A Mixed Methods Study," *Medical Education Online* 24, no.1 (2019): 1630239.

³ Aprida Pane and Muhammad Darwis Dasopang. "Belajar dan Pembelajaran." *Fitrah Jurnal Kajian Ilmu-ilmu Keislaman* 3, no.2 (2017): hlm 333-352.

⁴ Josh B. Kurtz., Lourie, M. A., Holman, E. E., Grob, K. L. and Monrad, "Creating Assessments as an Active Learning Strategy: What Are Students' Perceptions? A Mixed Methods Study," *Medical Education Online* 24, no.1 (2019): 1630239.

⁵ Eddy N Mustika, "Application of Inquiry Learning Model to Increase Motivation and Learning Outcomes of Grade IX Students at MTsN 3 West Aceh," *Edunesia: Jurnal Ilmiah Pendidikan* 2, no. 2 (2021): 444-451.

⁶ Hasnil Oktavera, Abdullah, A. W., Djama, S. A. Z. and Fatli, I. M. F., "Pelatihan Penggunaan Strategi Inquiry Learning pada Pembelajaran Mufrodat Bahasa Arab di Pondok Pesantren Assalam Manado," *Tarsius Jurnal Pengabdian Tarbiyah, Relegius, Inovatif, Edukatif & Humanis* 2, no. 2 (2020): 12-17.

students using the brain to be able to find a concept and also be able to solve the problem being studied and prepare mentally and also train skills.⁷

In learning Arabic, especially reading skills, there are several very important goals, *the first*, students have the ability to pronounce words correctly; *second*, students also have the ability to pronounce the letters according to the place where the letters come out and are able to distinguish them; *third*, students are assisted in combining the abilities they already have with their grammar and meaning; *fourth*, students are able to understand reading quickly; *fifth*, students are able to analyze and interpret the contents of the reading.

According to Anderson in Banditvilai,⁸ reading is a basic life skill. Reading is likewise had to know the responses to a specific inquiry or issue for which someone reads.⁹ Reading skills are needed by students in achieving success in the field academic. Reading skills are increasingly important in social life increasingly diverse.¹⁰ Every aspect of life involves reading. Reading ability is the key to the success of a student in undergoing the educational process. The ultimate goal of reading is to understand the content of the reading, but the reality is that not all students can achieve the goal. Many students can read fluently a reading material but do not understand the contents of the reading material.¹¹

Among many learning methods in the 2013 curriculum, this article focused on learning Arabic with the Inquiry Learning method, because the problem that often occurs if *qiro'ah* material is many students cannot understand the contents of Arabic reading texts, so it is necessary to have learning model that can direct students to be more active and also able to think critically in solving a problem. One of the learning methods in accordance with these objectives is the inquiry learning method. The inquiry model is an activity in a capable teaching and learning process creating a scientific way of thinking by students so that in learning activities, able solve the current problem so as to gain

⁷ Uyung Yuliza, Sunhaji Sunhaji and Wahab Wahab, "Active Learning Versi Rasulullah dan Implementasinya dalam Pembelajaran PAI," *Jurnal Kependidikan* 9, no.2 (2021): 306-324.

⁸ Choosri Banditvilai, "The Effectiveness of Reading Strategies on Reading Comprehension International," *Journal of Social Science and Humanity* 10, no.2 (2020): 46-50.

⁹ Candra Hadi Asmara, Ribeh Najib Muhammad and Qothrunnada Almubarakah, "The Effect of Online Learning Using Quizizz Application to Improve English Reading Skills of Higher Education Students," *Jellt (Journal of English Language and Language Teaching)* 6, no. 1 (2022): 17-29.

¹⁰ Noening Poejilestari, "Improving the Students' reading Skill Through Short Story Technique," *Jell (Journal of English Language and Literature) STIBA-IEC Jakarta* 4, no. 2 (2019): 47-52.

