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THE EFFECTIVENESS OF *THE INQUIRY* LEARNING MODEL ON THE ARABIC READING SKILLS OF ELEMENTARY SCHOOL STUDENTS: A MASTERY-EXPERIMENT STUDY AT SD WAHDAH ISLAMIC SCHOOL 03 MAKASSAR

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Abstract

This study aims to examine the effectiveness of Inquiry Learning in improving Arabic reading skills of fourth-grade students at SD Wahdah Islamic School 03 Makassar. The study employed a quantitative approach with a quasi-experimental design using a nonequivalent control group. The subjects consisted of an experimental class receiving the Inquiry Learning treatment and a control class using conventional methods. Data were collected through pre-tests and post-tests to measure students' reading improvement before and after the treatment. The effectiveness was analyzed using N-Gain to assess proportional learning gains. The results indicate that Inquiry Learning significantly enhances students' reading skills, with the experimental class achieving a moderate N-Gain (55.95%) while the control class remained low (4.10%). Statistical analysis confirmed a significant difference between the groups (Sig. < 0.05). These findings suggest that Inquiry Learning is pedagogically effective and recommended as an alternative instructional strategy to improve Arabic language learning at the elementary level.

Keywords: Learning Effectiviness, Inquiry Method, Reading Skills, Arabic Language

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INTRODUCTION

Arabic has a high literary value, especially for those who study it in depth. In addition to having distinctive linguistic characteristics, Arabic has strong academic relevance because it is a medium in the various Islamic learning resources taught in schools.[1] This indicates that Arabic has complex linguistic characteristics, both from morphological, syntactic, and semantic aspects that require systematic mastery of language skills from the elementary education level.

In Arabic language education, language skills are divided into four main aspects, namely reading, speaking, writing, and listening.[2] In this context, the students of the class can master the fluency of reading. Mastering this skill correctly at this stage is very important, as it becomes a gateway for students to learn more complex linguistic structures and ease their transition to a higher level of education. Reading is an important foundation in language learning because it helps students understand the text, expand vocabulary, and recognize grammatical structures. The ideal situation in education is to achieve comprehensive reading or *maharah al-qira'ah* and writing skills, so that students are not only limited to memorizing the text, but also able to build meaning.[3]

Reading skills in Arabic have their own characteristics that distinguish them from reading skills in other languages. In addition to the ability to recognize Arabic letter symbols, students are also required to understand the distinctive morphological and syntactic structures, as well as interpret the meaning of texts contextually.[4] This means that reading Arabic is not just a mechanical activity of reciting letters and words, but is a complex cognitive process that involves understanding, analyzing, interpreting, and constructing meaning. Students must be able to relate the visual symbols of letters to lexical meanings, identify morphological patterns, and grasp syntactic structures in sentences.[5] Furthermore, they must be able to interpret the overall meaning of the text based on the context and purpose of communication. This process demands the integration of linguistic, cognitive, and reflective skills, so that Arabic reading skills become the foundation for the development of students' academic and religious literacy.

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[1] Azzahra Emira Sudrajat, Ummu Salamah, and Ubaid Ridlo, "Bahasa Arab Yang Dipelajari : (Ciri Khusus Bahasa Arab, Gaya Bahasa Lisan Dan Tulisan, Fungsi Dan Manfaat Komunikasi Bahasa Arab Di Indonesia)," *Jejak Digital: Jurnal Ilmiah Multidisiplin* 2, no. 1 (2026), https://doi.org/10.63822/wh0a9a65.

[2] Lady Farah Aziza and Ariadi Muliansyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah: Jurnal Jurusan PBA* 19, no. 1 (2020).

[3] Dhenada Aprillya Saputri, "Analisis Keterampilan Membaca Pemahaman Siswa Kelas Iii Sekolah Dasar Dalam Konteks Implementasi Program Literasi Sekolah," *Jurnal Penelitian Pendidikan Guru Sekolah Dasar* 12, no. 2 (May 2024).

