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Academic Writing Skills in Islamic Higher Education: Engaging Inquiry-based Learning Methods

Syahraini Tambak*, Mardhiyah Hayati, & Mujahid Mustafa Bahjat
Universitas Islam Riau, Indonesia
Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya,
Kota Pekanbaru, Riau 28284, Riau, Indonesia
Kolej Universiti Islam Perlis, Malaysia
Kampung Ulu Pauh, 02600 Arau, Perlis, Malaysia
Email: syahraini_tambak@fis.uir.ac.id*; mardhiyah_hayati@student.uir.ac.id;
Profdrmujahid@kuips.edu.my

Abstract: The aims of this research is to analyze the effect of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program. This type of research is quantitative with a correlation approach. This study involved 371 samples with data collection techniques using questionnaires and analyzed using the normality test and hypothesis testing which consisted of the T test, one way ANOVA and linear regression. The results of the study indicate that there are differences in the use of the lecturer's inquiry-based learning method and writing skills based on gender, semester and class. There is no difference in the use of the lecturer's inquiry-based learning method and academic writing skills based on the origin of the school and the occupation of the parents. Other results show that there is an influence of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program with a significance value of 0.000. The magnitude of the effect is strong (0.710 or 71%). This study concluded that the inquiry-based learning method had an effect on the academic writing skills of students of the Islamic Religious Education Study Program. This research has implications for the theory of academic writing skills in Islamic Higher Education.

Keywords: *Inqiury-based learning method, academic wraiting skill, religious education, learning and instruction.*

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh metode inkuiri terhadap keterampilan menulis akademik mahasiswa Program Studi Pendidikan Agama Islam. Jenis penelitian ini adalah kuantitatif dengan pendekatan korelasi. Penelitian ini melibatkan 371 sampel dengan teknik pengumpulan data menggunakan angket dan dianalisis menggunakan uji normalitas dan uji hipotesis yang terdiri dari uji T, one way anova dan regresi linier. Adapun hasil penelitian menunjukkan bahwa terdapat perbedaan penggunaan metode inkuiri dosen dan keterampilan menulis berdasarkan jenis kelamin, semester dan kelas. Tidak terdapat perbedaan penggunaan metode inkuiri dosen dan keterampilan menulis akademik berdasarkan asal sekolah dan pekerjaan orang tua. Hasil lain menunjukkan bahwa terdapat pengaruh metode inkuiri terhadap keterampilan menulis akademik mahasiswa program Studi Pendidikan Agama Islam dengan nilai signifikansi 0,000. Adapun besar pengaruhnya adalah kuat (0,710 atau 71%). Penelitian ini menyimpulkan bahwa metode inkuiri berpengaruh terhadap keterampilan menulis akademik mahasiswa Program Studi Pendidikan Agama Islam.

Penelitian ini berimplikasi pada teori keterampilan menulis akademik di Perguruan Tinggi Islam.

Kata Kunci: *Metode pembelajaran berbasis inquiri, keterampilan menulis akademik, pendidikan Islam, pengajaran dan pembelajaran.*

INTRODUCTION

Academic writing skills are very important for every student in Islamic higher education because they are the key to success in expanding and increasing vocabulary growth, writing fluency and constructing sentences. The literature building shows that academic writing skills are an indirect means of communication that is described through written language (Meryam & Usman, 2017; Tambak and Sukenti, 2020). According to Sardila (2015) writing can train orderly and orderly thinking, hone intelligence, develop initiative and creativity, and reduce tension and stress levels.

Islamic higher education institutions are required to prioritize the development of academic writing skills in the policies that cover them. Writing skills can foster critical thinking and be more thorough in processing more information so that insight and knowledge will increase. The more often you write, the more you can generate new and creative ideas, and can be used as a problem solving tool (Mahendra, 2018; Hamzah et al., 2022; Tambak, Ahmad and Sukenti, 2020). According to Patmawati (2018), through writing skills students will gain knowledge and skills that are beneficial for the growth and development of reason, social and culture so that a person will not experience difficulties in expressing himself with the development of the modern world.

There have been several studies examining academic writing skills in higher education institution, so far. Research by Adnyana, Putra & Suryaniadi (2017) examined the effect of the quantum writing method on academic writing skills in students in the Indonesian language course Vocational Education Applied Bachelor of Bali State Polytechnic using a class action approach. This study aims to determine the effect of the quantum writing method on students' writing skills in the Indonesian language subject Vocational Education Applied Bachelor of Bali State Polytechnic. This research observes that students generally experience difficulties in writing due to low reading power and lack of student interest in learning to write. Jayanti & Ariawan (2018) conducted research on writing skills in Central Java regarding the implementation of the experiential learning model to improve narrative essay writing skills for elementary school students using a qualitative approach. This study aims to improve the narrative essay writing skills of elementary school students through the implementation of experiential learning models. This study shows that students experience difficulties in writing narratives.

