

Implementation of Inquiry Learning Method on Brahma Vihara Material in Increasing Students' Empathy

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ABSTRACT

The lack of empathy towards fellow friends is caused by the lack of knowing each other at different levels, so students get bullied by their friends. This clearly makes the learning process less effective. Another factor in students' lack of empathy is differences in beliefs that make students not empathise with their friends. This study aims to explore information on the extent of the relationship between the inquiry learning method and Brahma Vihara material on increasing students' empathy. The research method used in this research is a quantitative method with the type of class action research (PTK). In conducting this research, the researcher used the inquiry-type cooperative learning model. This research was conducted on Buddhist students at SMP Negeri 1 Keling, Jepara Regency. The results showed that before the application of the inquiry learning method was carried out on the Brahma Vihara material, it was seen that the students' learning outcomes were still very low, namely there were only 3 students who passed with a percentage of 42% while the other 7 students still did not pass with a percentage of 58% as seen in the first cycle. As for when the inquiry learning method on Brahma Vihara material was implemented in the learning process, it was seen that students could maximise learning achievement with a percentage of 100% or all students passed as seen in cycle II. Thus it can be said that the implementation of inquiry learning methods on Brahma Vihara material is proven to increase students' empathy for others and also improve learning outcomes.

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Intoduction

As we all know, education is an inseparable part of the process of civilisation building. Thus, in the process of education, it always strives to develop quality resources. This is in line with the definition of education itself, which 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 character and skills needed by themselves, society, nation and state (Pristiwanti, Badariah, Hidayat, & Dewi, 2022). Based on this, the researcher assumes that education is not only interpreted as intellectual development, but furthermore education also emphasises the formation of the personality or character of the students themselves. Thus, it can be said that this education is one way to change the behaviour of students and make them more empathetic towards their environment. As for what is meant by empathy here, as stated in the Big Indonesian Dictionary, namely a mental state that allows a person to feel himself to be in similar feelings or thoughts with others (Aulia, Kholisoh, Rahma, Rostika, & Sudarmansyah, 2024). In other words, it can be said that empathy is a description of emotional appreciation of other people's feelings, which can be referred to as a form of understanding and reaction to other people's feelings (Meidina, 2018).

However, the current condition shows that students still tend to be less embedded in the nature of empathy. This is evident from several cases that researchers observed from the results of researchers' observations of SMP Negeri 1 Keling students who showed a lack of empathy. Based on the results of the researcher's observations in the classroom, there are several indications that indicate that the empathetic attitude of the students of SMP Negeri 1 Keling is still low. Among the indications that researchers found, for example, the lack of helping when friends need help, the lack of paying attention to the teacher during the teaching and learning process, the bullying treatment of fellow friends and the attitude of discriminating against friends based on social status and beliefs. Based on this, researchers can draw a red thread that one of the important values that every student must have is the value of empathy.

To increase empathy in students, researchers believe that the application of the inquiry method is an effective method in increasing empathy for fellow friends and the environment. The inquiry learning model is a learning method that emphasises the process of full student involvement to be able to find the material being studied. With the involvement of students in the teaching and learning process, students can formulate their own discoveries with confidence so that students will easily understand the material provided (Abdurrahman, 2023). Furthermore, the Inquiry method is also a way of learning or examining something critically, analytically, and argumental (scientific) using certain steps towards a convincing conclusion (belief) because it is supported by data, reality, and arguments (Warpaatun, 2023).

Inquiry learning strategy is also a method used by educators to teach students (Yusuf & Syurgawi, 2020). Thus, the inquiry learning strategy is a series of learning activities that centre on a serious thinking process to get their own answers to a problem that is being questioned or discussed. This way of thinking is usually

done during interactions between teachers and students such as looking for and getting answers to the problems being studied (Arlina, Putri, Aisyah, & Siregar, 2024).