[4] Ibrahim A. Asadi and Khaloob Kawar, "Learning to Real in Arabic Diglossia: The Relaction of Spoken and Standard Arabic Language in Kindergarten to Reading Skills in First Grade," *Literacy Research and Instrcution* 63 (2023), https://doi.org/https://doi.org/10.1080/19388071.2023.2217274.

[5] Redab Al-Janaideh, S. Tibi, and A. Gottardo, "Morphology and Reading Skills in Arabic-Speaking Syrian Refugee Children," *Reading Research Quartely*, ahead of print, 2024, https://doi.org/https://doi.org/10.1002/rrq.495.

The discrepancy between the objectives of the curriculum and the actual reality of students' ability to read Arabic is a source of serious concern in the context of language education. Preliminary data from the results of the Arabic language assessment at SD Wahdah Islamic School 03 grade 4 show that students' average reading scores have not reached the set minimum proficiency standards. This shows the need for innovations in teaching methods that can effectively improve students' comprehension and ability to read Arabic materials. Various literature also emphasizes the importance of these skills, noting that good reading skills have a positive correlation with overall language proficiency, including reading, listening and writing skills.

This phenomenon highlights the limited application of student-centered participatory teaching strategies in Arabic language learning, especially in reading skills (*maharah qiraah*). In practice, the learning process is often still dominated by conventional approaches that place teachers as the main source of information, while students play the role of passive recipients of the material. This condition has an impact on the low involvement of students in the process of understanding the text in depth and reflectively.

The active participation of students in the learning process is actually a key element in building meaningful understanding. When students are directly involved in exploring the content of the text, asking questions, and discussing the meaning contained in it, the cognitive process that occurs becomes more complex and structured. However, the reality in the field shows that students tend to be passive and less enthusiastic in exploring the meaning of the text independently. As a result, critical and analytical thinking skills in the context of reading Arabic are not optimally developed.

This situation indicates the need for innovation in learning strategies that are able to encourage active student engagement. Therefore, the search for alternative teaching methods that are more participatory and oriented towards the development of high-level thinking skills is an urgent need to improve the quality of Arabic language education in an ongoing manner.

This problem is strengthened by the use of teacher-centered learning methods, so students tend to be passive and less mentally involved in understanding the text. Traditional methods that emphasize one-way memorization and explanation have not been able to activate students' critical thinking skills in constructing the meaning of reading. To overcome these problems, learning innovations are needed that are able to increase students' active participation and develop high-level thinking skills.[6] One relevant approach is the *Inquiry Learning approach*. This model emphasizes the discovery process through the activities of questioning, investigating, analyzing, and deducing

[6] Rabina R. Fajra, Ahmad Syachruroji, and Siti Rokmanah, "Metode Pembelajaran Aktif Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Sekolah Dasar," *Jurnal Dunia Pendidikan* 4, no. 1 (October 2023), https://doi.org/10.55081/JURDIP.V4I1.1468.

information independently.[7] In the context of learning to read Arabic, *Inquiry Learning* allows students to actively explore the text, identify meaning, and build a deeper understanding than simply receiving information from the teacher.

Theoretically, this approach is in line with constructivist theory which asserts that knowledge is built through experience and active interaction.[8] The application of Inquiry Learning in Arabic learning at the elementary school level is expected to significantly improve students' reading skills, both in terms of understanding text content, vocabulary mastery, and language structure analysis skills.

A number of empirical studies have shown the effectiveness of *inquiry bases learning* in improving reading skills at various levels of education. Ermawati reports that this model significantly improves reading comprehension of EFL students, while Michelle and Caroline's research found similar results in high school students.[9],[10] Asamad et al's research also analyzed the application of *the inquiry learning* model in developing critical thinking skills of elementary school students.[11] A recent meta-analysis by *the Indonesian Journal on Education* shows that the application of *inquiry learning* in elementary schools in general has a positive impact on students' cognitive skills and literacy.[12] However, most of the research was conducted in the context of English learning or at the secondary and tertiary education levels. Research that specifically tested the effectiveness of *Inquiry Learning* on Arabic reading skills at the elementary school level, especially in the context of Islamic schools, is still very limited. In addition, this study has a novelty in the application of *the inquiry learning* approach specifically to improve Arabic reading skills at the elementary school level in the context of Islamic education.