¹¹ Asep Riki Irawan, "Upaya Meningkatkan Kemampuan Membaca Permulaan Menggunakan Metode Guided Inquiry Learning," *Jurnal Education FKIP UNMA* 7, no. 4 (2021): 1985-1991.

sufficient understanding strong. Students can improve their understanding so that they can pass on their ideas to others.¹²

The inquiry model is also a method used in learning process that student have the ability to ask questions, examine or investigate something that involves students' ability to investigate systematically critical logical analytical so that they can formulate their own. According to Duran and Dokme in Widada Inquiry Based Learning (IBL) is a way of asking questions, seeking information, and finding new ideas related to an event.¹³ Inquiry learning effectively increases student motivation and has a positive impact on student attitudes in solving socio-scientific issues.¹⁴

Research related to the application of the inquiry learning method had been carried out but several previous researchers including research conducted by Kasnun, Maslihah and Hasnawan.¹⁵ The problem studied is the number of lecturers who face difficulties in the process of learning Arabic which is caused by the varied intellectual capacity of students, namely moderate intelligence and less in class A majoring in Islamic Education Management in understanding Arabic. The results of this study indicate that the application of a modified inquiry-based inquiry learning strategy in Arabic mufradat learning in the class MP.A 2017 is well implemented.

The same research by Sutiani,¹⁶ who addressed the topic of inquiry learning, revealed in the journal that a standard inquiry learning model with a focus on science literacy has been developed for the Chemical Kinetics topic. The feasibility of this model is categorized as very good. The implementation of this developed learning model in teaching and learning activities has been proven to enhance students' critical thinking skills.

¹² Irfan Sugianto, Savitri Suryandi and Larasati Diyas Age, "Efektivitas Model Pembelajaran Inkuiri Terhadap Kemandirian Belajar Siswa di Rumah," *Jurnal Inovasi Pendidikan* 1, no. 3 (2020): 160.

¹³ W. Widada, Herawaty, D., Jumri, R., Zulfadli, Z. and Damara, B.E.P., "The Influence of the Inquiry Learning Model and the Bengkulu Ethnomathematics toward the Ability of Mathematical Representation," *In Journal of Physics: Conference Series* 1318, no. 1 (2019).

¹⁴ Rosiana Melia Sari and Antuni Wiyarsi, "Inquiry Learning Using Local Socio-Scientific Issues as Context to Improve Students' Chemical Literacy," in *7th International Conference on Research, Implementation, and Education of Mathematics and Sciences* (ICRIEMS 2020): 201–208.

¹⁵ Rizka Eliyana Maslihah Kasnun and Dedi Hasnawan, "Penerapan Strategi Inquiry Learning dalam Pembelajaran Mufradat Berbasis Modified Free Inquiry," *Jurnal Penelitian Islam* 1 (2019).

¹⁶ Ani Sutiani, "Implementation of an Inquiry Learning Model with Science Literacy to Improve Student Critical Thinking Skills," *International Journal of Instruction* 14, no. 2 (2021): 117–38.

Furthermore, Husni,¹⁷ in his journal, demonstrated the significance of the inquiry learning model in increasing student engagement during the learning process. Subsequently, research conducted by Gunawan showed that based on the results, students in the experimental class who utilized a combination of inquiry learning models and advanced organizers experienced a significant improvement in their problem-solving skills compared to the control class, which solely used inquiry learning models. Lastly, in her journal, Purwanita showed that multimedia-assisted inquiry learning methods had a positive impact on the critical thinking skills and learning outcomes of fourth-grade students at State Elementary School Experiment 2 in Malang. Thus, multimedia was utilized as an alternative tool for social studies learning in the fourth grade.¹⁸

Based on previous research that has been conducted, through this article, it was aimed to introduce innovation in inquiry learning within the context of Arabic *al-Qiroah* material, as the researcher will gather various literatures discussing the inquiry learning method and its application in teaching *al-Qiroah* proficiency. Therefore, in this article, the nature of the inquiry learning method was elucidated, its characteristics, strategies, advantages, and disadvantages, as well as its implementation in *al-Qiroah* proficiency.

Methods

A research method used focused on gaining an in-depth understanding of social phenomena or human behavior through descriptive data. It involved collecting qualitative data such as interviews and observations to explain and delve into the social context. The results are descriptive and in-depth understanding, not numbers or statistics. From the type of research that exists, in this case the type of library research was used. This type of research focuses on various data or a scientific paper collection that aims at an object of research or can be called library data collection, it can also be used to study solve a problem that is focused on critical study and also in depth on relevant library materials. Several sources used in this discussion include: books, journals, research results in the form of journals or theses, as well as other sources that support this paper.

