Implementing the Inquiry Method in Teaching Maharah Qiroah for Mubtadi' Level: Insights from Jean Piaget and Implications for Educational Management

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Keywords:	**ABSTRACT**
	This study aims to investigate the effectiveness of the inquiry method in teaching Maharah Qiro'ah for beginner-level (mubtadi') students and to explore its implications for educational management in course institutions. The study employed a qualitative approach using a Classroom Action Research (CAR) design at Lembaga Insan Kamil Probolinggo. Primary data sources included students and teachers, collected through observations, interviews, and learning documentation. Data were analyzed using Miles and Huberman's techniques, including data reduction, presentation, and verification. The findings indicate that implementing the inquiry method significantly enhances students' Maharah Qiro'ah skills, promoting more fluent and accurate Arabic reading and deeper comprehension of the text. Moreover, the method fosters students' critical and analytical thinking in line with their cognitive development stages. From an educational management perspective, the inquiry method encourages active learning environments, improves teaching effectiveness, and provides a structured approach for monitoring and evaluating student progress. Therefore, the inquiry method not only serves as an effective instructional strategy for Maharah Qiro'ah but also contributes to the improvement of educational quality and management practices in course institutions.
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INTRODUCTION

The ability to read and understand the Qur'an accurately is a fundamental skill in Islamic education, yet many communities still face challenges in developing this competency among beginners (Aini et al., 2024; Alfarisi & Faiz, 2024). In society, the demand for effective Qur'an literacy extends beyond formal schooling into informal education institutions and course

programs, which play a crucial role in supporting lifelong learning (Lubis et al., 2023). The development of Maharah Qiro'ah, or Qur'anic reading skills, contributes not only to religious literacy but also to students' cognitive, critical, and creative abilities (Afifah & Manshur, 2025). However, traditional teaching methods often limit students' active participation and fail to address individual learning differences, causing slow progress and low motivation. Therefore, implementing a more interactive and student-centered learning approach becomes essential to enhance both skill mastery and learning engagement. By integrating educational management strategies that optimize instructional planning, teacher facilitation, and monitoring, institutions can ensure that learners achieve measurable improvements. This study is important because it addresses both societal educational needs and the managerial aspects of optimizing learning outcomes for beginner-level students (Prasipi et al., 2025).

Despite its importance, beginner students (mubtadi') often encounter difficulties in achieving fluency and accuracy in reading Arabic texts. Many learners struggle with pronunciation, intonation, and understanding the meaning of Qur'anic verses, which may lead to frustration, low self-confidence, and reduced motivation to continue learning (Katib, 2024). Traditional methods emphasizing rote memorization and teacher-centered instruction often fail to develop students' critical and independent thinking skills. In addition, informal education institutions such as course programs face challenges in managing learning effectively, including curriculum alignment, resource allocation, and monitoring student progress (Abas & Kholidah, 2025; Hasanah, Munawwaroh, Hasanah, et al., 2024). Without strategic educational management, even well-designed methods may not achieve optimal results. Addressing these issues requires both pedagogical innovation and institutional coordination. The inquiry method is proposed as a solution, as it encourages active engagement, problem-solving, and cognitive development, aligning with Piaget's theory of knowledge construction through experiential learning (Khasanah & Insania, 2025). Thus, addressing this general problem can improve individual learning outcomes and institutional effectiveness.

In practice, many course programs report low achievement in Maharah Qiro'ah among beginner students at the Mubtadi' level (Barokah, 2025; Basri et al., 2024). Observations at Lembaga Insan Kamil Probolinggo show that students often read Arabic texts hesitantly and with frequent mistakes, indicating limited comprehension and poor fluency (Lubis et al., 2023). Classrooms often rely on teacher-centered strategies, leaving minimal room for students to engage in inquiry, self-directed learning, or peer discussion. Consequently, students lack opportunities to critically analyze text, ask questions, or experiment with reading strategies independently (Thasya & Mufidah, 2021). Moreover, the lack of

systematic monitoring and feedback mechanisms, an aspect of educational management, prevents timely intervention and reduces the effectiveness of instructional methods. This phenomenon highlights the urgent need for structured and innovative learning strategies that not only improve reading skills but also strengthen students' cognitive, analytical, and problem-solving capacities. Implementing inquiry-based learning provides a pathway for more active learning while allowing institutions to manage learning processes more efficiently through observation, documentation, and performance evaluation.