The purpose of the inquiry method itself is none other than to develop students' critical thinking skills in the learning process so as to provide greater opportunities for them to improve learning outcomes by directing students to find answers to problems that have been studied or discussed (Ndruru & Harefa, 2023). By using the inquiry method approach, students can learn their potential. Thus, it can be said that this inquiry learning model is a way for students to cultivate their existing intellectuals related to the reflective thinking process (Prasetiyo & Rosy, 2021). However, the disadvantage of this inquiry method is the lack of willingness to read literature sources so that students only rely on the explanations they get when carrying out the learning process (Firda et al., 2024). As for the advantages of this inquiry method, students who are diligent in reading, they can add and develop their thoughts (Sinaga, Jurhana, Yusrita, & Hidayat, 2023).

In this research, the inquiry method will be implemented in the learning process, especially in the Brahma vihara material. The material basically discusses the Four Noble Abodes or the four noble traits. The four noble qualities are Metta, Karuna, Mudita and Upekkha. Where in the discussion that Brahmavihara can make someone noble or holy by developing these noble qualities regardless of differences in race, class or social position (Munifah, 2020). Based on the above description of the nature and also the purpose of inquiry learning, researchers can understand that through the implementation of inquiry learning, students are expected to have human values such as empathy for others and the environment.

Basically, there have been many studies conducted by previous researchers that discuss the implementation of inquiry methods in the learning process. For example, research conducted by Suryaningsih, Cahaya, & Poerwati, (2016) which says that the low creativity in children is due to the learning process still using conventional methods. But after the learning method was replaced with the inquiry method, the results were more effective in increasing student learning activities (Fenica, Istiqomah., Muderawan, I. Wayan., & Widiartini, 2017). The increase in learning activities, for example, occurs in terms of improving learning achievement (Febrian, Muhtadin, & Huda, 2022) and making children excited and enthusiastic in the teaching and learning process (Agustanti, 2012). Based on this (Nurjanah & Fahmi, 2022) argues that the inquiry method is the most suitable method used in the current learning process. This is then reinforced by (Wartini, 2021) who said that the inquiry method is a learning method that has a positive impact on students. The positive impacts arising from the implementation of this inquiry method include increasing critical thinking in students (Anggareni, Ristiati, & Widiyanti, 2013), increasing analytical attitudes (Heriyudanta, 2021), and increasing student creativity (Dewi, 2016). Thus, it can be said that the use of inquiry learning methods can make students have high intellect (Hermawati, 2021).

From the results of the research above, it can be said that basically, there have been many studies that discuss this inquiry learning method, which is related to various subjects with various objectives. However, when viewed from the data above, there is still no research that discusses the inquiry learning method associated with Brahma Vihara material in the teaching and learning process in the

classroom. Therefore, the researcher aims to complement previous studies on the use of inquiry methods with a research focus on the use of inquiry methods on Brahma Vihara material in relation to increasing students' empathy.

Method

This research was conducted on Buddhist students at SMP Negeri 1 Keling. This research is included in quantitative research with the type of class action research. This type of research is a study conducted by a researcher in order to solve a problem encountered in the implementation of learning in order to improve the quality and also learning outcomes (Widayati, 2008). Researchers use this type of research as an effort to find the best solution in solving problems experienced by students in the learning process and also as an effort to improve the quality of learning.

This research aims to develop inquiry model learning tools in order to foster a sense of empathy within the students themselves. This research method is research and development. This research was conducted using a one-group pretest-posttest design. The learning tools used for development in this study are syllabus, lesson plans, student worksheets and also thinking ability tests. The subjects in this study were Buddhist students at SMP Negeri 1 Keling with a total of 10 people as the research sample.

The data collection used in this study consists of three types: test questions, student empathy observation sheets, and assessment sheets. The test questions are in the form of questions that aim to measure student learning outcomes on brahma monastery material to measure student empathy strengthening both before the pre test and after the post test learning implementation. The data analysis used in this study where the results of the pre-test, post-test and also observation sheet are used to determine the increase in students' empathy for the surrounding environment. Therefore, descriptive analysis is used in this study as a form of description of the results or responses given by students to the inquiry learning model in relation to strengthening empathy.

