Inquiry-Based Learning Strategy As An Effort To Increase Learning Interest In ISMUBA At MI Muhammadiyah 2 Bandung

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Article Info	Abstract
	This research aims to describe the implementation of the Inquiry-Based Learning (IBL) strategy, analyze teachers' and students' perceptions, and identify supporting and inhibiting factors in increasing learning interest in ISMUBA at MI Muhammadiyah 2 Bandung. A qualitative approach was used, with data collected through in-depth interviews, observations, and documentation involving ISMUBA teachers, students in grades 4–6, and the principal. The results show that IBL was implemented through discussions, case studies, role-playing, and field practice, creating an active, contextual, and enjoyable learning environment. Teachers and students had positive perceptions, feeling more enthusiastic, confident to express opinions, and better understanding Islamic teachings and Muhammadiyah history. Supporting factors include school management support, teacher competence, and a collaborative school culture, while inhibiting factors involve limited modules, varied student characteristics, time constraints, and limited facilities. The novelty lies in applying IBL to ISMUBA by integrating Islamic and Muhammadiyah values, and the implication is to strengthen value-based active learning policies to develop noble-character Muhammadiyah cadres. *Penelitian ini bertujuan untuk mendeskripsikan penerapan strategi Inquiry-Based Learning (IBL), menganalisis persepsi guru dan siswa, serta mengidentifikasi faktor pendukung dan penghambat dalam meningkatkan minat belajar ISMUBA di MI Muhammadiyah 2 Bandung. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa wawancara mendalam, observasi, dan dokumentasi, dengan informan guru ISMUBA, siswa kelas 4–6, serta kepala sekolah. Hasil penelitian menunjukkan bahwa strategi IBL diterapkan melalui diskusi, studi kasus, roleplaying, dan praktik lapangan, menciptakan suasana belajar aktif, kontekstual, dan menyenangkan. Guru dan siswa menunjukkan persepsi positif, karena IBL mampu meningkatkan antusiasme, keberanian, serta rasa ingin tahu siswa. Faktor pendukung meliputi dukungan manajemen sekolah, kompetensi guru, dan budaya kolaboratif, sedangkan faktor penghambat meliputi keterbatasan modul, variasi karakter siswa, waktu pembelajaran, dan fasilitas pendukung. Kebaruan penelitian terletak pada penerapan IBL dalam konteks ISMUBA yang mengintegrasikan nilai keislaman dan kemuhammadiyahan. Implikasinya, sekolah dan guru dapat merumuskan kebijakan penguatan pembelajaran aktif berbasis nilai untuk membentuk kader Muhammadiyah berakhlak mulia.*

A. INTRODUCTION

Religious education plays an important role in shaping the character and spirituality of students, especially in Islamic-based educational institutions such as MI Muhammadiyah 2 Bandung. One of the distinctive subjects in Muhammadiyah schools is ISMUBA (Al-Islam, Kemuhammadiyahan, and Arabic Language). ISMUBA is designed to in still Islamic values, introduce the history and thoughts of Muhammadiyah, and develop Arabic language skills as the source language of Islamic teachings (Khurana et al., 2023).

However, in practice, ISMUBA learning often faces challenges, particularly related to students' declining learning interest. Based on initial observations and interviews with teachers, students' interest frequently decreases when lessons are conducted in the afternoon, after the lunch break. This condition is exacerbated by differences in family backgrounds, which influence students' readiness to receive the material (Wicht & Kleinert, 2025).

Internal school data show that student attendance and active participation in ISMUBA subjects remain fluctuating. In the last academic year, student activeness only reached an average of 68% during class discussions, and only 55% of students dared to ask or answer questions during material presentation practices. This indicates the need for more innovative and contextual learning approaches.

This study is important because increasing students' interest in learning ISMUBA has become a necessity, given its critical role in shaping Islamic generations who are well-mannered, independent, and prepared to become Muhammadiyah cadres. One relevant and adaptive strategy is Inquiry-Based Learning (IBL).