¹⁷ Husni Husni, "The Effect of Inquiry-Based Learning on Religious Subjects Learning Activities: an Experimental Study in High Schools," *Jurnal Penelitian Pendidikan Islam* 8, no. 1 (2020):43–45.

¹⁸ Yulis Purwanita, Yatim Riyanto and Totok Suyanto, "The Influence of Multimedia Assisted Inquiry Learning Methods on My Heroes' Theme of Critical Thinking Skills and Learning Outcomes of Class IV Students of Elementary School," *International Journal for Educational and Vocational Studies* 1, no. 2 (2019): 75–80.

In the research method based on literature review or referred to as library research, it contains theories that are in accordance with the research problem. So in this case, an assessment of the concepts and theories used is carried out based on the existing literature, especially articles that have been published in scientific journals. There are four stages of literature study in research, namely preparing the necessary equipment, preparing a working bibliography, organizing time and reading or recording research material.¹⁹

In preparing equipment, what is meant by equipment in library research is in the form of pencils or pens and also note paper. The next step in compiling a working bibliography is notes on the main source materials that will be used for research purposes. The third step is to set the time, in terms of managing this time it depends on the person using the available time, you can plan a few hours a day, a month, its up to the person in question to use the time. The last step is to read and the same time make research notes, which means that what is needed in the research can be recorded, so as not to get confused in a sea of books of so many types and shapes. So library research activities are collecting reading and recording literature or books. Beside that, it/s needed to focus on the steps in researching the literature, research methods in order to collect data, read and process library materials as well as the equipment that must be prepared in the research, its usefulness facilitates researchers in obtaining data.²⁰

Literature review also served to build a concept or theory that is the basis for a research. Especially for academic research, literature review is very mandatory, because it is able to develop theoretical aspects as well as aspects of practical benefits. and with this research method a writer is able to solve the problem under study easily.

In this article, it was prepared based on the literature review method,²¹ the discussion of *maharah al-qira'ah* learning with the inquiry method was examined with reference to various types of existing literature. Primary data sources in this research included interviews with teachers or instructors involved in teaching *maharah al-qira'ah* using the inquiry method, interviews with learners participating in inquiry-based learning, and direct observation of the learning process, including interactions between

¹⁹ Miza Nina Adlini, Dinda A.H, Yulinda, S., "Metode Penelitian Kualitatif Studi Pustaka," *Jurnal Edumas pul* 6, no.1 (2022): 974-980.

²⁰ Milya Sari and Asmendri, "Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA." *Natural Science* 6, no.1 (2020):44–53.

teachers and learners. Secondary data sources in this research encompassed books and literature related to learning *maharah al-qira'ah* and the inquiry method, scientific journals discussing the inquiry-based learning strategy in the context of Arabic language learning, as well as previous research reports relevant to this topic.

Data collection techniques used involve semi-structured interviews with teachers and learners, direct observation to document learning practices in the classroom and document analysis to gather information from literature and secondary data sources. Data analysis techniques used in this research included transcription of interviews and observation notes to obtain raw data, content analysis to interpret the data and explore relationships among the emerging concepts, and the compilation of a research report that integrates findings from various data sources to construct a comprehensive understanding of the implementation of the inquiry-based learning strategy in reading skills. By utilizing this method, this research aims to provide deeper insights into how the inquiry-based learning strategy can be applied in *maharah al-qira'ah* learning, its benefits for developing learners' reading skills, and the theoretical contributions it can generate.

