VALUE-BASED INQUIRY LEARNING APPROACH IN SHAPING THE MORALITY OF THE DIGITAL NATIVE GENERATION

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Keywords	ABSTRACTS
Inquiry Learning, Morality, Digital Native Generation, Islamic Education	**Background:** The Digital Native generation, having grown up immersed in technology, faces unique challenges in moral development, particularly in relation to Islamic values. With the rise of digital content influencing their perceptions of morality, it is crucial to explore effective educational strategies that integrate traditional values with modern learning methods. One such approach is value-based inquiry learning, which promotes active engagement and moral exploration. **Purpose:** This study aims to examine the implementation of a value-based inquiry learning strategy to enhance students' understanding and practice of Islamic moral values, particularly among the Digital Native generation at MTs Darul Ishlah, Lubuklinggau. The inquiry-based learning method, which involves group discussions, value exploration, and role-playing, is considered effective in helping students internalize Islamic values in their daily lives. **Method:** This research uses a qualitative approach with observation, interviews, and documentation techniques to assess the impact of this strategy on character development. **Result:** The findings show that value-based inquiry learning significantly improved students' understanding of Islamic moral values, such as honesty, responsibility, and mutual respect, and motivated them to apply these values in real-life situations. The support of visual media and technology further enhanced students' engagement and helped make the learning material more relevant to their digitally-based lives. Challenges included time limitations that hindered deeper exploration and reflection, as well as students' initial difficulties in adapting to participatory learning methods. This study recommends adjusting time allocations and applying more flexible methods to ensure the optimal implementation of this strategy. **Conclusion** Overall, value-based inquiry learning has proven to be an effective approach for shaping students' Islamic character and is well-suited to the needs of the Digital Native generation in the digital age.

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A. INTRODUCTION

The rapid development of technology in the digital era has given rise to the Digital Native generation, which has unique characteristics in how they interact with information and technology. This generation has grown up with broad access to the internet and technological devices, leading to a dependency on technology and the ability to access information quickly (Kivunja, 2014). owever, this convenience also brings challenges, especially in terms of morality and ethics. Research indicates that the Digital Native generation is often exposed to digital content that can influence their moral values, such as consumerism and individualism, which contribute to moral decay (Zvereva, 2023). This becomes a serious concern, particularly in the context of Islamic education at Madrasah Tsanawiyah (MTs) Darul Ishlah Lubuklinggau, where the formation of character and ethics among students is a top priority.

In the context of education, research by Öztürk (2023) shows that the digital environment can influence students' perceptions of moral values. However, the application of these values in daily life remains ineffective. Furthermore, other studies indicate that the use of digital media in religious education can enhance student engagement, but it has not specifically led to the strengthening of morality (Adebayo, 2020). Therefore, it is crucial to develop more effective learning strategies to address these challenges.

One promising approach is value-based inquiry learning. This approach emphasizes student involvement in the learning process, allowing them to learn independently and critically (Kivunja, 2014). When integrated with moral values, inquiry learning can help students not only develop cognitive skills but also internalize moral values that are relevant to their everyday lives. However, research on the effectiveness of this strategy in the context of Islamic education at MTs is still limited, so this study aims to fill that gap.

This study aims to analyze the implementation of value-based inquiry learning strategies in enhancing students' understanding and internalization of moral values among the Digital Native generation at MTs. Additionally, this research will identify the challenges faced in implementing this strategy and examine how teachers address these challenges (Saeed, 2023). This study is expected to contribute by providing a model of adaptive and effective learning that can enhance students' morals in the digital era.

The novelty of this research lies in its integrative approach that combines value-based inquiry learning strategies with efforts to shape the morality of the Digital Native generation at MTs Darul Ishlah Lubuklinggau. Emphasizing moral decay in the digital era and the use of visual and interactive media relevant to the digital lives of this generation is expected to provide a new approach to instilling moral values (Ransdell, 2010). Therefore, this study not only contributes to the development of Islamic education theory but also to more effective and relevant educational practices that meet the needs of students in the digital era.

