The Effect of Inquiry Learning and Discovery Learning Models on Students' Islamic Religious Education Learning Outcomes: A Comparative Study at SMAN 11 Mandau

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ABSTRACT:
This research was motivated by the low learning outcomes in PAI subjects at SMAN 11 Mandau. This research aims to: 1) test the influence of inquiry learning and discovery learning models on PAI learning outcomes at Mandau State High School; 2) compare the influence of inquiry learning and discovery learning models on PAI learning outcomes at Mandau State High School. The research was carried out using quantitative research methods with a quasi-experimental design on 25 class X students. Data collection was carried out using cognitive tests. The data analysis technique uses the independent sample t test with the SPSS application. The research results are 1) the two models, namely inquiry and discovery, both have a significant influence on student PAI learning outcomes at SMAN 11 Mandau; 2) the inquiry learning model has a more significant influence compared to discovery learning on understanding concepts in PAI learning at SMAN 11 Mandau. This is based on the results of data analysis, where the value of t=-4.906 and p=0.000 <0.05, so H0 is rejected and H1 is accepted. This means there is a significant difference between the learning outcomes of students taught using the Inquiry Learning and Discovery Learning methods. Thus, to improve understanding of concepts in PAI learning, it is recommended that teachers use the inquiry model.
Key Words: Inquiry Learning, Discovery Learning, Learning Outcome, Islamic Religious Education

ABSTRAK:
Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar pada mata pelajaran PAI SMA Negeri 11 Mandau. Penelitian ini bertujuan untuk: 1) menguji pengaruh model inquiry learning dan discovery learning terhadap hasil belajar PAI di SMA Negeri Mandau; 2) membandingkan pengaruh model inquiry learning dan discovery learning terhadap hasil belajar PAI di SMA Negeri Mandau. Penelitian dilakukan dengan metode penelitian kuantitatif dengan desain kuasi eksperimen atas 25 orang siswa kelas X. Ppengumpulan data dilakukan dnegan menggunakan tes kognitif. Adapun teknik analisa data menggunakan uji t Sampel independen dengan aplikasi SPSS. Adapun hasil penelitian adalah 1) kedua model, yakni inquiry dan discovery sama-sama memberikan pengaruh yang signifikan terhadap hasil belajar PAI siswa di SMA Negeri 11 Mandau; 2) model pembelajaran inquiry memberikan pengaruh yang lebih signifikan dibandingkan dengan discovery learning terhadap pemahaman konsep dalam pembelajaran PAI di SMA Negeri 11 Mandau. Hal ini berdasarkan hasil analisis data, dimana nilai t=-4.906 dan p=0.000 <0,05, Maka H0 ditolak dan H1 di terima,Hal ini terdapat perbedaan yang signifikan antara hasil belajar siswa yang diajar menggunakan metode Inquiry Learning dan Discovery Learning. Dengan demikian, untuk melakukan peningkatan terhadap pemahaman konsep dalam pembelajaran PAI disarankan agar guru menggunakan model inquiry.
Kata Kunci: Inquiry Learning, Discovery Learning, Hasil Belajar, Pendidikan Agama Islam

A. INTRODUCTION

Throughout the educational process, teaching and learning activities are the fundamental process that must be undertaken by an educator or teacher, including in Islamic Religious Education (PAI). The success or failure of an educational goal depends on how the teaching and learning process is designed and presented. According to Hamalik (2001:170), effective teaching is one that provides opportunities for self-directed learning or independent activities, where students learn through work. Through work, they acquire knowledge, understanding, and other behavioral aspects, as well as develop meaningful skills for living in society. This means that improving the quality of learning is characterized by increasing student learning outcomes, as good learning will naturally lead to good academic achievement for students.

Learning outcomes are an important indicator in assessing the success of an educational process Ayadat et al. (2020). According to Bloom, learning outcomes encompass three main domains: cognitive (knowledge), affective (attitudes), and psychomotor (skills). In the context of Islamic Religious Education (PAI), balanced development of these three domains is crucial (Edy & Arifin, 2024). Students are expected to not only understand the material theoretically, but also internalize religious values and practice them in their daily lives. To achieve optimal learning outcomes, a learning approach that can activate students' full potential is essential Khan et al., 2017). This is where the implementation of innovative learning models such as Inquiry Learning and Discovery Learning, which prioritize active student involvement in constructing their own understanding, becomes crucial. Both models provide space for students to think critically, solve problems, and connect the knowledge they gain to real-life contexts, is crucial.