Findings

Location Description

Junior high school Negeri 1 Keling was established and served the country since 1982. This school was the first junior high school to be established in the Keling sub-district due to the need for educational facilities in the area. This school was established with the intention that the community could easily access education or send their children to school. As is known, this area is an area that has diversity in it, such as diversity in terms of economic, social and religious aspects. Over time, this school has continued to grow rapidly, until now SMP Negeri 1 Keling has 800 students in it. This rapid development can also be seen from the facilities in the school such as the existence of well-organised classrooms, a religion room, prayer room and library.

The students who attend SMP Negeri 1 Keling are not all Muslims but also Buddhists and Christians. The results of the researcher's search show that there are 18 Buddhist students out of all students at SMP Negeri 1 Keling. Of the 18 Buddhist students, 10 are students from class VII, 4 are students from class VIII and 4 others are students from class IX. Referring to the data found by the researcher, the focus

of the research conducted by the researcher is on Buddhist students in Class VII of SMP Negeri 1 Keling, Keling District, Jepara Regency, Central Java Province.

Pre-Cycle Implementation of Inquiry Method

This research was conducted at SMP Negeri 1 Keling, Keling District, Jepara Regency. The subjects in this study were Buddhist class VII students with a total of 10 students. Before the implementation of learning with the inquiry cooperative learning model in the subject of Buddhist religious education and ethics was implemented, the teacher only applied the lecture method in the implementation of learning. Thus, the task of a student is only to listen to the teacher who is explaining the learning material, especially the Brahma Vihara material. By using such a method, in the end, students are less able to develop their ideas and thoughts, so that students' understanding of the Brahma Vihara material can be said to be not optimal and has not had an impact on students' empathy. This is seen in the data, which shows that students' learning achievements when given assignments by the teacher still cannot reach the KKM score.

Table 1. Student test scores before the implementation of the inquiry method

No	Name of Learner	Value	Description
1	Alok Joyo Lengsono	65	Not completed
2	Candika Mahaswari	75	Completed
3	Dara My Tissa Kirana	50	Not completed
4	Dhammasena Suryacati	65	Not completed
5	Kovida Khattiya Putta	55	Not completed
6	Meka Ayu Chayanti	55	Not completed
7	Merizea Felzi Queena Putwanto	80	Completed
8	Prajnadhika Parama Hati	75	Completed
9	Mariyati	75	Completed
10	Zenova Alfaosy	50	Not completed

Based on table 1, it can be seen that of the 10 students who took the test on Buddhism and ethics subjects, especially in the Brahma Vihara material, most of them still could not reach the KKM score. In the table data above shows that there are only 4 students who passed and exceeded the specified KKM bar while the remaining 6 students still did not pass because their scores were still below the KKM. Seeing this phenomenon, the researcher will try to make a breakthrough to improve student learning achievement. The thing that was done by researcher, in an effort to improve student learning achievement was by applied the inquiry-type cooperative learning method. This is because the inquiry learning method emphasises more on student activeness in the teaching and learning process so that researchers believe that this method can boost student learning achievement so as to create a sense of empathy in the students themselves.

Implementation of Inquiry Method on Brahma Vihara Material

Implementation of cycle I action

At this stage the researcher took action by implementing the inquiry learning method on the Brahma Vihara material to overcome the problems experienced by students of SMP Negeri 1 Keling regarding the low sense of empathy. The actions taken by researchers in implementing inquiry learning methods in cycle I were carried out in several stages including making lesson plans (RPP), preparing materials about Brahma Vihara, preparing learning facilities that support the implementation of the learning process such as providing textbooks, making student learning outcomes test formats to see the extent of student learning outcomes on Brahma Vihara material and finally preparing observation sheets about student learning activities and teacher activity observation sheets.