Several studies have explored Maharah Qiro'ah learning methods. Syahrul (2018) demonstrated that Qiroah Mufasshiroh, which combines reading and meaning explanation, enhances comprehension alongside fluency. Sukidin and Basrowi (2019) implemented an inquiry-based model for seventh-grade students, showing increased engagement and understanding through observation, questioning, and discussion (Nasrulloh et al., 2025). FR Agustin (2023) reported that varied approaches, including lectures, Q&A, and problem-solving, optimize reading skills in higher education contexts (Hasibuan et al., 2023). These studies underline the importance of active, student-centered methods for improving both fluency and comprehension (Hasanah, Munawwaroh, Qushwa, et al., 2024; Khoiroh et al., 2025). However, most prior research has been conducted in formal school settings, with limited attention to nonformal educational institutions and course programs. Furthermore, the explicit integration of cognitive development theories, such as Piaget's framework, in evaluating method effectiveness remains scarce. This gap indicates the necessity of research that bridges pedagogical innovation, learner cognitive readiness, and management practices in informal educational contexts.

Despite evidence supporting inquiry-based learning, there remains a lack of comprehensive studies focusing on beginner-level Maharah Qiro'ah in nonformal education programs (Kholifatunnisak, 2024; Ma'isyah et al., 2024). Previous research often neglects the systematic management of learning, such as planning, monitoring, and evaluating student performance, which is critical for achieving sustainable learning outcomes (Prasipi et al., 2025). Moreover, few studies have investigated the correlation between Piagetian cognitive stages and student engagement in inquiry-based Qur'anic reading. Addressing these gaps is essential to provide practical recommendations for course institutions seeking to enhance both instructional effectiveness and educational management. Therefore, this study contributes by combining pedagogical, cognitive, and managerial perspectives, offering actionable insights for educators and administrators to foster independent, critical, and skillful learners in nonformal Arabic language programs (Mufid & Ainiy, 2023).

This study is novel in three key aspects. First, it specifically examines the application of inquiry methods in Maharah Qiro'ah learning for mubtadi' students in the course program context of Lembaga Insan Kamil Probolinggo, a setting rarely explored in prior studies. Second, it explicitly integrates Jean Piaget's cognitive development theory to evaluate how students' learning stages influence method effectiveness. Third, it addresses the managerial dimension by examining how structured guidance, performance monitoring, and institutional support enhance learning outcomes. By combining pedagogical innovation, cognitive insights, and management practices, this study provides a holistic approach to improving Qur'anic reading instruction, thereby offering a state-of-the-art reference for nonformal education programs. The findings are expected to serve as practical guidance for curriculum design, teaching strategies, and institutional management.

The central research problem is how the inquiry method can be effectively implemented to enhance Maharah Qiro'ah skills at the beginner level, while aligning with students' cognitive development and supporting institutional management practices. This study argues that inquiry-based learning not only improves fluency and comprehension but also fosters critical thinking, self-directed learning, and engagement. By systematically integrating observation, questioning, and experimentation, students can construct knowledge independently while teachers act as facilitators. The study also emphasizes the role of educational management in planning, supervising, and evaluating learning processes to maximize outcomes. Ultimately, this research contributes new insights into the practical and managerial implementation of inquiry-based learning in nonformal education, addressing both pedagogical and institutional challenges in developing Maharah Qiro'ah skills for beginner learners (Zaki & Qaaf, 2025; Noor, 2023).

RESEARCH METHOD

This study employed a qualitative case study design to gain an in-depth understanding of the implementation of the inquiry method in teaching Maharah Qiro'ah for beginner-level (mubtadi') students. The case study approach was selected because it allows researchers to explore complex educational phenomena within real-life contexts, focusing on the processes, interactions, and experiences of participants (Yin, 2018). This design is particularly suitable for investigating how inquiry-based learning can enhance reading skills while simultaneously promoting critical thinking, problem-solving, and self-directed learning. Furthermore, the case study approach supports the integration of educational management perspectives by enabling researchers to observe and evaluate how instructional planning, facilitation, and monitoring impact learning outcomes.