Therefore, this research is crucial to determine the extent to which these two learning models contribute to improving student learning outcomes in Islamic Religious Education (PAI). The findings of this study are expected to inform educators' considerations in selecting learning strategies that best suit student characteristics and desired learning objectives.

However, observations by the researchers indicate that students' PAI learning outcomes at SMAN 11 Mandau remain low. This is evident from midterm exam data, which shows that only a small percentage of students achieved learning outcomes above the minimum passing grade (KKM) set by the school.

The causes of these problems are certainly numerous and complex. However, the author suspects one cause lies in the teaching methods used by teachers. During initial observations, the author observed that in Islamic Religious Education (PAI) lessons, teachers were still using outdated methods such as lectures and question-and-answer sessions without student engagement. As a result, students felt trapped by the methods used by teachers, their discussion skills declined, and students became disengaged because they were often bombarded with questions from the teacher.

Based on the above reality, a learning method oriented toward student activity is needed, where students are directly involved in the process of searching for and discovering learning materials. If necessary, students can also participate directly in the experimentation process. Furthermore, a model/method that stimulates students' critical and creative thinking is also needed.

The inquiry learning model and discovery learning model are two learning models with these characteristics. Inquiry learning, as proposed by Price & Driscoll (1997), is a model in which students are asked to search for and find answers to a problem through scientific methods. According to Anam (2015:8), the inquiry learning model encourages students to actively participate in the learning process, primarily by asking questions and investigating those questions. Suprijono (2016:108) explains that inquiry learning is a learning model based on the belief that student development in learning is strongly influenced by their independence and the extent of their involvement in the scientific work process. He further explains that inquiry learning aims to develop students' abilities to understand, accurately and thoroughly identify, and find solutions to problems (Supriojo, 2016:108). This model significantly assists students in developing critical thinking and problem-solving skills (Duran & Dokme, 2016).

In the context of improving Islamic Religious Education (PAI) learning outcomes, several studies have shown that the inquiry model is effective in improving learning outcomes. A study by Delpasya et al. (2022) found that the effect of the inquiry learning model on learning outcomes was 0.338, indicating a 34% correlation. Meanwhile, the remaining 66% is caused by factors outside the changes in the researcher's variables. This study concludes that there is an influence between the use of the inquiry learning model on student learning outcomes of 34% and the other 66% is influenced by other factors.

The discovery learning model is a learning model developed based on a constructivist approach (Balim, 2009). In discovery learning, students construct knowledge based on new information and data collected (Saab et al., 2005). The discovery learning model is appropriate for developing the ability to generate ideas, think critically, ask questions, and solve problems.

Furthermore, discovery learning positions students as active participants in the learning process. The teacher acts as a facilitator, designing learning situations that encourage students to explore, propose hypotheses, and draw conclusions based on evidence they discover for themselves. This makes the learning process more meaningful because students are directly involved in constructing knowledge, rather than simply passively receiving information from the teacher.

This active involvement is crucial in Islamic Religious Education (IS) learning, as it fosters a reflective attitude, self-awareness, and a deep understanding of Islamic values. For example, when students are faced with a moral issue or social phenomenon, they are not only required to memorize Islamic law or propositions but are also encouraged to analyze, discuss, and discover for themselves the Islamic principles relevant to the issue.

Furthermore, the application of the discovery learning model is believed to increase student motivation to learn. A strong sense of curiosity and success in discovering something independently provide a sense of satisfaction, which in turn impacts learning outcomes. Therefore, the discovery learning model is a strategic alternative in addressing the challenges of 21st-century learning, which requires students to possess higher-order thinking skills.

With all its advantages, it is important to test and compare the effectiveness of the discovery learning model with other models that also emphasize active learning, such as inquiry learning, in the context of Islamic

Religious Education (PAI) at the high school level.

Regarding Islamic Religious Education (PAI) learning outcomes, several studies have also shown similar results. Research conducted by Nurmila, Rahman, & Hidayat (2023) shows that implementing the discovery learning model in teaching has been proven to improve student learning outcomes.