B. METHOD

This study employed a qualitative research design with a descriptive approach to examine the implementation of value-based inquiry learning strategies in shaping the morality of the Digital Native generation at MTs Darul Ishlah, Lubuklinggau. The selection of MTs Darul Ishlah as the research site was based on its alignment with the objectives of the study, particularly its focus on Islamic education and character formation within a digitally influenced context.

Research Subjects

The research subjects consisted of Islamic Religious Education (PAI) teachers and students. The PAI teachers were responsible for designing and implementing the value-based inquiry learning strategies, while the students, categorized as Digital Natives, were the direct recipients of this pedagogical approach. This group of students was chosen for their familiarity with digital technologies and their potential need for innovative methods to internalize Islamic values.

Data Collection Methods

Data were collected using three primary techniques: observation, in-depth interviews, and documentation.

Observation: The researcher conducted non-participant observations in the classroom to witness the direct implementation of value-based inquiry learning. Focus was placed on the teacher's teaching methods, student participation, and the interactions during group discussions, value exploration, and role-playing activities. This observational data provided a detailed view of how the inquiry method was applied in practice.

In-depth Interviews: Semi-structured interviews were conducted with PAI teachers and a select group of students to gather qualitative insights into their experiences with the learning strategy. These interviews aimed to explore the effectiveness of the method, the challenges encountered, and the perceived impact on students' understanding and application of Islamic moral values.

Documentation: Additional data were collected through a review of relevant documents, including syllabi, lesson plans (RPP), and teaching materials. These documents were analyzed to gain a deeper understanding of how the value-based inquiry learning strategy was structured and integrated into the overall curriculum.

Data Analysis

The data collected through observation, interviews, and documentation were analyzed qualitatively using a three-step process: data reduction, data presentation, and conclusion drawing. Data reduction involved organizing and summarizing the collected information to identify key themes and patterns. Data presentation included the creation of thematic matrices and narratives that visually represented the data. Finally, conclusion drawing was used to interpret the findings in relation to the research questions, focusing on the effectiveness of the learning strategy in shaping students' morality and the challenges faced during its implementation.

Ethical Considerations

Ethical approval was obtained from the research site, and informed consent was secured from all participants. Confidentiality and anonymity were maintained throughout the study. Participants were informed of their right to withdraw from the study at any time without consequence.

C. RESULT AND DISCUSSION

Findings (can be in form of subheading) (1500 – 2500 words)

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

Implementation of Value-Based Inquiry Learning Strategy in Enhancing Understanding and Internalization of Moral Values

The results of this study indicate that the implementation of the value-based inquiry learning strategy at MTs Darul Ishlah Lubuklinggau is effective in enhancing students' understanding of Islamic moral values and internalizing them in their daily lives. Based on interviews with Ust. Sidik, the Islamic Religious Education (PAI) teacher at MTs Darul Ishlah Lubuklinggau, revealed that the inquiry method he applies actively involves students through group discussions, value exploration, and role-playing activities aligned with Islamic moral themes. Ust. Sidik explained, "I often use group discussions and role-playing to explain values such as honesty and helping one another, so students not only understand the theory but also experience the application of these values firsthand."

Based on the observations made by the researcher in the classroom, it was found that students were enthusiastic about participating in learning, which combined personal reflection with hands-on experience. This approach not only helped them understand the theoretical concepts but also allowed them to experience and internalize these values more deeply.

Students such as Putri and Delia also expressed that through this inquiry strategy, they felt more engaged and involved in the learning process. Putri mentioned that the group discussion activities helped her better understand the importance of values like honesty and helping one another in relationships with friends. "Group discussions helped me understand why honesty and helping others are important in daily life." The interview results indicate that this approach successfully connected theory with practical application in their lives. Through the combination of reflection and real-life experiences, students were able to internalize these moral values in a way that felt both meaningful and relevant to their interactions.