The research was conducted at Lembaga Insan Kamil Probolinggo, an informal education institution offering Arabic language courses. This location was selected due to its active course programs for beginner students and the need to improve Maharah Qiro'ah skills at the mubtadi' level. The institution provides a practical setting to examine how inquiry-based methods operate in nonformal educational environments, where teacher-student interactions, learning resources, and institutional management strategies significantly influence instructional effectiveness. The study's focus on this location also enables the assessment of managerial dimensions, such as curriculum implementation, learning supervision, and documentation practices, which are critical for ensuring sustainable student learning outcomes.

Data were collected through multiple techniques, including classroom observation, in-depth interviews with teachers and students, and documentation of learning activities. Observations captured student engagement, participation, and the application of inquiry processes during lessons. Interviews explored participants' perspectives, experiences, and challenges in using the inquiry method. Documentation included learning materials, attendance records, and performance assessments, which provided additional evidence for evaluating instructional effectiveness. Data analysis followed Miles and Huberman's (1994) techniques, consisting of data condensation, data display, and verification. Data were systematically reduced to identify key themes, organized for meaningful interpretation, and triangulated across sources to ensure validity. This analysis also considered the role of educational management in structuring and monitoring the learning process to maximize student achievement and institutional effectiveness.

RESULT AND DISCUSSION
Implementation of the Inquiry Method in Teaching Maharah Qiro'ah for Mubtadi' Level
Orientation Stage

The orientation stage serves as the initial step in implementing the inquiry method, where the teacher introduces Arabic texts and clarifies the learning objectives to the students (Irawan et al., 2025). This stage is essential to motivate students mentally and emotionally, fostering curiosity and interest in learning Maharah Qiro'ah. By presenting texts related to daily life or inspirational Islamic figures, the teacher contextualizes the learning material, making it meaningful and relevant. From a management perspective, this stage also requires planning and organization to ensure that the materials and learning environment are well-prepared, reflecting effective educational management practices.

During orientation, students are encouraged to engage with the material actively rather than passively receiving information. They begin to recognize the importance of reading Arabic correctly and fluently, linking it to both cognitive and spiritual development. The teacher's role is to facilitate initial engagement, provide guidance, and ensure a structured learning process. This structured facilitation exemplifies the managerial aspect of classroom oversight, where proper planning, scheduling, and resource allocation directly influence student readiness and engagement.

Through the orientation process, students develop intrinsic motivation, which is critical for the inquiry-based approach. A positive and well-managed environment allows students to focus on subsequent stages, including question formulation and data collection. In this way, educational management practices directly support pedagogical objectives by ensuring that students are prepared to participate fully and meaningfully in the learning process.

Problem or Question Formulation Stage

The second step involves encouraging students to formulate questions regarding the Arabic texts, such as pronunciation, vowel length, grammatical structure, and semantic meaning (Katib, 2024). This stage emphasizes the development of critical thinking, as students must identify problems and hypothesize solutions independently. The teacher acts as a facilitator, guiding students to frame relevant and meaningful questions. From a management standpoint, monitoring the formulation process ensures that students are actively engaged and that learning objectives align with institutional standards and assessment criteria.

Students' engagement in question formulation enhances analytical skills and promotes deeper understanding of Arabic reading rules. By allowing students to construct their own inquiries, the process fosters student-centered learning, aligning with Piagetian principles of knowledge construction (Falah & Putri, 2023). Moreover, structured classroom management, including group organization and time allocation, supports effective participation and prevents disengagement.

This stage also prepares students for subsequent hypothesis development and data collection. Proper educational management ensures that questions are documented, tracked, and reviewed systematically, providing a framework for evaluating both individual and group progress. Consequently, the institution benefits from an organized learning process that supports teaching effectiveness and student achievement.