Results and Discussion

Method is a word that comes from the Latin "methodus" which means a path that must be passed or a way to be able to do something to achieve a goal. While the method in KBBI (Kamus Besar Bahasa Indonesia) can be interpreted as a systematic way that can facilitate an implementation in an activity in order to achieve the specified goals. Sagala in Palera argued that the concept of learning is a process in an environment that is managed intentionally to allow people to participate in behavior that exists in special conditions and also produce a response to certain situations, because learning is a subset of learning in education.²²

Meanwhile, the Minister of National Education Regulation No. 41 of 2007 concerning standard processes for primary and secondary education units, it has been explained that learning is a process of interaction between students and a teacher as well as the learning environment. The implementation of this learning process needs to be

²¹ Wiwin Yuliani, "Metode Penelitian Deskriptif Kualitatif dalam Perspektif Bimbingan dan Konseling," *Quanta* 2, no. 2 (2018): 83-91.

²² Vika Palera, Nurul Anriani and Cecep Anwar Hadi FS, "Pengaruh Model Blended Learning Berbantuan Video Interaktif Terhadap Kemampuan Pemecahan Masalah Matematis Siswa," *Algoritma Journal of Mathematics Education* 1, no. 2 (2020): 103-116.

planned, implemented, monitored and assessed. The implementation is by implementing the RPP which consisted of preliminary activities, core activities, and also closing activities. In a learning, the presence of a method is very useful and also important in order to help achieve a learning goal easily. By choosing an appropriate learning method, students will become enthusiastic in learning and also quickly understand the lessons they are getting.

Learning methods that we know are very diverse, one of which is the Inquiry learning method which is part of a contextual-based learning activity. The inquiry learning method is also a learning method based on a scientific approach. The meaning of inquiry in language comes from the English word which means question, examination, search for answers and also investigation. Meanwhile, according to the term, experts differ on the meaning of inquiry. So it can be concluded that inquiry is a model in learning to get information, find out, formulate questions, and explore and find a concept and is also able to evaluate other sources of information in order to be able to solve problems systematically, critically, logically and scientifically. In this method, the subject is the student. So that students not only receive subject matter from a teacher, but they also play an active role in finding the meaning and substance of the subject matter. Meanwhile, a teacher in this method only acts as a facilitator in learning process.

According to the National Research Council in Kuhn,²³ the main objective in an inquiry-based learning method is to be able to develop a desire and motivation of students in learning science concepts, and to be able to develop students' scientific skills in experimenting, besides being able to familiarize students with working harder to learn.

Sudjana argued that inquiry method has its own special characteristics, including the following: 1) The emphasis on inquiry learning is the discovery and investigation aspects of students to the maximum; 2) All learning is directed at finding information and also investigating the material independently so that students' self-confidence arises; 3) This learning has the aim of developing logical, systematic and critical thinking skills. This learning also invited students to be actively involved in the process of scientific investigation and also provides opportunities to practice critical thinking skills in solving

²³ Roland Kuhn, "The Indigenous Languages Technology (Ilt) Project at the National Research Council Of Canada, And Its Context," *Language Technologies and Language Diversity Tecnologies de La Llengua i Diversitat Lingüística* (2022): 85.

problems.²⁴ So the inquiry learning must be processed as well as possible by educators and the output of learning can be predicted from the start.²⁵

The inquiry learning strategy has several main principles including: 1) Oriented to an intellectual development. 2) Have the principle of asking or asking a question. 3) There is a principle of interaction between a teacher and students, teachers and their environment, and also students and their environment. 4) Students learn to think, which is not only remembering and also memorizing. Openness, so that good learning always opens up space to try according to the level of thinking ability. This thinking process is usually carried out through intermediaries of teacher interaction with students. Because Inquiry-discovery learning is taught by connecting internal phenomena everyday life with experimental activities to be carried out, so as to be able to train critical thinking skills. Because, the ability to think critically has indicators as measuring the high and low ability. The first indicator is on the ability to think Critical thinking is the ability to formulate problems.²⁶

In learning that uses this inquiry method, it will be effective if it fulfills the following points: (1) Students are able to get their own answers from a problem to be solved. This is in accordance with what a teacher has expected. (2) If the material in the lesson being taught is a finished concept or not in the form of facts, but this is a conclusion that it needs proof. (3) The existence of a learning process starts from students' curiosity about something. (4) Students have an ability to think, because this method requires students to be able to think critically and logically. (5) There are not many students so they can be controlled by the lesson teacher. (6) Teacher has sufficient time to use a student-centered approach.