Islamic Religious Education (PAI) plays a strategic role in shaping students' character and morals, especially amidst the increasingly complex challenges of today. In the context of secondary education, particularly in high schools (SMA), PAI learning is required not only to convey religious material cognitively but also to instill Islamic values that are applicable to everyday life. Therefore, selecting the right learning model is a key factor in improving student learning effectiveness and outcomes.

Conventional lecture-based learning models often leave students passive and less actively involved in the learning process. This results in poor conceptual understanding and a lack of critical thinking skills in connecting PAI material to social reality. To address these issues, various active learning approaches have been developed, including the Inquiry Learning and Discovery Learning models.

The Inquiry Learning model emphasizes the process of seeking information through questions, investigation, and analysis, enabling students to act as discoverers of knowledge. Meanwhile, the Discovery Learning model encourages students to discover concepts or principles independently through exploration and interaction with the learning environment. Both are constructivist approaches believed to increase student engagement, develop

critical thinking skills, and foster meaningful understanding.

Despite sharing the same foundation, namely constructivism, there are fundamental differences in the implementation of the two models. In inquiry learning, the learning process is more structured with clear stages, from formulating questions, collecting data, conducting experiments, to drawing conclusions. Teachers play an active role in guiding students' thinking processes by providing stimuli in the form of open-ended questions that stimulate curiosity. This model is highly effective in developing students' analytical and argumentative skills, particularly in understanding complex and contextual religious phenomena.

In contrast, discovery learning provides students with a freer space to explore without too much teacher intervention. In this model, students learn through direct experience and manipulation of objects or information, allowing them to independently discover patterns, principles, or relationships between concepts. This approach is suitable for building deep conceptual understanding and honing divergent thinking skills. In the context of Islamic Religious Education (PAI) learning, discovery learning can encourage students to understand Islamic values through reflection and personal experience, rather than simply memorizing.

Therefore, it is important to evaluate and compare the effectiveness of these two models in improving student learning outcomes, particularly in Islamic Religious Education (PAI) subjects that simultaneously require cognitive understanding, affective attitudes, and application skills. By knowing which model is more effective in the SMAN 11 Mandau environment, teachers can choose an approach that best suits the characteristics of the students and the learning objectives, thereby making the

religious education process more lively, meaningful, and impactful in students' lives.

However, there is limited research directly comparing the effectiveness of these two models in the context of Islamic Religious Education (PAI) learning, particularly in a secondary school setting like SMAN 11 Mandau. From the description above, it can be concluded that the inquiry learning and discovery learning models are two learning models/methods that are oriented towards student activity and can improve learning outcomes in Islamic Religious Education (PAI). However, determining which of the two models is most effective still requires further study. Therefore, the author wants to conduct a comparative study to compare the influence of the inquiry learning and discovery learning models on Islamic Religious Education (PAI) learning outcomes at SMAN 11 Mandau.

B. METHOD

This research is classified as quantitative research, a type of research that produces findings that can be achieved (obtained) using statistical procedures or other methods of quantification (measurement). The design used was a quasi-experimental design, which has a control group, but cannot fully control external variables that influence the implementation of the experiment. In all experimental designs (quasi-experiments), there is a form of Nonequivalent Control Group Design. This design is almost similar to the pretest-posttest control group design, except in this design, the experimental and control groups cannot be selected randomly.

This research was conducted at SMA N 11 Mandau. There were four data groups in this study: the pretest data for class XA, the pretest for class XB, the posttest for class XA, the posttest for class XB, which was given the Inquiry Learning treatment for

class XA, and the posttest for class XB, which was given the Discovery Learning treatment for class XB. There were two variables in this study: the independent variable and the dependent variable.

The instrument used in the research was a test. A series of data analyses were conducted including data normality tests, data homogeneity tests, and hypothesis testing.

1. **Data Normality Test**

The normality test is used to determine whether the learning outcome data from each group (Inquiry Learning and Discovery Learning) is normally distributed. This test is important because it influences the choice of parametric or non-parametric statistical tests.