In its implementation, the researcher carried out the action of learning activities in accordance with the lesson plan (RPP) that had been planned previously. The implementation of this action was carried out by researchers for 1 meeting with a time allocation of 60 minutes. The sequence of learning activities carried out at meeting 1 is:

- 1) The researcher opened the learning process by saying greetings first then continued by praying together. After that, proceed with preparing the administrative requirements and also the completeness of the teaching and learning process such as filling in attendance, preparing learning media and also preparing textbooks. Where in the teaching and learning practice the researcher then invites students to actively participate in the learning process about Brahma Vihara. In activating students in the learning process, researchers ask questions to students which are then linked to other knowledge.
- 2) In the learning process, the students were then divided into small groups to then carry out the learning process with the inquiry method approach which began by presenting material about Brahma Vihara. After the material was presented, the researcher gave the students the opportunity to ask questions and invited students to always carry out the practice of Brahma Vihara. At the end of the learning process, students are given assignments in the form of questions that must be done as a form of evaluation of the learning process.
- 3) Finally, before the teaching and learning process was closed, the researcher first summarised the learning points about the Brahma Vihara material carried out in cycle 1. After that, researchers and students then reflect on the teaching and learning process. At the end of the lesson, the researcher conveyed to the students the learning material that would be discussed at the next meeting and then the lesson was closed by praying together.

When the teaching and learning process took place, at the same time the researcher also observed the implementation of learning to find out the extent of the impact of the application of the inquiry type cooperative learning model. In other words, in the observation process, the researcher observed and also recorded important things that happened during the teaching and learning process. The important things that became the researchers' observations here were in the form of obstacles or problems that occurred during the teaching and learning process.

The results of the researcher's observation of the teaching and learning process in cycle 1 can be said to run well and smoothly. This was evidenced by the

number of students who were able to capture what was conveyed in the teaching and learning process in cycle 1. However, researchers also found a few obstacles that occurred in the teaching and learning process in cycle 1, namely the lack of student activeness in responding to the material being taught. Another obstacle that researchers got from the observation results in cycle 1 was that students were still not used to and did not understand the learning method of this inquiry cooperative model, causing students to tend to be passive in the teaching and learning process.

The results of the observations through the observation activities, the researchers then reflected to analyse the data found in the observation activities. The results of the reflection were then used as a reference by the researcher to carry out the learning process in the next cycle. The results of the reflection of the observation data carried out in cycle 1 show that students still have difficulty in mastering the concept of this Brahma Vihara practice. Students' difficulties in understanding the concept of Brahma Vihara can be seen from the number of students who still get low scores during the test or exam. This can be seen in the table 2.

Table 2. Cycle 1 test results

No	Name of Learner	Value	Description
1	Alok Joyo Lengsono	43	Medium
2	Candika Mahaswari	78	High
3	Dara My Tissa Kirana	55	Medium
4	Dhammasena Suryacati	50	Medium
5	Kovida Khattiya Putta	30	Medium
6	Meka Ayu Chayanti	80	High
7	Merizea Felzi Queena Putwanto	35	Low
8	Prajnadhika Parama Hati	40	Low
9	Mariyati	78	High
10	Zenova Alfaossy	65	High

Based on table 2 regarding the implementation of tests on the application of inquiry methods in Brahma Vihara material to increase students' empathy in cycle I shows that there are 3 students whose empathy is still classified as low, 3 students are classified as having moderate empathy and 4 other students are classified as having high empathy. From these data, it can be said that the results of the implementation of learning using the inquiry method in cycle I are still not optimal so that further learning is needed to get maximum results as well as test the effectiveness of this inquiry cooperative method on students' empathy, especially on Brahma Vihara material. The results of the learning process using the inquiry method on the material of Brahma Vihara can be seen in the percentage frequency in table 3.

Table 3. percentage of cycle I test results

No	Criteria	Frequency	Percentage
1	Low empathy students	2	20%
2	Medium empathy student	4	40%
3	High empathy students	4	40%

4	Very high empathy student	0	0%
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Based on table 3, it can be seen that of the 10 students who took the test or exam in cycle I, it shows that there are 2 students who have low empathy with a percentage of 20%, 4 students have moderate empathy with a percentage of 40% and 4 other students have a high level of empathy with a percentage of 40%. So from this data it can be concluded that the empathy of students who reached the maximum score in cycle I was only at 40%.