IBL emphasizes the active involvement of students in the process of discovering, analyzing, and interpreting information, making it very suitable for building stronger learning interest (Woods & Copur-Gencturk, 2024). Several studies have shown the effectiveness of IBL in increasing engagement, creativity, and deep understanding of materials (Giacomazzi et al., 2022; Wicaksono & Korom, 2023). Therefore, the application of IBL in ISMUBA subjects is considered important as an innovative effort to improve learning quality. Inquiry-Based Learning (IBL) is a learning approach that emphasizes exploration, investigation, and independent problem-solving activities by students (Molnár & Greiff, 2023). Through IBL, students are encouraged to observe, ask questions, search for information, and communicate their findings.

Previous studies have shown that IBL can enhance student engagement, develop critical thinking skills, and strengthen learning independence (Bereczki & Kárpáti, 2021; Giacomazzi et al., 2022; Wicaksono & Korom, 2023). IBL also supports the development of creativity, collaboration skills, and deeper conceptual understanding (Mou, 2024). Previous research has widely discussed the implementation of Inquiry-Based Learning in various subject contexts. Giacomazzi et al. (2022) showed that IBL promotes environmental awareness and active behavior. Bereczki & Kárpáti (2021) found that inquiry-based visual arts increased student creativity and motivation. Meanwhile, Calcagni et al. (2023) stated that IBL was effective in shaping moral awareness in character education.

However, studies specifically focusing on the application of IBL in the context of ISMUBA, especially in Muhammadiyah schools, remain very limited. In fact, ISMUBA does not only focus on knowledge transfer but also emphasizes character building and deep internalization of Islamic values.

This study offers novelty in two main aspects. First, it focuses on the application of Inquiry-Based Learning in ISMUBA learning, which integrates the strengthening of religious values, Muhammadiyah history, and moral habituation. Second, it is conducted in the context of MI Muhammadiyah 2 Bandung, which has characteristics of implementing the Independent Curriculum and a school culture strongly rooted in Islamic and Muhammadiyah values.

This study also analyzes teachers' and students' perceptions and identifies supporting and inhibiting factors, which have not been widely examined in previous research. The research problems are formulated as follows: **H**ow is the implementation of Inquiry-Based Learning (IBL) strategy in ISMUBA subjects at MI Muhammadiyah 2 Bandung? What are the teachers' and students' perceptions of the use of Inquiry-Based Learning strategy in increasing learning interest in ISMUBA? What are the supporting and inhibiting factors in implementing Inquiry-Based Learning to increase learning interest in ISMUBA at MI Muhammadiyah 2 Bandung?

The objectives of this study are, first, to describe the implementation of the Inquiry-Based Learning (IBL) strategy in ISMUBA subjects at MI Muhammadiyah 2 Bandung. Second, to analyze teachers' and students' perceptions of the Inquiry-Based Learning strategy in increasing learning interest in ISMUBA. Third, to identify the supporting and inhibiting factors in implementing Inquiry-Based Learning to increase learning interest in ISMUBA at MI Muhammadiyah 2 Bandung.

The benefits of this study are expected to enrich theoretical studies related to the application of Inquiry-Based Learning in the context of Islamic religious education, particularly in ISMUBA subjects. The results of this study can also serve as a reference for developing active learning strategies relevant to the characteristics of students in Islamic-based schools. Practically, for teachers, it can serve as an evaluation material and reference for innovation in designing more effective and enjoyable learning methods to improve student learning interest. For schools, it provides input to strengthen active learning policies and improve the quality of the ISMUBA curriculum. For other researchers, it can be a reference for further studies related to active learning strategies in Islamic education.

This study refers to the theory of Inquiry-Based Learning developed by John Dewey, which emphasizes the importance of learning through direct experience, problem-solving, and reflection (Nkaizirwa et al., 2023). In addition, the theory of learning interest states that interest can grow through enjoyable and relevant learning experiences (Xiong, 2025).

Figure 1. Conceptual Framework Flow

Inquiry-Based Learning is expected to increase students' learning interest in ISMUBA through active, reflective, collaborative, and contextual learning. Increased learning interest will support deeper material understanding, shape Islamic character, and prepare students to become noble Muhammadiyah cadres.