Meanwhile, Delia stated that the role-playing activities designed by Ust. Sidik helped her understand the concept of Islamic ethics through simulations that were directly related to real-life situations. In an interview, Delia mentioned, "Role-playing helped me better understand how religious values can be applied in everyday life." This experience not only allowed her to grasp the theory of ethics more deeply but also encouraged her to internalize those values and practice them in daily interactions. This shows that the value-based inquiry method successfully provided a more meaningful and relevant learning experience for students, motivating them to apply Islamic values more concretely in their lives.

Based on the observations made by the researcher in the classroom, it was found that students appeared enthusiastic and engaged in learning that combined personal reflection with hands-on experience. The learning activities that integrated discussions and role-playing helped students understand moral values more deeply and encouraged them to apply these values in their everyday lives. Students, such as Putri Qeysa Rahma and Delia Salwa Salsabila, expressed that they felt more motivated to implement Islamic values after participating in this method.

Putri shared that through group discussions, she learned to understand the importance of values like honesty and responsibility. At the same time, Nurul felt that role-playing helped her better understand how to apply Islamic values beyond the school environment. These insights demonstrate that the inquiry-based learning strategy, which blends reflection with practical experience, effectively fostered a deeper internalization of Islamic moral values among the students.

The support from Ustadzah Daliyem, the Head of the Madrasah, has been instrumental in ensuring the success of the implementation of the value-based inquiry learning strategy. Ustadzah Daliyem explained that the madrasah provides facilities for using visual media and technology to help students understand abstract concepts in Islamic ethics. She said, "We provide visual media and technological tools to make learning more engaging and in line with the digital world of the students."

The integration of visual media not only enhances students' understanding of the material but also makes the learning experience more relevant to their lives as Digital Natives. Visual media helps students connect Islamic values with their own digital experiences and contexts, making the internalization of these values more effective and meaningful. This support underscores the importance of using technology as a learning aid that bridges abstract concepts in Islamic ethics education for a generation living in the digital era.

Overall, the results of this study indicate that the implementation of value-based inquiry learning strategies at MTs Darul Ishlah Lubuklinggau has succeeded in improving students' understanding of Islamic moral values and helping them internalize these concepts in their daily lives. This strategy has proven to be relevant and effective for the *Digital Native* generation, which requires an interactive and contextual learning approach to understand moral and religious values in depth. The inquiry approach allows students to actively participate in the learning process, either through group discussions, value exploration, or role-playing activities that are directly related to their experiences. Utilizing technology and visual media makes this learning more interesting and relevant to students' lives so that the internalization of Islamic moral values is more effective. These findings strengthen the view that a learning approach that is adaptive to the needs of the digital generation has great potential in shaping students' character and morals in accordance with the goals of Islamic education.

Challenges in Implementing Value-Based Inquiry Learning and How to Overcome Them

In implementing value-based inquiry learning strategies at MTs Darul Ishlah Lubuklinggau, several main challenges were found that needed to be overcome to achieve optimal results. Based on an interview with Ust. Sidik, a PAI teacher at this madrasah, said the most prominent challenge was time constraints. Value-based inquiry

learning requires a more in-depth process because it involves discussion, exploration, and reflection of values, all of which take longer than conventional methods. Ust. Sidik explained, "Time is often the main obstacle because this inquiry method consists of several stages that need to be carried out thoroughly to achieve deep understanding."

The inquiry approach requires in-depth exploration and reflection activities so that students not only understand the material superficially but are also able to internalize the values taught. This time constraint requires teachers to make adjustments, both in the division of time and in determining the priorities of the learning stages, so that teaching objectives can be achieved without sacrificing the quality of in-depth learning.