In this lesson, the teacher gives assignments to students to research and examine and identify a problem. Students divided into several groups, each group gets a certain task that must be completed. Then at that time they learn to research and check their work in the next meeting. After talking about the consequences of their work in the previous meeting an organized report was then made. The results of the group

²⁴ Ani Sutiani, "Implementation of an Inquiry Learning Model with Science Literacy to Improve Student Critical Thinking Skills," *International Journal of Instruction* 14, no. 2 (2021): 117-138.

²⁵ Puspa Wulan Aprilia, Suryanti suryanti and Nadi Suprpto, "Pembelajaran Inkuiri untuk Melatih Literasi Sains Siswa Sekolah Dasar," *Jurnal Mudarrisuna: Media Kajian Pendidikan Agama Islam* 11, no. 2 (2021): 250-268.

²⁶ Silvi Rosiva Rosdiana, "Kemampuan Berpikir Kritis Siswa dalam Pembelajaran Inquiry-Discovery," *Science Education and Application Journal* 2, no. 2 (2020): 102.

submission work report count towards all meetings as well as extensive conversation. So that from the whole meeting a conclusion will be formed as a continuation of the consequences of group work. Inquiry learning techniques are also divided into 3 styles, directed inquiry, free inquiry and modified free inquiry.²⁷

Then, each method of learning certainly cannot be separated from its advantages and disadvantages, because each method used in a lesson should look first in terms of the suitability of the classroom environment, the condition of the students and also the readiness of the teacher. The following will describe some of the advantages and disadvantages of the inquiry learning method. Among the advantages of the Inquiry learning method are: (1) Students are able to think objectively, honestly and openly and are also active in the process of learning activities in class. (2) Become a stimulus for active, conducive and creative learning activities. (3) Students are able to develop and also form a self-concept. (4) In new learning situations, this method can help in using memory. (5) Students are required to be able to think intuitively and also be able to formulate a hypothesis independently.

Meanwhile, according to Suryobroto, the following shortcomings are contained in the inquiry learning method: (1) In every activity in this learning method, students must have mental preparation. (2) Sometimes the application of this learning method is less successful when applied to large classes, the reason being that some learning time will be lost used for the purpose of finding the spelling of certain forms of words.

According to Hanafiah in Agista stated that the advantages of the inquiry learning method are as follows: (1) Readiness and mental maturity must be possessed by students, so that students have the courage and are also willing to know their surroundings. (2) If this method is applied in a situation where there are very many students, it will not be effective and there will also be no satisfactory results. (3) Students and teachers are very accustomed to using old learning methods, so the application of this method will have disappointing results. (4) There are criticisms, that the process in this learning method only emphasized the understanding process, and paid less attention to the development of attitudes and skills for students.²⁸ Beside that, it makes students confused in utilizing the

²⁷ Fuad Mafatihul Asror, Tasman Hamami and Soimatul Khomisah, "Implementasi Metode Inquiry Pembelajaran Pendidikan Agama Islam," *Dayah* 5, no. 1 (2022): 81

²⁸ Hairunnisa Agista, Haliza, N.A., Husaini, N.A., Setiawati, D. and Noviani, D., "Aplikasi Metode Inquiry Kelebihan dan Kelemahannya dalam Pembelajaran Fiqih Pengertian," *Jurnal Pendidikan Indonesia (PJPI)* 1, no. 1 (2023): 77–86.

freedom that has been given by the teacher in learning activities which makes the learning process not optimal.²⁹

The ability to read becomes a guide to the reality of everyday life in humans. Reading activity is also a very complex process because it involves processes that are physical or psychological.³⁰ Because when someone reads a text, they have to reactivate physical components such as sight and hearing. The ability is associated with memory ability and also absorbs all reading material. The essence of reading is a complicated thing that involves many things because reading is not just reciting written words but also involves visual activities, psycholinguistic thinking and also metacognitive.³¹ A mental activity in understanding a speaker through writing is part of reading activities, besides that a reader does not ignore the interpretation of symbols and also understands the meaning of reading. In Arabic lessons, reading activities in terms of delivery consist of two kinds, namely silent reading or reading by finding meaning and also reading aloud. Meanwhile, in terms of speed, reading activities are divided into three, namely speed reading, reading mastery of the text and also effective reading.