Implementation of Cycle II Action

The process of implementing cycle II learning actions was carried out on 4 June 2024. In cycle II students were given test questions again to then be done by applying the inquiry cooperative learning model. In cycle II, the researcher made a series of plans in order to overcome the problems that occurred in the learning process of cycle 1. The plans prepared by the researcher in order to improve the problems in cycle 1 include preparing special material regarding the practice of Brahma Vihara and obstacles in its implementation. In addition, researchers also prepared learning implementation observation sheets and attitude observation sheets in the implementation of Brahma Vihara practices and finally researchers also prepared test questions or exams for cycle II.

In its implementation, cycle II is filled with Brahma Vihara learning material as well as implemented at the cycle I stage. However, in this cycle II, the researcher emphasised more on explaining the material that had not been understood by most students, namely material about obstacles and the implementation of Brahma Vihara practices. Regarding the questions given in this cycle II, namely exam questions in the form of essays. The learning implementation process in cycle II is as follows:

- 1) In this cycle II, the researcher invited students to recite Namakarapatha before starting learning led by one of the students. After that the researcher then prepared a conducive class such as conducting attendance to students, providing motivation, explaining again the learning model that would be applied, explaining the objectives in applying the inquiry learning model and explaining the objectives of the learning material.
- 2) The researcher started learning by dividing students into small groups. However, at this stage of cycle II, before starting learning, the researcher first asked students about what had been learned at the first cycle meeting. This was done by the researcher in order to review the material about Brahma Vihara before giving students the opportunity to ask questions related to material that had not been understood. After that, the researcher gave test questions or exams in the form of essays to be done by students by means of group discussions. After that, the researcher called the students in turn to answer the questions that had been given. This was done by the researcher in the context of students' understanding of the practice of Brahma Vihara with the application of the inquiry cooperative learning model.
- 3) At the end of the lesson, the researcher together with the students concluded the learning points of the Brahma Vihara material to then reflect and evaluate the

learning process. After the learning points were conveyed, the teaching and learning process was closed by reading prayers together.

The results of observations made by researchers during the implementation of the teaching and learning process in cycle II showed that all students had an active role in the learning process. This is evidenced by an increase in terms of understanding and empathy from students after learning Brahma Vihara practice material.

Observation was carried out directly by the researcher when the researcher taught and applied the learning process with the inquiry cooperative method. From the data obtained by researchers during the observation process, it shows that students are able to answer test questions given by researchers. In other words, it can be said that the learning process using the cooperative inquiry method in cycle II tends to be successful as evidenced by the increase in students' learning achievement in the Brahma Vihara material. The increase in student learning outcomes in cycle II can be seen from the following table 4.

Table 4. Cycle II test results

No	Name of Learner	Value	Description
1	Alok Joyo Lengsono	78	High
2	Candika Mahaswari	78	High
3	Dara My Tissa Kirana	76	High
4	Dhammasena Suryacati	86	Very High
5	Kovida Khattiya Putta	80	High
6	Meka Ayu Chayanti	80	High
7	Merizea Felzi Queena Putwanto	80	High
8	Prajnadhika Parama Hati	78	High
9	Mariyati	78	High
10	Zenova Alfaosy	86	Very High

Based on table 4 regarding the results of the second cycle assessment on the implementation of learning by using the inquiry type cooperative method, it shows that there are 8 students who have a high sense of empathy and 2 other students have a very high sense of empathy. The learning process with the inquiry type cooperative model was carried out by researchers for two cycles. This is because, in the second cycle, the researcher found a correlation between the application of the inquiry-type cooperative learning model and students' sense of empathy, especially in the learning material of Brahma Vihara. The existence of this correlation can be seen from the high percentage of students who have a high level of empathy, as stated in Table 5.