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[7] Haris Firmansyah, "Analisis Penerapan Pendekatan Pembelajaran Inkuiri Dalam Meningkatkan Keterampilan Berpikir Kritis Pada Mata Pelajaran Sejarah," *Innovative: Journal Of Social Science Research* 4, no. 3 (May 2024), https://doi.org/10.31004/INNOVATIVE.V4I3.11189.g

[8] Pande Made Aditya Pramana, Ni Ketut Suarni, and I. Gede Margunayasa, "Relevansi Teori Belajar Konstruktivisme Dengan Model Inkuiri Terbimbing Terhadap Hasil Belajar Siswa," *Ideguru: Jurnal Karya Ilmiah Guru* 9, no. 2 (January 2024), https://doi.org/10.51169/ideguru.v9i2.875.

[9] Ermawati, "The Role of Inquiry Based Learning to Improve Reading Comprehension of EFL Students," *ELS Journal on Interdisciplinary Studies in Humanities* 1, no. 1 (May 2018), https://doi.org/10.34050/els-jish.v1i1.4192.

[10] Michelle Grace Stephanie Cahya and Caroline Victorine Katemba, "The Effectiveness of Inquiry-Based Learning on Reading Skills at SMAN I Lembang: Kurikulum Merdeka," *JETAL: Journal of English Teaching & Applied Linguistic* 4, no. 2 (April 2023), https://doi.org/10.36655/jetal.v4i2.1115.

[11] Nursyahrani Ananda Asamad, Abdul Rahman, and Hikmawati Usman, "Penerapan Model Pembelajaran Inquiry Untuk Mengembangkan Kemampuan Berpikir Kritis Dalam Pembelajaran IPA Pada Siswa Kelas VIB SDN Pajjaiang Kota Makassar," *Jurnal Inovasi Pedagogik Dan Teknologi* 2, no. 1 (January 2024), https://doi.org/10.70217/DMRV7M80.

[12] Muhammad Isro' Hidayatullah and Kadek Listya Widhyastuti, "Tinjauan Literatur: Efektifitas Penggunaan Model Pembelajaran Inquiry Dalam Pembelajaran IPA Di Sekolah Dasar," *Indonesian Journal on Education (IJoEd)* 1, no. 3 (March 2025), https://doi.org/10.70437/ijoed.v1i3.112.

RESEARCH METHODS

This study aims to determine the effectiveness of the Inquiry Learning approach on improving the reading skills (maharah qiraah) of grade IV students of SD Islam Wahdah Islamic School 03 Makassar. The study uses a quantitative approach with a quasi-experimental design of the nonequivalent control group design. This design involves two groups that were not randomly selected, namely the experimental class and the control class.[13]

The research procedure was carried out systematically through several stages. First, the researcher assigned two classes as the experimental group and the control group. Second, the two groups were given a pretest to obtain initial data on students' reading ability. Third, the experimental group was given treatment using the Inquiry Learning approach, while the control group used conventional learning methods. The treatment was carried out in accordance with the learning steps that had been designed in the learning device. Fourth, after the treatment was completed, both groups were given the same posttest to obtain the final data on reading ability. Fifth, the researcher calculated the average score of each group and compared it to see the difference in learning outcomes.

The research instrument is a reading skill test given in the form of a pretest and posttest. The data obtained was analyzed quantitatively to measure the level of improvement in learning outcomes using the N-Gain formula, which is the difference between posttest and pretest scores compared to the maximum score that could be achieved.[14] The N-Gain results were then interpreted with the following criteria: ≥ 0.70 (high), 0.30–0.70 (medium), and < 0.30 (low). Through this procedure, data was obtained systematically, measurably, and objectively, so that the results of the study could be used to determine the effectiveness of the Inquiry Learning approach in empirically improving students' reading skills.

[13] Farah Heniati Santosa et al., "Efektivitas Model Pembelajaran Kooperatif Tipe Group Investigation (GI) Berbantuan LKPD Dalam Meningkatkan Kemampuan Pemecahan Masalah Siswa Kelas VII," *Jurnal Pemikiran Dan Penelitian Pendidikan Matematika (JP3M)* 8, no. 2 (November 2025), https://doi.org/10.36765/jp3m.v8i2.899.