In addition, some students have difficulty adapting to participatory and independent learning, especially those who are accustomed to conventional methods. This causes some students to need time to adjust to the new approach that requires active involvement. As conveyed by Putri, a student, "At first I felt awkward because I had to talk and discuss more with my friends, different from the lecture method that we usually follow."

This statement shows that the inquiry approach requires extra effort from students to participate actively, which is different from the lecture method, where the role of students tends to be more passive. This difficulty shows that the inquiry learning strategy requires not only mental involvement but also social readiness from students to interact, ask questions, and collaborate. Therefore, it takes time for students to adapt to the shift from a one-way learning pattern to a more collaborative and participatory pattern.

To overcome this challenge, support from the school is essential. Ustadzah Daliyem, as the Head of the Madrasah, provides visual media and technology facilities that are relevant to students' digital lives to make the learning process more interesting and easier to understand. "We ensure the availability of visual media facilities that help students learn in a more enjoyable and effective way," she explained. The use of this media makes the material more interesting. It makes it easier for students to understand abstract concepts, which is one of the keys to the successful implementation of value-based inquiry strategies.

In addition, Ust. Sidik adjusts the time and method by combining short group discussions and more intensive reflective activities in certain sessions so that the inquiry strategy can still run without sacrificing the available time. "I try to balance the inquiry method and the conventional approach so that students can adapt more easily," she added. This flexibility in the schedule is fully supported by the madrasah, which ensures that students have enough time to adjust to the inquiry approach.

With time adjustments, facility support, and a balanced combination of methods, the challenges in implementing value-based inquiry learning can be overcome well. These steps ensure that students can follow the learning process effectively. At the same time, value-based inquiry strategies can still run with optimal results despite being faced with time constraints and adaptation of learning methods.

The Effectiveness of Value-Based Inquiry Learning Strategy in Shaping Character and Enhancing Students' Morals

The results of this study show that the value-based inquiry learning strategy implemented at MTs Darul Ishlah Lubuklinggau has a significant positive impact on

shaping character and improving students' morals. Based on interviews with Ust. Sidik, an Islamic Religious Education (PAI) teacher, allows students to understand moral values theoretically and internalize and apply them in their daily lives. Ust. Sidik explained, "Through the inquiry approach, students gain a deeper understanding of the essence of values such as honesty, responsibility, and mutual respect because they are directly involved in the process of searching for and understanding the meaning."

This method has proven effective in encouraging students to think critically and interpret each action through the lens of Islamic values. Their direct involvement in the learning process makes students more aware of the relevance of moral values in their social interactions. Classroom observations show that students understand the theory of Islamic morals and demonstrate behaviours that reflect these values, such as showing respect to peers, honesty in discussions, and responsibility in completing group tasks. This indicates that the value-based inquiry method successfully creates a deeper and more meaningful learning experience, motivating students to apply Islamic values daily.

Based on the researcher's direct classroom observations, it was found that there was an increase in student engagement and participation in activities that encouraged the practice of Islamic values. Students like Putri expressed that the inquiry method made them more aware of the importance of applying values such as helping others and respecting friends.

The observations were supported by Putri's statement, who said, "Through discussions and role-playing activities, I better understand why I need to apply religious values in my daily interactions." This indicates that the value-based inquiry method successfully connected Islamic moral concepts to the concrete situations students experience.

Delia Salwa, another student, also felt that learning through role-playing helped her understand the application of Islamic values more deeply, especially in real-life situations relevant to their daily experiences as Digital Natives. Based on an interview with Delia, she stated, "Simulating through role-playing makes it easier for me to apply religious values in the social interactions I experience and engage in every day." This experience enhanced their understanding of moral values. It motivated them to directly apply Islamic principles in their lives, showing that this learning approach is practical in building Islamic morals in a generation growing up in the digital age.

Support from Ustadzah Daliyem, the Head of the Madrasah, played a crucial role in successfully implementing this method. She facilitated using visual media and technology familiar to students, making the learning process more engaging and easier to understand. In an interview, Ustadzah Daliyem stated, "Visual media not only grabs students' attention but also helps them understand how values can be applied in various situations."