B. RESEARCH METHODOLOGY

A qualitative approach was used, with data collected through in-depth interviews, observations, and documentation. The object of this study is the implementation of the Inquiry-Based Learning (IBL) strategy as an effort to increase learning interest in ISMUBA subjects (Al-Islam, Kemuhammadiyahan, Arabic Language) at MI Muhammadiyah 2 Bandung. The focus of the research object lies in how the IBL strategy is implemented by teachers, received by students, and supported by school management.

The subjects of this research are ISMUBA teachers, students in grades 4–6, and the principal or vice principal of curriculum at MI Muhammadiyah 2 Bandung. The subjects were chosen because they are directly involved in the planning, implementation, and evaluation of ISMUBA learning.

The research data collected in this study consist of primary and secondary data. Primary data were obtained from in-depth interviews with teachers, students, and school management; observations of the learning process; and documentation (lesson plans, modules, worksheets, photos of activities). Secondary data include supporting documents such as school profiles, learning evaluation reports, and curriculum policies.

The informants in this study are ISMUBA teachers, students in grades 4–6, and the management of MI Muhammadiyah 2 Bandung. The sample was selected purposively based on the consideration that these informants have direct experience, in-depth understanding, and strategic roles in the implementation of Inquiry-Based Learning in ISMUBA subjects. Moreover, the selected informants are expected to provide relevant, in-depth, and comprehensive information in line with the research focus.

The data analysis technique used is the qualitative analysis model of Miles and Huberman, which includes triangulation and involves three main stages:

1. Data reduction, sorting, focusing, and simplifying data obtained from interviews, observations, and documentation.

2. Data display, presenting data in descriptive narratives, tables, or diagrams to facilitate conclusion drawing.

3. Conclusion drawing and verification, concluding patterns, themes, and relationships among data, then verifying through triangulation to enhance the validity of the findings.
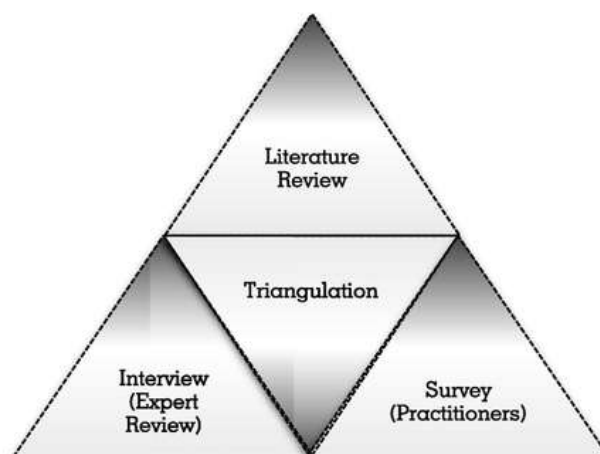
Figure 2. Triangulation Process

Source triangulation (teachers, students, management) and technique triangulation (interviews, observations, documentation) were used to ensure the validity and credibility of the research data (Sugiyono, 2020).

C. RESULTS AND DISCUSSION

Results

The following shows the observation of the Inquiry-Based Learning process that aligns with the vision and mission of MI Muhammadiyah 2 Bandung.

Figure 3. Inquiry-Based Learning Process

The first image shows an active classroom learning atmosphere, where students enthusiastically raise their hands to answer or ask questions. This illustrates the implementation of the Inquiry-Based Learning (IBL) strategy, which encourages student engagement, curiosity, and courage to participate. This participatory

atmosphere aligns with the student-centered learning approach and is one of the main characteristics of IBL (Chen et al., 2017).

The second image displays the vision, mission, and objectives of MI Muhammadiyah 2 Bandung, which emphasize the formation of Islamic character, independence, spiritual intelligence, and social skills. The implementation of IBL aligns with the school's vision to shape students who are noble in character, knowledgeable, high-achieving, and capable of facing contemporary challenges (Davenport et al., 1999). Overall, these two images illustrate the integration between classroom IBL practices and institutional policy directions as outlined in the school's vision, mission, and objectives.