[14] M. Rokhati Harianja, Muhamad Yusup, and Sardianto Markos Siahaan, "Uji N-Gain Pada Efektivitas Penggunaan Game Dengan Strategi SGQ Untuk Meningkatkan Berpikir Komputasi Dalam Literasi Energi," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 13, no. 2 (December 2024), https://doi.org/10.19109/intelektualita.v13i2.25168.

RESULTS AND DISCUSSION

N-Gain Analysis Results

Groups	Rata-rata N-gain	Persentase	Effectiveness Category
Control Class	0,0140	4,10%	Ineffective
Experimental class	0,5595	55,95%	Effective medium

In experimental classes that applied the Inquiry Learning approach, the average N-Gain Score was 0.5595 or 55.95%. Based on the N-Gain interpretation criteria, the score was in the medium category, which shows that the learning model applied was moderately effective in improving students' *ability to improve their qiraah* abilities . Quantitatively, this achievement shows that more than half of the maximum improvement potential that students may achieve has been successfully realized through the Inquiry-based learning process. Thus, this approach not only has a marginal improvement impact, but also presents a significant change in the development of Arabic reading competence in elementary school students.

The average score also shows a consistent improvement in most students in the experimental class. This means that learning success is not only concentrated in certain individuals, but occurs relatively evenly. In addition, there is a maximum score of 1.00 which indicates that some students have experienced a very significant improvement to achieve a perfect improvement from the initial score to the final score. This achievement shows that the Inquiry model has high optimization potential when applied systematically and supported by the active involvement of students. Students who are able to follow the learning stages in their entirety obtain very maximum results, thus showing that this model is able to facilitate the development of reading skills comprehensively.

Pedagogically, these findings show that the application of Inquiry Learning provides a wide space for students to actively explore the text, ask questions, identify important information, analyze the relationship between ideas, and build understanding independently. Learning no longer takes place in one direction, but through a dialogical process that requires the active participation of students. In practice, students engage in reading activities followed by problem formulation, group discussions, and reflection on findings obtained from the text. This activity fosters curiosity and encourages students to interpret the text more deeply.

This approach is in line with the theory of constructivism which emphasizes that meaningful learning occurs when students are actively involved in the process of discovering and constructing knowledge. In inquiry-based learning, students do not simply receive the teacher's

explanation of the content of the reading, but build their own understanding through an investigative process. Therefore, the improvement in the medium category can be understood as a result of a learning process that places students as active subjects in reading activities. This involvement allows for the formation of a more reflective understanding that is strongly internalized in the student's cognitive structure.

On the other hand, in the control class that used conventional methods, the average N-Gain Score was only 0.0410 or 4.10%, which was in the very low category. This value shows that the improvement in learning outcomes almost does not change significantly after the learning process takes place. There is even a minimum value of -1.00, which indicates that there are students who experience a decrease in scores in the post-test compared to the pre-test. This condition indicates that conventional learning is not able to provide adequate cognitive stimulus to improve the ability to *perform qiraah*.

Theoretically, conventional learning methods that tend to be *teacher-centered limit* the active involvement of students in understanding reading texts. Teachers play the role of the main source of information, while students act as passive recipients of information. The lack of interaction, exploration, and critical thinking processes causes the understanding obtained to be superficial and not conceptually integrated. Students tend to memorize the content of the reading without really understanding the meaning contained in it. As a result, the improvement in learning outcomes becomes less than optimal, even in some cases there is a decrease in achievement. Thus, the results show that the experimental class has increased in the medium (effective) category, while the control class is in the very low category, which shows a clear difference in effectiveness between the two approaches.

Discussion

The effectiveness of the Inquiry model can be explained through its pedagogical characteristics that place students as active subjects in the learning process. In its implementation, students do not only read the text passively, but are also involved in the process of identifying problems, formulating questions, gathering information, analyzing, and drawing conclusions.[15] Each of these stages requires intense and structured cognitive involvement. This cognitive activation encourages the development of *higher-order thinking skills*, such as the ability to analyze the content of texts, evaluate the relevance of information, compare ideas, and synthesize information into complete understanding.