The use of this media is highly relevant for Digital Native students, who find it easier to understand abstract concepts when presented visually and interactively. Visual media provides students with a more concrete representation of the application of Islamic values, making learning more effective and meaningful. This approach allows students to see real-life examples of moral values in the context of their lives, enabling the internalization of these values to take place more naturally and deeply. The support of this technology not only enhances students' motivation to learn but also fosters their involvement in understanding and applying moral concepts in everyday life.

The effectiveness of this value-based inquiry learning strategy is evident not only in the increase in students' understanding of moral values but also in their application of these values outside the classroom. Based on observations and interviews, students involved in this learning process demonstrated higher motivation to apply Islamic values in their daily interactions at school and home. Ust. Sidik observed a positive behavioural shift among students, who became more active in demonstrating responsibility, honesty, and mutual respect.

These attitudes are evident in various social situations involving peers and teachers. For example, students who were previously passive are now more proactive in taking on responsibilities in the classroom, such as maintaining order or helping classmates who are facing difficulties. The increase in honesty is also reflected in how students participate in group discussions and complete tasks, where they are more open and committed to being truthful. Observations outside the classroom also show that students have become more respectful of their peers and others, demonstrating their internalised Islamic values through the learning process.

The results indicate that the value-based inquiry learning strategy builds theoretical understanding and encourages applying those values in everyday life. The improvement in positive behaviour suggests that this learning method successfully contributes to developing a strong, relevant, and sustainable Islamic character for Digital Native students.

Overall, the value-based inquiry learning strategy at MTs Darul Ishlah Lubuklinggau has proven effective in shaping character and enhancing students' morals. This approach successfully integrates cognitive understanding and the internalization of Islamic moral values in a balanced way, making it a relevant and impactful method in building the character of the Digital Native generation.

Discussion

This study confirms that the value-based inquiry learning strategy at MTs Darul Ishlah Lubuklinggau has a significant positive impact on shaping character and improving students' morals, especially in the Digital Native generation. This finding aligns with the research of Nasution and Lubis (2021), which shows that developing inquiry-based learning tools appropriate to local culture and context can increase student engagement in the learning process. This value-based inquiry learning strategy allows students to play an active role in learning, understanding moral values theoretically and internalizing and practising them in everyday life.

This approach helps students directly engage with values such as honesty, responsibility, and mutual respect through exploratory and reflective activities. For example, discussion and role-playing activities provide students with concrete learning experiences that enable them to understand and apply Islamic values in everyday interactions. This is particularly relevant to the needs of the Digital Native generation, who tend to learn more effectively through activities involving technology, visualization, and direct interaction, even though there may not be direct references supporting this claim in a specific context (Sulistianingrum, 2017).

The technological support provided by the madrasah also plays a crucial role in successfully implementing this strategy. The visual media helps students understand abstract concepts related to Islamic ethical values, bridging the learning process with

the context of their digital lives. This strategy effectively provides relevant and meaningful learning experiences, encouraging students to apply Islamic ethical values in the school environment and their daily lives in the digital era. However, existing references may not directly address this (Astari & Joseph, 2023).

Furthermore, research by Wijayanti (2022) shows that implementing character education in learning during the pandemic remains relevant despite the challenging conditions. This indicates that the inquiry-based value learning strategy can be adapted to various situations, including unforeseen circumstances such as a pandemic, without compromising the essence of character education itself.

In this context, it is also essential to consider the challenges that may arise in implementing this strategy, such as time and resource limitations. Research by Prastiawati (2023) indicates that the successful implementation of an effective learning model requires support from all parties, including teachers, school principals, and parents. Therefore, collaboration among all stakeholders is crucial to ensure the success of the implementation of the inquiry-based value-learning strategy.