The following is the triangulation table of findings based on data from teachers, students, and the principal in the study "Inquiry-Based Learning Strategy as an Effort to Increase Learning Interest in ISMUBA at MI Muhammadiyah 2 Bandung":

Table 1. Triangulation of Findings from Teachers, Students, and Principal

Aspect	Teacher Findings	Student Findings	Principal Findings	Triangulation Results
Teacher Competence	Mastery of Islamic, Muhammadiyah, and social knowledge	Appreciating teachers who provide concrete, relevant examples	Emphasizing the importance of ideological and pedagogical competence of ISMUBA teachers	Substantive competence and exemplary character of teachers are recognized by all parties as key to success
Learning Approach	Using Inquiry-Based Learning strategies, exemplary teaching, and contextual methods	Preferring active methods such as discussions, case studies, and outdoor activities	Supporting inquiry approaches and teacher exemplary methods	Coherence between teacher design, student preferences, and school vision in supporting IBL strategy
Learning Challenges	Lack of student understanding of Muhammadiyah, varied cognitive abilities	Feeling bored if the method is monotonous (lecture-based)	Teachers need to be more innovative and creative in delivering materials	Adaptive and innovative approaches are needed to address students'

				psycho-pedagogical challenges
Inhibiting Factors	Limited modules and relevant learning resources	Lack of interactive and visual learning media	Limited teacher training and unsystematic curriculum	Quality of resources and training are the main challenges in optimal IBL implementation
Supporting Factors	Providing guidance, religious gatherings, and discussion spaces	Positive response to communicative and exemplary teachers	School vision supporting Muhammadiyah values strengthening in all activities	A consistent school environment and teacher role models greatly contribute to fostering learning interest

Based on Table 1, the findings of triangulation among teachers, students, and the principal regarding the implementation of the Inquiry-Based Learning (IBL) strategy to increase learning interest in ISMUBA were summarized. Five main themes were identified: Teacher Competence, Learning Approach, Learning Challenges, Inhibiting Factors, and Supporting Factors. All three parties (teachers, students, principal) contributed perspectives on each theme. All themes culminate in a holistic understanding of the effectiveness and implementation of the IBL strategy in the context of ISMUBA learning. The following is the triangulation analysis result.

Figure 3. Triangulation Data Results

Based on Figure 3, the triangulation results from interviews among teachers, students, and school management show that collaborative efforts in using the Inquiry-Based Learning strategy in ISMUBA subjects can effectively increase learning interest

Discussion

1. **Implementation of Inquiry-Based Learning Strategy in ISMUBA Subjects at MI Muhammadiyah 2 Bandung**

The implementation of Inquiry-Based Learning (IBL) in ISMUBA subjects at MI Muhammadiyah 2 Bandung was carried out gradually and structurally, aligned with the ISMUBA curriculum that emphasizes the integration of Islamic values, Muhammadiyah principles, and character reinforcement.

Based on interviews with teachers, IBL implementation started with the preparation of lesson plans (RPP) and modules tailored to the material context and student characteristics. Although still referring to the 2017 RPP version, teachers have made efforts to adapt it to the Merdeka Curriculum approach. The modules were also designed to support students' independent learning at home, encouraging them to actively explore the material (Gutersohn et al., 2025).

The methods used by teachers are highly varied, including group discussions, case studies, roleplaying, religious practice activities, and field visits (Dille et al., 2025). This variety of methods aligns with IBL principles that encourage students to observe,

question, reason, experiment, and communicate (Mou, 2024). Teachers explained that students were invited to analyze socio-religious phenomena around them, for example through outdoor activities and role simulations of Muhammadiyah figures, which helped strengthen their understanding of ISMUBA values.

The implementation of IBL also utilized contextual learning media, such as Muhammadiyah history videos, Islamic concept maps, and problem-based worksheets. This is consistent with research findings showing that contextual media enrich the learning experience and increase student engagement (FANG & CHIU, 2025).

