

ABSTRAK

Masalah dalam penelitian ini berangkat dari dua persoalan, yaitu secara teoritis efektivitas model inquiry learning terhadap kreativitas siswa pada pembelajaran Akidah Akhlak masih belum diketahui secara pasti karena penelitian terdahulu hanya membuktikan efektivitasnya pada mata pelajaran umum, dan secara praktis penerapan model inquiry learning di kelas VIII MTsN 2 Kota Lhokseumawe belum pernah dievaluasi hasilnya. Berdasarkan permasalahan tersebut, rumusan masalah penelitian ini adalah: 1) bagaimana penerapan model inquiry learning dalam meningkatkan kreativitas siswa pada pembelajaran Akidah Akhlak di kelas VIII MTsN 2 Kota Lhokseumawe? dan 2) bagaimana efektivitas pembelajaran Akidah Akhlak dalam meningkatkan kreativitas siswa kelas VIII MTsN 2 Kota Lhokseumawe? Penelitian ini bertujuan mendeskripsikan penerapan model inquiry learning serta menganalisis efektivitasnya dalam meningkatkan kreativitas siswa. Penelitian menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi terhadap guru Akidah Akhlak, siswa, dan wakil kepala bidang kurikulum. Hasil penelitian menunjukkan bahwa guru menerapkan model inquiry learning termodifikasi melalui tiga tahapan pembelajaran, yaitu kegiatan awal, kegiatan inti, dan kegiatan akhir. Guru berperan sebagai pembimbing melalui pertanyaan pemantik, sedangkan siswa diberi keleluasaan untuk berpikir, berpendapat, dan menemukan jawaban secara mandiri maupun kelompok.

Kata Kunci: *Efektivitas, Inquiry Learning, Kreativitas Siswa, Akidah Akhlak.*

ABSTRACT

This study aims to describe the application of the inquiry learning model in enhancing student creativity in the Akidah Akhlak course for eighth-grade students at MTsN 2 in Lhokseumawe, as well as to analyze the effectiveness of this teaching method in fostering student creativity. This study employed a descriptive qualitative approach, using data collection techniques such as observation, interviews, and documentation involving the Akidah Akhlak teacher, students, and the vice principal for curriculum. The results of the study indicate that the teacher implemented a modified inquiry-based learning model through three stages of instruction: an initial stage consisting of an introductory activity and the presentation of learning objectives; a core stage involving the posing of guiding questions, the formulation of hypotheses, data collection through discussion, hypothesis testing, and the drawing of conclusions and presentations; and a concluding stage focused on reinforcing the material. Teachers continued to serve as facilitators who guided students through prompting questions, while students were given the freedom to think, express opinions, and discover answers independently or in groups. This study also found that teaching Akidah Akhlak using the inquiry learning model is effective, supported by adequate facilities and infrastructure as well as professional educators. This effectiveness is reflected in four indicators—teaching quality, appropriate teaching level, incentives, and time—which collectively encourage students to speak up.

Keywords: Effectiveness, Inquiry-Based Learning, Student Creativity, Faith and Morals.