Hypothesis Formulation Stage

At this stage, students propose preliminary hypotheses to answer their questions, such as guesses about correct pronunciation, grammatical usage, or contextual meaning (Irawan et al., 2025). The activity fosters critical and analytical thinking by prompting students to test assumptions before confirming them. The teacher encourages students to express hypotheses without fear of mistakes, emphasizing that errors are integral to learning.

Hypothesis formulation aligns with Piaget's cognitive principles of assimilation and accommodation, as students integrate prior knowledge while adjusting to new observations (Noor, 2023). From a management perspective, this stage requires structured guidance, documentation of student hypotheses, and provision of feedback to ensure that the inquiry process remains coherent and goal-oriented. Effective oversight helps balance autonomy and direction, reinforcing both learning outcomes and institutional accountability.

Moreover, hypotheses provide a roadmap for subsequent data collection and analysis. By documenting predictions, teachers and administrators can evaluate student engagement, reasoning skills, and progress, contributing to quality assurance in educational management. This practice exemplifies how pedagogical strategies and managerial planning intersect to enhance learning effectiveness.

Data Collection Stage

In the data collection stage, students engage in reading, observing, and discussing Arabic texts to test their hypotheses (Thasya & Mufidah, 2021). They analyze pronunciation, vowel length, and syntactic structure while comparing their readings with teacher models. Group discussions allow for peer feedback and collaborative learning, reinforcing understanding and developing teamwork skills. Educational management ensures that the learning environment supports these activities, with resources, time, and instructional materials well-coordinated to maximize participation.

Data collection also fosters active cognitive engagement, as students reflect on errors and adjust their reading strategies. Teachers act as facilitators, monitoring progress, and documenting outcomes for assessment purposes (Putri et al., 2024). Proper record-keeping and observation align with managerial principles, providing tangible evidence of learning processes and student performance.

Furthermore, the stage strengthens students' communication and analytical skills. By integrating systematic documentation and performance tracking, institutions can manage learning outcomes effectively, offering insights for continuous improvement in curriculum design and instructional practices.

Hypothesis Testing and Data Analysis Stage

Students test their hypotheses by analyzing collected data, comparing their readings with correct models, and discussing findings in groups (Zaki & Qaaf, 2025). This reflective practice encourages self-correction, logical reasoning, and cooperative problem-solving. Teachers provide constructive feedback, clarifying errors and reinforcing correct patterns. From an educational management standpoint, this stage involves monitoring group interactions, ensuring adherence to learning objectives, and maintaining a structured schedule for assessment.

The analysis stage demonstrates the connection between inquiry-based methods and Piaget's principles, particularly assimilation and accommodation. Students integrate new insights into their cognitive frameworks, adjusting previous understanding to align with observed data (Falah & Putri, 2023). This active mental processing supports deeper comprehension and skill development.

Additionally, systematic documentation of group discussions and corrective measures supports institutional management practices. Data can be used to track progress, inform curriculum adjustments, and evaluate teacher facilitation effectiveness, demonstrating how pedagogical innovation and educational management converge to optimize learning outcomes.

Conclusion and Reflection Stage

The final stage involves drawing conclusions and reflecting on the entire learning process. Students summarize findings, assess the accuracy of their hypotheses, and reflect on personal progress in reading Arabic texts (Putri et al., 2024). Teachers provide feedback, encourage self-evaluation, and highlight areas for improvement. Educational management practices play a key role in organizing reflection sessions, ensuring documentation of learning outcomes, and integrating insights into future planning.

Through reflection, students internalize both technical reading skills and critical thinking abilities. The process enhances independence, motivation, and engagement, aligning with institutional goals of producing competent learners. Proper management of reflective activities ensures that feedback is systematic, actionable, and contributes to ongoing instructional quality.

Overall, inquiry-based learning transforms Maharah Qiro'ah instruction from rote memorization to an interactive, student-centered process. By incorporating managerial oversight, institutions can support both pedagogical effectiveness and sustainable skill development, creating a comprehensive framework for educational success (Irawan et al., 2025; Noor, 2023).