Methods used: Kolmogorov-Smirnov or Shapiro-Wilk Test. Kolmogorov-Smirnov Test Formula.

$$D = \sup_x |F_o(x) - F_e(x)|$$

Description:
- D = Kolmogorov-Smirnov statistic value
- $F_o(x)$ = empirical cumulative distribution
- $F_e(x)$ = theoretical cumulative distribution (normal)

Decision-making criteria:
- If the significance value (p-value) > 0.05 → the data is normally distributed
- If the significance value (p-value) ≤ 0.05 → the data is not normally distributed

2. **Data Homogeneity Test**

The homogeneity test aims to determine whether the variances of two groups of student learning outcome data are similar (homogeneous). This is a requirement before conducting parametric hypothesis tests (such as the t-test).
Method used: Levene's Test
Levene's Test Formula:

$$W = \frac{(N-k)}{(k-1)} \cdot \frac{\sum_{i=1}^{k} n_i (Z_{i.} - Z_{..})^2}{\sum_{i=1}^{k} \sum_{j=1}^{n_i} (Z_{ij} - Z_{i.})^2}$$

Information:

- $Z_{ij} = |Y_{ij} - \bar{Y}_i|$, namely the absolute deviation from the group mean
- N = total number of observations
- k = number of groups
- n_i = number of observations in group

Decision making criteria:
• If the significance value (p-value) > 0.05 → the data is homogeneous
• If the significance value (p-value) ≤ 0.05 → the data is not homogeneous

3. Hypothesis Testing

The purpose of this hypothesis testing is to determine whether there is a significant difference between the Islamic Religious Education learning outcomes of students taught using the Inquiry Learning model and the Discovery Learning model.
Method used: Independent Sample t-test
Test Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Information:
- $\bar{X}_1$ = average student learning outcomes with the Inquiry Learning model
- $\bar{X}_2$ = average student learning outcomes with the Discovery Learning model
- $s_1^2 \ dan \ s_2^2$ = variance of each group
- n1 and n2 = number of students in each group

Decision making criteria:
- If the significance value (p-value) < 0.05 → there is a significant

difference (the alternative hypothesis is accepted)
- If the significance value (p-value) ≥ 0.05 → there is no significant difference (the null hypothesis is accepted).

C. RESULTS AND DISCUSSION

Table 1. Student Learning Outcomes Data in the Inquiry Learning Model Class

No	Initial Name	Score
1	A.R	71
2	B.N	74
3	C.F	67
4	D.M	69
5	E.L	75
6	F.H	72
7	G.S	73
8	H.T	70
9	I.K	70
10	J.O	75
11	K.V	71
12	L.Y	76
13	M.C	72
14	N.E	70
15	O.W	74
16	P.Q	71
17	R.S	70
18	S.T	72
19	T.U	73
20	U.V	74
21	V.W	72
22	W.X	71
23	X.Y	70
24	Y.Z	74
25	Z.A	72

Final average score: 71.92

Table 2. Student Learning Outcomes Data for the Discovery Learning Model Class

No	Initial Name	Score
1	A.R	73
2	B.N	75
3	C.F	69
4	D.M	70
5	E.L	77
6	F.H	73
7	G.S	75
8	H.T	72
9	I.K	71
10	J.O	76

11	K.V	73
12	L.Y	78
13	M.C	73
14	N.E	72
15	O.W	75
16	P.Q	71
17	R.S	70
18	S.T	72
19	T.U	74
20	U.V	73
21	V.W	74
22	W.X	72
23	X.Y	71
24	Y.Z	76
25	Z.A	73

Final average score: 73

As explained above, this study will compare the effects of two learning methods/models, namely inquiry learning and discovery learning, on Islamic Religious Education (PAI) learning. To determine the differences in these effects, statistical tests will be conducted on both data sets. The data to be tested are as follows:

Table 3. Student Learning Outcomes

No Respondents	Learning outcomes	
	Before (x_1)	After (x_2)
1	75	85
2	80	90
3	65	75
4	70	75
5	75	75
6	80	90
7	65	70
8	80	85
9	90	95
10	75	70
11	60	65
12	70	75
13	75	85
14	70	65
15	80	95
16	65	65
17	75	80
18	70	80
19	80	90
20	65	60
21	75	75
22	80	85
23	70	80

24	90	95
25	70	75
Average	$\overline{x_1} = 74$	$\overline{x_2} = 79{,}20$
Standard Deviation	$S_1 = 7{,}5$	$S_2 = 10{,}17$
Variance	$s_1{}^2 = 56{,}25$	$s_2{}^2 = 103{,}5$