Furthermore, teachers stated that IBL implementation is not merely about delivering material but also facilitating the internalization process of values. This strategy aligns with the main goal of ISMUBA, which is to shape students as Muhammadiyah cadres who possess noble character and high social awareness (Xu et al., 2025).

From observations, it was evident that students became more active in the learning process. They asked more questions, engaged in independent discussions, and showed courage in expressing opinions. These findings are consistent with studies asserting that IBL can enhance students' independence, self-confidence, and learning motivation (González-Mohíno et al., 2024).

In addition, teachers mentioned that IBL in ISMUBA functions as a medium for character and spiritual development. This supports research emphasizing the role of IBL in building moral values and social responsibility (Sudirman et al., 2025).

Overall, the implementation of the IBL strategy in ISMUBA subjects at MI Muhammadiyah 2 Bandung has successfully improved the quality of learning processes to be more active, creative, and meaningful. This strategy emphasizes not only cognitive aspects but also strengthens the affective and psychomotor dimensions of students, in line with the holistic learning vision of ISMUBA.

2. Teachers' and Students' Perceptions of Inquiry-Based Learning Strategy in Increasing Learning Interest in ISMUBA

a. Teachers' Perceptions

Based on in-depth interviews, ISMUBA teachers view Inquiry-Based Learning (IBL) as a relevant and effective strategy in the context of ISMUBA learning. Teachers emphasize that the inquiry approach fosters students' curiosity about Islamic teachings, Muhammadiyah history, and daily worship practices.

Teachers stated that IBL helps students understand ISMUBA values not only at the theoretical level but also in practical applications at school and home. For example, in group discussions, students actively express opinions, seek solutions to socio-religious issues, and dare to ask critical questions (Sudirman et al., 2025). This indicates the creation of a participatory and student-centered learning atmosphere (Wicaksono & Korom, 2023).

In addition, teachers observed increased learning interest, reflected in students' enthusiasm when engaging in project-based or case study learning. Teachers believe this method encourages students to be more independent, creative, and confident in expressing themselves (Massy et al., 2025). Teachers also felt that the IBL method facilitated the internalization process of moral and spiritual values. By integrating discussions and direct practice, teachers could incorporate moral messages and character habituation aligned with ISMUBA objectives. This positive teacher perception aligns with studies stating that IBL significantly contributes to strengthening students' affective aspects and character development (Gutiérrez-Santiuste et al., 2022).

b. Students' Perceptions

Students at MI Muhammadiyah 2 Bandung generally responded positively to the implementation of IBL in ISMUBA learning. From interviews, students expressed that IBL made learning feel more enjoyable, less monotonous, and helped them remember the material more easily.

Most students enjoyed worship practices, roleplaying simulations, and group discussions that encouraged them to express opinions and collaborate with peers. This strengthens emotional engagement and increases learning motivation, as emphasized in previous studies (Giacomazzi et al., 2022). Students also felt the benefits when asked to observe socio-religious phenomena around their homes or schools. They became more sensitive to surrounding issues and developed a sense of responsibility as future Muhammadiyah cadres (Rizki et al., 2025).

Some students also stated that the inquiry method made them more confident, as they were accustomed to asking questions and finding answers independently. Moreover, students felt that their opinions were valued, which made them feel they had an active role in learning (Moore, 2022).

The triangulation of teachers', students', and school management's perceptions showed alignment. Teachers view IBL as a strategy that enhances learning interest and deepens students' understanding of ISMUBA material (Albarra et al., 2025). Students directly experienced the positive impact of IBL on their motivation and engagement in learning.

School management fully supports the implementation of inquiry methods through teacher training, provision of learning facilities, and reinforcement of integrative curriculum policies. The principal mentioned that this strategy aligns with the school's vision to shape students who are well-mannered, knowledgeable, and socially dedicated (Nisak et al., 2025).

Triangulation also confirmed that the success of IBL in increasing ISMUBA learning interest is not solely determined by the method but also supported by other factors, such as a school culture that encourages openness, active teacher participation, and synergy with parents.