B. Correlation Between Inquiry Method and Maharah Qiro'ah Learning from Jean Piaget's Perspective

Table 1. Correlation between Inquiry Method and Maharah Qiro'ah Learning from Piaget's Perspective

Aspect	Jean Piaget's Theory	Inquiry Method Concept	Implementation in Learning	Main Correlation
Student Role	Students are active agents who construct knowledge through interaction with the environment	Students explore, analyze, and discover knowledge independently	Students actively read, observe Arabic texts, and determine correct reading patterns	Both emphasize student-centered learning
Learning Process	Occurs through assimilation and accommodation of new experiences	Students adjust and refine understanding based on new data or findings	Students adjust pronunciation and reading rules after observation and teacher feedback	Inquiry facilitates assimilation and accommodation as Piaget explained
Cognitive Stage	Mubtadi' students are at concrete operational stage, learning through direct experiences	Learning occurs through practical activities, observation, and simple experiments	Students learn Arabic texts through direct practice, listening, and discussion	Concrete cognitive stage supports inquiry-based learning effectiveness
Learning Objectives	Develop logical, analytical, and reflective thinking	Foster critical thinking and problem-solving through discovery	Students can explain the reasoning behind correct reading and understand meaning	Both emphasize higher-order thinking skills
Teacher Role	Teacher as facilitator providing stimuli and supportive learning environment	Teacher guides discovery without dominating learning	Teacher directs students with questions, reading examples, and constructive feedback	Teacher facilitates rather than transfers knowledge

Analysis

The inquiry method aligns closely with Piaget's theory of cognitive development. Students actively construct knowledge through mental engagement, experimentation, and observation rather than passively receiving information (Falah & Putri, 2023). By exploring, hypothesizing, and testing readings, students not only improve technical skills but also develop logical, analytical, and reflective abilities.

Piaget's processes of assimilation and accommodation are evident in inquiry-based Maharah Qiro'ah learning. Students connect new experiences with prior knowledge (assimilation) while adjusting misconceptions or refining techniques (accommodation) through observation, correction, and discussion (Noor, 2023). This dynamic ensures meaningful learning and supports cognitive growth.

Furthermore, the concrete operational stage of Mubtadi' learners makes the inquiry method particularly effective. Direct practice, observation, and guided discussion reinforce conceptual understanding. Combined with structured classroom management, performance monitoring, and feedback mechanisms, the inquiry method enhances both student learning and institutional effectiveness (Putri et al., 2024; Zaki & Qaaf, 2025).

Ultimately, inquiry-based learning fosters active, reflective, and independent learners while supporting educational management goals, providing a sustainable model for Maharah Qiro'ah instruction in nonformal education settings.

CONCLUSION

The main finding of this study is that the inquiry method is strongly correlated with Jean Piaget's cognitive development theory in the context of Maharah Qiro'ah learning at the mubtadi' level. Both approaches emphasize the importance of active student engagement in constructing knowledge through meaningful learning experiences. The inquiry method encourages students to discover concepts, reading patterns, and correct pronunciation of Arabic texts through systematic observation, questioning, and reflection. This process illustrates Piagetian principles of assimilation and accommodation, enabling students to integrate new experiences into existing cognitive structures and adjust understanding when encountering novel information. Beyond improving technical reading skills, this method fosters logical, analytical, and critical thinking abilities, making Maharah Qiro'ah learning more interactive, creative, and meaningful. Educational management practices, such as structured lesson planning, monitoring, and feedback, play a vital role in supporting the implementation and sustainability of this learning approach.

The strength of this study lies in its contribution to both pedagogical and cognitive research, demonstrating how inquiry-based methods can optimize student learning outcomes while integrating managerial dimensions in nonformal education contexts. However, the research is limited by its focus on a single course program and beginner-level students, which may restrict generalizability to other settings or higher-level learners. Future studies could expand the scope to include diverse institutions, multiple proficiency levels, and longitudinal analysis to examine the long-term impact of inquiry-based learning on Maharah Qiro'ah skills. Additionally, investigating systematic management strategies for scaling and sustaining inquiry-based instruction can further enhance educational effectiveness and institutional performance.

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