The three domains that exist in the reading process include the effective domain, the perception domain and also the cognitive domain. What is meant by affective aspect is that a reader has feelings and emotions when reading. Feelings and emotions have an influence on the choice of reading theme and also affect the results of understanding the text read by a reader. Second, the perception aspect is the part that affects a reader when reading the text. Such as the background of the individual's experience and also his sensory reception which is the influence of the perceptual aspect. Third, the cognitive aspect, namely the reader's thought process starting from the simplest things to the most complex thinking. In this aspect, someone who has obstacles or disturbances in thinking will affect the understanding of the text being read and also affect reading skills.

In the application of learning methods that use inquiry learning strategies, there are facilities for the form of reading assignments, starting from orientation activities in

²⁹ Virginia Ika Dani Nurgiyanti, Sri Wahyuni and Salman Alfarisy, "Penerapan Inkuiri untuk Meningkatkan Kemandirian dan Hasil Belajar Siswa Kelas X Pemasaran 3 SMK Negeri 3 Surakarta," *Bise: Jurnal Pendidikan Bisnis dan Ekonomi* 4, no. 1 (2018).

³⁰ Haitham Abuzaid and Murad Al Kayed, "The Impact of Using Storyboards on Improving Reading Skills of Third-Grade Students with Reading Disabilities in Jordanian Context," *International Journal of Learning, Teaching and Educational Research* 19, no. 1 (2020): 172–187.

³¹ Jasmari Jasmari, "Peningkatan Kemampuan Membaca Pemahaman dengan Metode Inkuiri Siswa Kelas IV A Sekolah Dasar Negeri Inpres Ardiapura II Jayapura," *Cakrawala Ilmu Jurnal Ilmiah Pendidikan* 1, no. 2 (2022): 53-68.

which a teacher should explain a goal in learning to students and also determine what types of activities will be carried out by the student. The following activities in the reading process have been proposed by Nunan: (1) Preview activities, (2) Skimming, (3) Scanning, (4) Clustering, (5) Avoiding bad habits when reading, (6) predicting, (7) ask a question and also be able to answer it, (8) inference, (9) identify the genre of the text, (10) identify paragraph structure, (11) identify sentence structure, (12) note cohesion devices, (13) infer foreign vocabulary, (14) identify figurative language, (15) using background experience, (16) Identifying language style and the purpose of its use, (17) evaluating the text, (18) integrating information, (19) Reviewing, (20) presentation.

In the application of learning using this method, the teacher must have chosen the type of activity, and how the activity should be carried out. To make it easier, the teacher divides class members into several small groups and also gives different assignments or it can be the same task, then the results can be used as comparisons and also the results of the evaluation.

Method of practice or training which implementers explains the stages in Inquiry-based learning to improve abilities reading students and then students di practice learning with this model. Inquiry-based learning is divided into 4 main stages: (1) In this first stage, the teacher questions related problems often faced by students in reading comprehension. For example, related questions how to find the main idea and inference in a text, questions related to difficulties in understanding vocabulary, questions related to reading strategies used, etc. Then the teacher distributes a questionnaire or a reading question to be read by the students. (2) In the second stage, students begin to read, understand, and observe what they read has been given by the teacher who was given about 45 minutes. (3) In this third stage, students are divided into 12 groups consisting of 4 students in each group. Then they started working on the questions exist with the group members. (4) Students record the problems or difficulties they experience while understanding the reading. (5) Students compare the results or answers that have been done by them with another group. (6) In this last stage, students make conclusions and communicate the results with other groups and then the teachers discuss and guide to answer the questions in the text correctly. It is through this stage that the researcher can

then find out the students abilities in reading and helping to improve student understanding through this Inquiry-Based Learning method.³²

The implementation of *maharah al-qira'ah* learning activities through the inquiry learning method can also be carried out in two cycles. In the first cycle stage carried out for 2 hours of lessons the first cycle is carried out in order to obtain test results from learning *maharah al qira'ah* through the inquiry learning model. The second cycle is used as a reinforcement of the test results that have been carried out at the previous meeting. In this implementation stage students are asked to read Arabic texts together guided by the teacher. Students are also directed and invited to discuss how to read well find discourse themes look for vocabulary meanings and be given information about sentence structure and so on according to the text being discussed.