[15] Mujnadira Madi, Saprudin, and Nurlaela Muhammad, "The Effectiveness of the Inquiry Training Learning Model in Enhancing Students' Learning Outcomes in Work and Energy," *JKIP: Journal of Education* Studies 7, no. 2 (2026), https://doi.org/10.55583/jkip.v7i2.2021.

Through the Inquiry stage, students learn not to accept information raw, but to test it through a critical thinking process.[16] When students formulate questions on their own, they are encouraged to seek answers based on the evidence contained in the text. This process increases the depth of understanding because students are directly involved in the construction of meaning. Compared to conventional approaches that are lecture-oriented and memorized, the Inquiry model provides a more comprehensive and reflective learning experience.

From the aspect of meaningful learning, the Inquiry model allows students to build understanding based on the process of exploration and discovery. Students construct the meaning of the text independently through interaction with the material and the learning environment. The knowledge gained through the discovery process tends to be more inherent because students experience the process of searching and clarifying meaning for themselves. Memory retention and conceptual understanding become stronger because learning takes place through direct experience, not just information transfer.

In addition, group discussion and exploration activities also increase students' emotional involvement and intrinsic motivation. A collaborative learning environment creates an atmosphere that supports the exchange of ideas and clarification of understanding. Students can complement each other in understanding the text, so that misinterpretations can be minimized. This social involvement not only enriches perspectives, but also strengthens students' confidence in expressing opinions. Thus, simultaneous cognitive and emotional engagement contributes to an improvement in overall learning outcomes.

The findings of this study also show that the impact of Inquiry-based learning is relatively even. This is reflected in the standard deviation of the experimental class (0.690) which is smaller than that of the control class (1.366). The lower standard deviation shows that the variation in learning outcomes between students in the experimental class is more homogeneous. This means that the Inquiry model not only increases the average learning outcomes, but also reduces the achievement gap between students. Thus, this approach has the potential to support the equitable distribution of education quality and provide a more balanced opportunity for all students to develop.

Theoretically, the results of this research are in line with the theory of constructivism put forward by Jean Piaget and Lev Vygotsky. According to Piaget, learning occurs through a process of assimilation and accommodation that allows students to build and reorganize their cognitive

[16] Depin et al., "Inquiry Learning: Pengertian, Sintaks Dan Contoh Implementasi Di Kelas," *Indonesian Journal on Education and Learning* 1, no. 2 (June 2024), https://journal.myrepublikcorp.com/index.php/IJEN/article/view/80.

schemas.[17] In the context of Inquiry, students experience cognitive conflicts when understanding challenging texts, then try to adjust their knowledge structure through investigative and reflective processes. Meanwhile, Vygotsky's perspective emphasizes the importance of social interaction and *scaffolding* in the Proximal Development Zone (ZPD). The implementation of Inquiry through group discussions and the role of the teacher as a facilitator allows for meaningful negotiation, collaboration, and the provision of appropriate support according to students' needs. This process accelerates the development of reading skills because students receive targeted help as well as the opportunity to learn independently.

These findings are also consistent with the results of previous research. Research conducted by Kasnun, Rizka Eliana Musliha, and Dede Hasanwan showed that the Inquiry Learning model significantly improved critical thinking skills and learning motivation. Although the focus of the research was different, namely on the aspects of critical thinking and motivation, the similarity of results in statistical significance (Sig < 0.05) strengthened the empirical validity of the effectiveness of the Inquiry model. Thomas Wijaya's research also reported a significant improvement in critical thinking skills and learning motivation through the Inquiry approach. The research of Firmansyah et al. through a literature study concluded that Inquiry was effective in improving conceptual understanding. The main difference in this study lies in the experimental approach used and the focus on Arabic reading skills at the elementary school level.