These results are in line with various studies emphasizing that the success of IBL highly depends on multi-party collaboration and the integration of character values and context (Sarifah et al., 2025).

Based on data analysis, it can be concluded that teachers and students have positive perceptions of the Inquiry-Based Learning strategy in increasing ISMUBA learning interest. Teachers feel helped to deliver material in a more engaging and meaningful way, while students feel happier, more active, and have a sense of ownership in the learning process. This alignment of perceptions strengthens the argument that IBL is an effective strategy for fostering learning interest, value internalization, and strengthening students' Islamic character at MI Muhammadiyah 2 Bandung.

3. **Supporting and Inhibiting Factors in the Implementation of Inquiry-Based Learning to Increase Learning Interest in ISMUBA**

a. Supporting Factors

In-depth interviews with teachers, students, and management revealed several supporting factors that greatly assist the successful implementation of the Inquiry-Based Learning (IBL) strategy in ISMUBA subjects at MI Muhammadiyah 2 Bandung.

First, policy support from school management that aligns with the institution's vision and mission. Management supports active learning innovation by providing space for teachers to develop inquiry methods, including Merdeka Curriculum training and updating teaching materials. This support strengthens the school's readiness to implement student-centered learning (Boysen et al., 2022).

Second, high teacher competence and commitment. ISMUBA teachers have a strong spirit to continually innovate and adapt to new approaches. They can design contextual learning, integrating discussion methods, case studies, roleplaying, and religious practices to instill Islamic and Muhammadiyah values (Blanco-Romero et al., 2024).

Third, student enthusiasm and involvement. Students showed very positive responses, felt challenged, braver, and more active when participating in learning. This active involvement is an important indicator of increased student learning interest (Cao et al., 2024).

Fourth, a collaborative culture and school community involvement. Collaboration among teachers, students, parents, and school environmental support strengthens the implementation of the IBL strategy. The presence of religious and social activities outside the classroom, such as community service or Islamic studies, further motivates students to understand and practice ISMUBA teachings (Pigalle & Aguiléra, 2023).

b. Inhibiting Factors

Although the IBL strategy brings many positive impacts, there are still some obstacles in its implementation.

First, limitations in developing lesson plans (RPP) and learning modules. Teachers still use the 2017 RPP version, which must be manually adapted to align with the Merdeka Curriculum approach. This adaptation process requires time, effort, and intensive content mastery (Dilekçi et al., 2025).

Second, variations in student character and background. Many students come from families with different educational levels and learning support. This affects their readiness and motivation to participate in inquiry-based learning, especially when asked to learn independently at home (Chen et al., 2017).

Third, time constraints, as ISMUBA subjects are often scheduled in the afternoon, after lunch. This condition makes students tend to feel tired and less

focused, so teachers must make extra efforts to create a conducive and enjoyable atmosphere again (Zahari et al., 2025).

Fourth, the lack of supporting media and facilities. Some teachers mentioned the need for additional media, such as teaching aids, interactive digital materials, or more representative open spaces to optimize inquiry activities (Händel et al., 2023). As a response to these obstacles, teachers and management have formulated several solution strategies, including:

1) Gradually adjusting lesson plans (RPP) with curriculum team assistance.

2) Applying reward and punishment to maintain student motivation and discipline.

3) Increasing outdoor learning methods to keep students active and interested, even during afternoon schedules (Wahidi & Syahidin, 2024).

4) Optimizing collaboration with parents to support independent learning habits at home.

Based on triangulation analysis, it can be concluded that the implementation of IBL in ISMUBA at MI Muhammadiyah 2 Bandung is supported by management policies, teacher enthusiasm, student involvement, and the school's collaborative culture. However, challenges remain that require innovative and collaborative solutions, especially related to curriculum adaptation, diverse student characters, learning time, and supporting facilities. With the implemented solutions, it is hoped that these obstacles can be minimized, so that the IBL strategy can be optimized as a means to increase ISMUBA learning interest and support the goal of Muhammadiyah cadre development (Choirin et al., 2024).