Based on the above data, statistical tests were conducted using SPSS. The research hypotheses are as follows:

H0: Students taught using the Inquiry method have a higher level of conceptual understanding than students taught using the Discovery method.
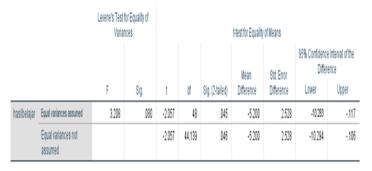
H1: There is no significant difference between the conceptual understanding of students taught using the Inquiry and Discovery methods.

The results of the statistical tests are as follows:

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcome	eksprimen	25	74.00	7.500	1.500
	kontrol	25	79.20	10.173	2.035

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
hasilbelajar	Equal variances assumed	3.208	.080	-2.057	48	.045	-5.200	2.528		-10.283	-.117
	Equal variances not assumed			-2.057	44.139	.046	-5.200	2.528		-10.294	-.106

Based on the data analysis, it can be concluded that the t-value = -2.057, p = 0.045, and p = 0.046 > 0.05. Therefore, H0 is accepted and H1 is rejected. This indicates a significant difference between the learning outcomes of students taught using the Inquiry Learning and Discovery Learning methods.

Next, the hypothesis test examines the difference in influence between the two models. The following are the hypotheses:

H0: There is no significant difference between the level of conceptual understanding of students taught using the Inquiry and Discovery methods.

H1: Students taught using the Inquiry method have a higher level of conceptual understanding than students taught using the Discovery method.

After conducting statistical tests using SPSS, the following results were obtained:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Err Mean
Pair 1	x1	74.00	25	7.500	1
	x2	79.20	25	10.173	2

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig.
Pair 1	x1 - x2	-5.200	5.299	1.060	-7.387	-3.013	-4.906	24	

Based on the data analysis, it can be concluded that the t-value = -4.906 and p = 0.000 <0.05, therefore, H0 is rejected and H1 is accepted. This indicates a significant difference between the learning outcomes of students taught using the Inquiry Learning and Discovery Learning methods.

From the two test results above, the following results were obtained: 1) both models, namely inquiry and discovery, had a significant impact on students' Islamic Religious Education (PAI) learning outcomes at SMAN 11 Mandau; 2) the inquiry learning model had a more significant impact than discovery learning on conceptual understanding in Islamic Religious Education (PAI) learning at SMAN 11 Mandau.

First, both the inquiry and discovery learning models can improve students' Islamic Religious Education (PAI) learning outcomes at SMAN 11 Mandau. Regarding the inquiry model, this is in line with previous research conducted by Delpasya et al. (2022), who found that the influence of the inquiry learning model on learning outcomes was 0.338, indicating a 34% correlation. The remaining 66% is due to factors outside the researcher's variables. This study concluded that the use of the inquiry learning model had a 34% effect on student learning outcomes, with the remaining 66% being influenced by other factors.

Other studies with similar results include those conducted by Annafi & Kurniawati (2020), who found that the inquiry model was proven to improve students' higher-order thinking skills (HOTS) in science learning. This was evident in the increase in student completion percentage, from 30% in cycle 1, 50% in cycle 2, and 80% in cycle 3, representing a 30% increase in each cycle. A similar study was also conducted by Tohir & Mashari, entitled "The Effectiveness of the Inquiry Model in Improving Student Learning Outcomes." The results of this study indicate that inquiry learning has been proven to improve student learning outcomes.

Another study conducted by Chairul Anwar (2015) entitled "Application of the Discovery Learning Model in Improving Fiqh Learning Achievement in Class VIII Mts Darul Ma'Arif Jakarta" also shows that the discovery learning model can improve student learning achievement in fiqh subjects at MTs Darul Maarif.

Second, the inquiry model has a greater impact than the discovery model in improving understanding of Islamic Religious Education (PAI) learning concepts. This

finding aligns with several other studies, which found that the inquiry learning model has a greater impact on conceptual understanding than discovery learning. This is due to several advantages, as stated by Usman et al. (1993): 1) the inquiry learning model aims to enhance students' learning creativity, including: 2) developing the ability and skills to solve problems and make decisions objectively and independently; 3) developing critical thinking skills; 4) developing curiosity and objective thinking, both individually and in groups.