Table 5. percentage of cycle II test results

No	Criteria	Frequency	Percentage
1	Medium empathy student	0	0%
2	High empathy students	8	80%
3	Very high empathy student	2	20%

From the data 5, it can be said that the improvement of the inquiry method learning process carried out in cycle II showed a very significant increase in the students of SMP Negeri 1 Keling. In terms of scores, there was a very sharp increase from the pre-implementation of inquiry methods, then the application of inquiry methods in cycle I and finally the application of inquiry methods in cycle II. Based on the data obtained in cycle II, the highest score was 86 and the lowest score was 76, as shown in table 4. While in percentage terms that the learning process using this inquiry method has succeeded in attracting students to be able to better understand the material studied and increase empathy in students. This success can be seen from the data that shows 80% of students are classified as having high empathy and the remaining 20% have a very high sense of empathy, as shown in table 5.

From the data described above, it can be said that the implementation of learning before applying the inquiry-type cooperative learning model, the learning process tends to be monotonous and only centred on the educator. This eventually caused passivity in the students who participated in the learning. The passivity that emerged in the learning process eventually caused students to be unable to develop their own thoughts, which in turn also had an impact on the decline in learning achievement. In such circumstances, educators must approach students as an alternative to improving student achievement. One of the efforts to improve students' learning achievement is by applying the inquiry type cooperative learning model. This is because by applying the inquiry learning model, all students who take part in the learning process will be more actively involved. In addition, this inquiry learning method also requires students to be responsible for each group in understanding the learning material, in this case the material about Brahma Vihara.

As the observation data that has been carried out by researchers in cycle I indicates that students' empathy on the material of Brahma Vihara still has not reached the maximum criteria. On this basis, the researcher continued the learning process in cycle II to measure the level of achievement of students' empathy to be more optimal. Where in this cycle II, the researcher carried out details of the learning process by making alternative learning plans based on the problems found in the learning process of cycle I. In the learning process of cycle II, the researcher also explained the Brahma Vihara material again and the obstacles in practicing the Brahma Vihara. To measure the achievement of the learning process, the researcher in this case prepared test questions or exams and prepared a learning implementation observation sheet.

Table 6. Learning percentage of cycle I and cycle II

No	Stage	Criteria	Frequency	Percentage
1	Siklus I	High empathy students	4	40%
2	Siklus II	High empathy students	8	80%

Based on the data in the table 6, it can be concluded that in cycle I there were only 4 people who were classified as having a high sense of empathy with a percentage of completeness of 40%. As for after reflection on the learning process of cycle I, it was seen that there was a significant increase that occurred in cycle II.

Where in the learning process of cycle II there were 8 students who were classified as having a high sense of empathy with a percentage of completeness of 80%. Thus it can be clearly seen that in cycle II there has been an increase in percentage of around 40% which indicates that the implementation of the learning process using this inquiry type cooperative learning model has succeeded in increasing student empathy to the maximum.

Conclusion

Based on the explanation of the data above, it can be concluded that the learning process with the inquiry type cooperative method on Brahma Vihara material is very influential on increasing students' empathy. This is proven by the results of research conducted by researchers in cycle I and cycle II. Where in cycle I it can be said that students' empathy still tends to be low, namely there are only 4 people who are classified as having a high sense of empathy with a percentage of completeness of 40%. However, after reflecting on the learning process of cycle I and then applying the inquiry type cooperative method, a significant increase was seen in cycle II. Where in the learning process of cycle II there were 8 students who were classified as having a high sense of empathy with a percentage of completeness of 80%. Thus, from the data, a final conclusion can be drawn that in cycle II there has been an increase in percentage of around 40% which indicates that the implementation of the learning process using the inquiry type cooperative learning model on the Brahma Vihara material has succeeded in increasing the empathy of students of SMP Negeri 1 Keling to the maximum.

This research has significant academic implications in the field of education, especially regarding the use of inquiry methods and the learning process. With this research, it is expected that educators can improve and develop this inquiry method to build learning achievement by developing ideas from each student.

However, this study also has limitations in terms of the use of learning materials. Therefore, the researcher recommends that research on the implementation of this inquiry method can be designed with a broader design with a more representative sample. Hopefully the findings about the implementation of this inquiry method and can contribute especially in an effort to improve the quality and achievement of students in the learning process.

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