Then the teacher explains the things that are the problem in the text where the problem is part of the learning objectives of reading and the problem must be solved by students. After that several groups of students were asked to re-read the text and be corrected by their friends and students also collected the necessary data such as finding the theme of the discourse that was read to identify the meaning and the contents of the text read. So that in this activity can develop students thinking skills during learning activities take place because the main purpose of this inquiry learning is to develop students thinking skills.

Then each group of students was asked to discuss the contents of the reading text according to their own understanding which would later be presented in front of their friends. At this discussion stage, students must be able to have a sense of cooperation and a through understanding of the contents of the reading text. After finishing each group was asked to present the results of the discussion in front of their friends and their friends or the teacher had to provide comments or input on the results of the performance of each group that has presented it in front of the class. In the learning process all students are required to be active so that the class atmosphere becomes lively and in accordance with the rules or principles of inquiry learning.³³

³² Achmad Kholili, "Upaya Meningkatkan Pemahaman Membaca Bahasa Inggris Melalui Pembelajaran Berbasis Inkuiri (Inquiry-Based Learning)," *Literasi* 2, no. 2 (2022): 1494-1501.

³³ Siti Fatimah, Muhammad Islahul Mukmin and Achmad Syaifudin, "Peningkatan Kemampuan Maharah Al-Qira'ah Bagi Siswa-Siswi Kelas VII-K Melalui Model Pembelajaran Inkuiri di Madrasah Tsanawiyah Negeri 2 Malang, " *Proceeding of International Conference on Islamic Education* 4 (2019).

The results of this study refer to various literature that has been tested, there are several options for applying the inquiry method in reading activities. The most important thing from the results of this research is that students are invited to be active and think critically so they don't always depend on the teacher. But this learning method is not very suitable for large classes, because it will waste lesson time. In addition, this method also requires students' courage to be able to think critically. In addition, the teacher must also really understand the method to be used in a learning activity. and the teacher must also be able to understand the material to be taught as well as the objectives of the learning activities.

This research still has many shortcomings. One of those is the limitation of the discussion about the results of trials from previous researchers, which are then put together to become reference material and become a guide for being able to apply the inquiry method in reading activities, especially Arabic material. Therefore, it was suggested to dig up more information on the use of the inquiry method in further research. Moreover, the reference sources in this research were still very limited. Hence, it was expected that it can be maximized in the future research.

Conclusion

Based on the results of the author's research which refers to certain sources, learning is a process of interaction between students and a teacher as well as the learning environment. The implementation of this learning process needs to be planned, implemented, monitored and assessed. The implementation of the lesson plan consists of preliminary activities, core activities, and also closing activities. In a learning, the presence of a method is very useful and also important in order to help achieve a learning goal easily. By choosing an appropriate learning method, students will become enthusiastic in learning and also quickly understand the lessons they are getting. Learning methods that we know are very diverse, one of which is the Inquiry learning method which is part of a contextual-based learning activity. Experts differ on the meaning of inquiry. So it can be concluded that inquiry is a model in learning to get information, to find out, to formulate questions, to explore and find a concept and to evaluate other sources of information in order to be able to solve problems systematically, critically, logically and scientifically. *Maharah al-qiro'ah* learning activities using the inquiry method can follow the opinions expressed by Nunan

including activities in the reading process can be started with preview, skimming and etc. It is also possible for the teacher to use two cycles in *maharah al-qira'ah* activities as stated by Siti Fatimah and her friends regarding the application of the inquiry method. In which the first cycle is an activity to find out the results of students reading test, and the second cycle students are guided and then invited to discuss how to read well so they can find the main idea of what is read.

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Author Contributions Statement

Authors (SS), (UN), (AY) have contributed to conceive of the presented idea. UN developed the theory and verified the research methods and investigated a specific aspect of research. (SS) did the formatting and language editing of the article. All authors discussed the results and contributed to the final manuscript.

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