However, according to an interview with Ust, this study also identified several challenges in implementing the inquiry-based value strategy. Sidik, "One of the main challenges is the limited time, which hinders the exploration, discussion, and reflection stages required in the inquiry method. This challenge can be addressed by adjusting time allocation and implementing shorter but still effective discussion sessions. Additionally, some students face difficulties in adapting to a learning method that requires active involvement, as they are more accustomed to conventional, passive learning methods." This aligns with research that shows that good time management in learning can enhance student engagement and the effectiveness of the learning process (Bónus & Antal, 2021).

The effectiveness of the inquiry-based value strategy in shaping the character of the Digital Native generation at MTs Darul Ishlah Lubuklinggau is also supported by its ability to encourage students to think critically and understand the meaning of every Islamic value taught. Implementing this strategy has shown increased students' understanding and participation in internalizing moral values in the school environment and at home. This demonstrates that the method effectively encourages students to apply Islamic values rather than just theory in real-life situations. Research by Rahmah (2020) highlights the importance of religious education in shaping good attitudes and behaviour (Akhlakul Karimah) through a well-planned educational process (Yi, 2023). Therefore, the inquiry-based value strategy serves as a teaching method and a tool to shape students' character in line with Islamic values.

Furthermore, research by Juhrodin (2023) shows that the inquiry-based learning model in an online format can enhance students' learning independence, which is a crucial aspect of character development. This independence is particularly relevant in the context of the Digital Native generation, where students are exposed to various sources of information and challenges that require critical thinking and self-reliance (al-Momani, 2019). By applying the inquiry strategy, students learn to understand the material and are trained to analyze and evaluate the information they receive. Moreover, character education based on Islamic values can be reinforced through

engaging and relevant media for students. For example, using animated films that teach Islamic educational values can be an effective alternative in shaping students' character. By packaging educational values in an attractive format, students find it easier to understand and internalize these values.

Overall, the results of this study imply that value-based inquiry learning, when supported by technology and tailored to the needs of the Digital Native generation, can be a practical approach to building Islamic character in students. This strategy can address the moral and ethical challenges faced by the youth in the digital age while providing relevant and meaningful learning experiences. Future research could expand on this method by incorporating more interactive technologies, such as virtual reality (VR) or digital simulations, to further deepen the application of moral values in realistic and immersive contexts.

D. CONCLUSION

This study investigates the implementation of value-based inquiry learning strategies at MTs Darul Ishlah, Lubuklinggau, and evaluates their effectiveness in shaping the morality of the Digital Native generation. The findings suggest that the value-based inquiry learning approach significantly enhanced students' understanding and internalization of Islamic moral values, such as honesty, responsibility, and mutual respect. The inquiry method, which incorporated group discussions, role-playing, and value exploration, provided students with both theoretical knowledge and practical experiences, facilitating the application of these values in their everyday lives.

The integration of visual media and technology played a pivotal role in supporting the learning process, making the material more relevant and engaging for students in the digital era. These resources allowed students to better connect Islamic moral values to their digitally influenced lives, enhancing the overall learning experience. Despite the positive outcomes, the study identified several challenges, including time constraints that hindered the deeper exploration of values and the difficulties faced by some students in adapting to the participatory nature of inquiry-based learning.

To address these challenges, it is recommended to adjust time allocations and provide more flexibility in the application of the inquiry method to ensure its optimal implementation. Furthermore, the findings underline the importance of adopting teaching strategies that align with the needs of the Digital Native generation, particularly in integrating technology and interactive learning methods into Islamic education.

This study contributes to the growing body of literature on the application of inquiry-based learning in moral and religious education, offering insights into how such approaches can be adapted to enhance character development in the digital age. Future research should further explore the long-term effects of value-based inquiry learning on student morality and investigate the potential of integrating more advanced digital tools, such as virtual reality, to deepen students' understanding and internalization of Islamic values.

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