Thus, this study not only confirms the effectiveness of the Inquiry model in improving high-level cognitive abilities, but also expands the empirical evidence that this model is effective in improving language receptive skills, especially reading. In contrast to research that emphasizes the use of certain media or reading techniques, this study confirms that changes in the pedagogical approach as a whole through the Inquiry model have a significant impact on the quality of the learning process and outcomes. The practical implication is that teachers need to consider the application of the Inquiry model as an alternative learning strategy that is able to create an active, reflective, collaborative, and meaningful learning atmosphere, so that the improvement of students' reading skills can be achieved more optimally, equitablely, and sustainably.

CONCLUSION

This study confirms that the application of Arabic language learning based on Inquiry Learning is empirically proven to be effective in improving the reading skills of grade IV students at SD Wahdah Islamic School 03. This finding is based on the results of statistical analysis that

[17] Arfan Muchammad Agfirlana, "Analisis Implementasi Perkembangan Kognisi Piaget Dan Vygotsky Dalam Pencapaian Tujuan Pembelajaran Pendidikan Agama Islam Di SDN Margaasih," *Jurnal TAMBORA* 7, no. 1 (February 2023), https://doi.org/10.36761/jt.v7i1.2178.

show a significant difference between the experimental group and the control group (Sig. < 0.05). The average N-Gain value of the experimental group was in the medium category (0.5595), while the control group was in the low category (0.0410). This difference shows that the Inquiry-based learning model makes a real contribution to improving reading skills compared to the conventional methods used in the control class.

Quantitatively, the difference in the average N-Gain shows that there is a fairly wide distance of improvement between the two groups. This indicates that the treatment given to the experimental class does not just produce ordinary improvements, but increases that are statistically and substantively meaningful. In other words, the effectiveness of the Inquiry model can be seen not only from the significance figures, but also from the magnitude of the impact produced on student learning outcomes. These findings strengthen the argument that innovations in pedagogical approaches have a direct influence on the quality of learning outcomes.

The level of effectiveness of Inquiry-based learning in this study can be generalized as significantly effective and pedagogically meaningful. This effectiveness is not only shown by the increase in test scores alone, but also by the quality of equitable distribution of learning outcomes. The variation in scores in the experimental class that is more stable than the control class shows that this model is able to improve reading ability collectively, not only in certain students who have high initial ability. This means that Inquiry Learning contributes to narrowing the achievement gap between students and supports the principle of equal distribution of education quality in the classroom.

Substantively, these findings indicate that an approach that places students as active subjects in the process of searching for the meaning of the text is better able to develop reading comprehension than conventional approaches oriented to lectures and memorization. In Inquiry-based learning, students are encouraged to engage in the process of questioning, investigating, analyzing, and drawing conclusions based on the information found in the text. This activity requires deeper cognitive involvement so that the understanding formed is not superficial. Thus, Inquiry-based learning can be seen as a relevant strategy to bridge the gap between curriculum objectives and the real achievement of students' reading ability.

The pedagogical implications of this study are very important to consider in the practice of Arabic language learning in elementary schools. First, a paradigm shift in learning from *a teacher-centered* approach to *student-centered learning* is needed. The results of this study show that active student involvement, investigative processes, and critical reflection are key factors in improving reading skills. Student-centered learning provides space for them to build understanding independently, so that the learning process becomes more meaningful and sustainable.

Second, teachers need to develop their role as facilitators and guides of the thinking process, not just conveyors of material. Reading learning should be designed through the stages of problem exploration, asking questions, analyzing information, and drawing conclusions so that students build their understanding independently and meaningfully.

Third, institutionally, schools can consider the integration of the Inquiry model into learning planning and the development of Arabic teaching tools. This implementation can be a strategic alternative in improving the quality of Arabic language learning at the elementary school level, especially in the context of Islamic values-based schools.

For the next step, it is recommended that similar studies be conducted with a wider sample coverage and longer duration of interventions to test the consistency of the effectiveness of this model. In addition, further research can develop inquiry learning on other Arabic skills such as speaking and writing to obtain a comprehensive picture of their impact on overall language competence.

Overall, this study concludes that Inquiry-based Arabic learning is an approach that is worthy of being recommended as a pedagogical innovation in significantly and sustainably improving the reading skills of elementary school students.

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