D. CONCLUSION

Based on the research questions, findings and discussion, the following conclusions can be drawn:

The implementation of the Inquiry-Based Learning (IBL) strategy in ISMUBA subjects at MI Muhammadiyah 2 Bandung has been carried out through active, contextual, and collaborative learning methods. Teachers utilized discussions, case studies, roleplaying, and direct practice to help students understand ISMUBA materials more deeply and enjoyably. This strategy is designed in line with the vision of shaping Muhammadiyah cadres with noble character.

Teachers' and students' perceptions of using IBL to increase learning interest in ISMUBA are very positive. Teachers felt helped in delivering material in a more

engaging and meaningful way, while students felt more enthusiastic, courageous in expressing opinions, and better understood Islamic teachings and Muhammadiyah history. This shows that IBL is effective in increasing students' motivation and engagement in learning.

Supporting factors for IBL implementation include school management support, teacher competence and innovation, student enthusiasm, and the school's collaborative culture. Meanwhile, inhibiting factors include limited modules and lesson plans (RPP) that are not yet fully adaptive, variations in student character, time constraints (afternoon learning sessions), and limited supporting facilities. Nevertheless, solutions have been pursued through gradual lesson plan adjustments, collaboration with parents, and the use of more engaging outdoor learning methods.

The findings of this study indicate that the Inquiry-Based Learning (IBL) strategy is effective in increasing students' learning interest in ISMUBA subjects. Therefore, government bodies, education offices, and the Muhammadiyah Council for Primary and Secondary Education (Majelis Dikdasmen) should formulate policies that promote the integration of active, inquiry-based approaches into the ISMUBA curriculum. Such policies may include: 1) Developing implementation guidelines for IBL that are aligned with Islamic and Muhammadiyah values. 2) Providing regular training programs for ISMUBA teachers to enhance their pedagogical competence in applying IBL. 3) Supplying interactive and contextual learning resources to support value-based active learning. 4) Adjusting instructional time allocation and infrastructure to support collaborative, exploratory, and reflective learning activities.

Accordingly, an IBL-based ISMUBA education policy would not only foster students' learning motivation but also advance the strategic goal of cultivating Muhammadiyah cadres with strong moral character.

This study was limited to a single location and a narrow group of participants. Therefore, future research is recommended to broaden the scope of locations and subject diversity. Specific recommendations include: 1) Involving Muhammadiyah elementary schools from various cities or regions to compare the effectiveness of IBL implementation across different cultural and resource contexts. 2) Investigating the long-term impact of IBL on students' academic performance and the development of Islamic character. 3) Conducting quantitative studies to statistically measure changes in students' learning interest following IBL implementation. 4) Developing inquiry-based evaluation models to systematically assess the effectiveness of ISMUBA learning.

With further development, future research can strengthen the scientific foundation for implementing IBL in the character-based Islamic education framework within Muhammadiyah schools.

Recommendations : For the School, it is expected that MI Muhammadiyah 2 Bandung will continue to support the development of the Inquiry-Based Learning (IBL) strategy by providing continuous training for teachers, updating modules and lesson plans in accordance with the Merdeka Curriculum, and adding contextual learning facilities. For ISMUBA Teachers, it is hoped that they will continue to innovate in designing active and enjoyable learning, adjust to student characteristics, and expand the use of digital media and outdoor methods to maintain students' enthusiasm and learning interest. For Future Researchers, it is recommended to conduct further research with a broader scope, for example involving Muhammadiyah schools in other regions or expanding subjects to different grade levels, to obtain a more comprehensive picture of IBL effectiveness in ISMUBA learning. For Parents, it is necessary to increase involvement in supporting students' independent learning at home, especially to cultivate habits of questioning, discussing, and strengthening ISMUBA values.

This study has several limitations. The location scope is limited to MI Muhammadiyah 2 Bandung, so the results cannot yet be generalized to all Muhammadiyah madrasahs. The number of informants is limited, as this study focused on in-depth interviews and observations with several specific teachers, students, and school management. Classroom conditions and implementation time, especially learning conducted in the afternoon, affected students' concentration and enthusiasm during observations.

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