Similarly, Sanjaya (2014) explains that the inquiry learning model is oriented toward intellectual development; learning activities are oriented toward both learning outcomes and the learning process. This means that the primary goal of the inquiry model is the development of thinking skills. Several recent studies provide empirical evidence of the effectiveness of the Discovery Learning method in improving Islamic Religious Education (PAI) learning outcomes:

• At SMAIT Ibnu Abbas Klaten, the application of Discovery Learning to the Sermon, Tabligh, and Da'wah materials showed a significant increase in learning completion from cycle to cycle: 71.875% → 84.375% → 96.875%, with the average class score increasing from 76.21 to 87.53 in cycle three (Wardiyono, Kelik, 2023).

• At the Eleventh Grade level at SMA Al Hidayah Bandung, a quasi-experimental quantitative study revealed that Discovery Learning improved students' critical thinking skills in Islamic Religious Education (PAI). The average score for the experimental class was 59.00, while the control class was 45.00. The N-Gain percentage reached 59.5% (categorized as "quite effective") (Fadilah, S. N, 2024).

• In eighth grade at MTs Tarbiyatul 'Ulum Tirtomoyo (Fiqh), the average post-test score of students in the experimental group

using Discovery Learning was 89.06, compared to 81.33 in the control group—demonstrating a statistically positive effect on learning outcomes (Wati, R.R., 2022).

Thus, this learning model is not only oriented. Furthermore, Joyce, Weil & Calhoun (2008:197) explain that the inquiry model has several key principles, namely: 1) Students are given the freedom to express opinions or express ideas so that a discussion process can take place; 2) Focusing on hypotheses that need to be tested for truth; and 3) As is customary in hypothesis testing, the use of facts as evidence and the validity and reliability of the facts are discussed throughout the learning process.

D. CONCLUSION

Based on the research results discussed above, two main conclusions can be drawn: 1) both models, inquiry and discovery, significantly influence Islamic Religious Education (PAI) learning outcomes for students at SMAN 11 Mandau; 2) the inquiry learning model significantly influences conceptual understanding in Islamic Religious Education (PAI) at SMAN 11 Mandau. Therefore, to improve conceptual understanding in Islamic Religious Education (PAI) learning, it is recommended that teachers use the inquiry learning model. The results of this study provide several important implications for the development of Islamic Religious Education (PAI) learning practices, particularly at the high school level, as follows:

Firstly, Implications for Islamic Religious Education Teachers. The finding that the Inquiry Learning model significantly improves Islamic Religious Education (PAI) conceptual understanding compared to Discovery Learning suggests that teachers need to design learning that emphasizes active student involvement in asking questions, investigating, and analyzing

information. The inquiry model enables students to develop a deeper and more reflective understanding of Islamic values. Therefore, Islamic Religious Education (PAI) teachers are advised to improve their competency in designing inquiry-based learning scenarios and facilitating higher-order thinking processes (HOTS) in the classroom.

Secondly, Implications for Schools and Principals. Schools, through their principals and curriculum teams, need to encourage student-centered learning innovations, including the integration of the Inquiry Learning model into their teaching materials. This can be achieved by providing training or workshops on developing innovative learning models for Islamic Religious Education (PAI) teachers, as well as ensuring adequate infrastructure and facilities to support the implementation of active learning approaches in the classroom.

Thirdly, Implications for Curriculum Developers. In the context of implementing the Independent Curriculum (Kurikulum Merdeka), a curriculum based on competency strengthening, the results of this study reinforce the importance of using approaches that foster critical thinking, reasoning, and problem-solving. Curriculum developers can utilize the Inquiry Learning model as the primary model in project-based Islamic Religious Education (PAI) learning, addressing contemporary issues, or strengthening the profile of Pancasila Students.

Fourthly, Implications for Further Research. This research opens the door for further studies exploring hybrid or integrative models of Inquiry and Discovery Learning to optimize affective and psychomotor learning outcomes, in addition to cognitive aspects. In addition, the influence of these two models can also be further researched at different levels of education (for example MTs or MA), or on more applicable PAI material such as morals and religious practices.

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