Another reserch was conducted by Dewi, Utami & Afnita (2018) regarding the use of media images on the skills of writing descriptive texts for class VII students of SMP Negeri 38 Padang, West Sumatra, using a qualitative approach. This study aims to describe the use of image media on descriptive text writing skills. This study saw that students found it difficult to express ideas or thoughts and students also had difficulties in using the right diction or words so that students thought that writing was a skill that was difficult to learn. The next research was conducted by Darusuprapti & Haryanto (2019) on improving the skills of writing short stories using pop-up learning media with a class action approach. This study aims to improve the learning process and short

story writing skills using pop-up learning media for fourth grade students at SD Muhammadiyah Sidokarto Yogyakarta. This study saw that many students had obstacles in short story writing activities such as developing ideas. Research by Riana & Setiadi (2016) on the application of the cooperative learning model of the mind mapping technique in improving the skills of writing expository narrative essays in the Indonesian language subject for class VII students of SMK Swadaya Semarang, Central Java with a class action approach. This study found that students did not pay attention to the use of spelling, suitability of titles with content, topic development, coherence between sentences, coherence between paragraphs and the use of proper punctuation. This study aims to describe and analyze the abilities of students, describe and analyze student learning outcomes, and analyze the constraints in the learning process of students.

Even though there have been various studies that have examined academic writing skills, this problem still occurs in the world of education. This also happened in the Islamic Religious Education Study Program (PAI) of the Faculty of Islamic Studies (FAI) Islamic University of Riau (UIR), where there were some students who lacked good writing skills. It was found that some students were less able to write clearly such as making backgrounds, material analysis, and operational concepts, while the lecturer had given the correct scientific writing procedures. Another thing was found that students were less able to use good spelling and punctuation according to the rules of writing. This was found at the time of writing the paper where it was found that students were lacking in placing punctuation marks. There are some students who are lacking in utilizing sentence structure and grammar. It was found that some students were less able to make sentences that were good and correct, and not varied. There are some students who are less able to explain the main ideas of writing. This should not be the case, because the lecturer has provided steps or ways to write good and correct main ideas.

It is assumed that the problem of low academic writing skills in students can be overcome by using the inquiry-based learning method by lecturers in learning. According to Meryam & Usman (2017) one of the factors that influence writing skills is realizing the maximum role of the teacher through the use of inquiry-based learning methods to encourage students to have good scientific writing. In addition, according to Dayu & Anggrasari (2017) academic writing skills are influenced by interesting teaching media including the use of learning methods.

Thus, this study examines the strengthening of the inquiry-based learning method in developing academic writing skills in students of the Islamic Religious Education Study Program (PAI) of the Faculty of Islamic Religion (FAI) Islamic University of Riau (UIR) Pekanbaru. As far as the researcher's observations the strengthening of the inquiry-based learning method to develop academic writing skills is a new thing that has never been studied by researchers in the world of Indonesian Islamic Higher Education. Based on this, this research focuses on; the level of mastery of the lecturer's inquiry-based learning method in the perception of students of the Islamic Religious Education study program; the level of academic writing skills of students of the Islamic Religious Education study program; differences in lecturer inquiry-based learning methods based on background on the perceptions of students of the Islamic Religious Education study program; differences in academic writing skills based on the background of students of the Islamic Religious Education study program; and the effect of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education study program.

THEORITICAL REVIEW

According to Tambak (2014: 154) the inquiry-based learning method in PAI learning is a way of presenting learning material by instilling the basics of scientific thinking in students where they learn more on their own, develop creativity and analyze a problem so that they find a solution in accordance with predetermined learning competencies. In addition, Hanafiah & Suhana (2012: 77) the inquiry-based learning method is a series of learning activities that maximally involve all students' abilities to seek and investigate systematically, critically, and logically so that they can find their own knowledge, attitudes, and skills as a there is a change in behavior.

Istarani (2014: 177) argues that the inquiry-based learning method is a series of learning activities that emphasize the process of thinking critically to seek and find answers to a problem in question. This process is carried out by debriefing between the teacher and students. Saripudin (2018: 75) states that the inquiry-based learning method is a method that prepares students for situations

conduct extensive self-experiments in order to see what is happening, want to do something, ask questions, and seek answers on their own, as well as connect and compare what students find with other discoveries.

According to Erlinda (2016: 225) the inquiry-based learning method is defined as learning that prepares situations for children to conduct their own experiments; In a broad sense, you want to see what is happening, do something, use symbols (pictures) and look for answers to your own questions, connect one discovery with another, compare what you have found with what others have found. Alfandi (2015: 80) argues that the inquiry-based learning method is a method in which students themselves are given the opportunity to seek (investigate/research) and solve their own answers (problems) using problem-solving techniques.

Meanwhile, Sanjaya (2013: 196) stated that the inquiry-based learning method is a series of learning activities that emphasize the process of thinking critically and analytically to seek and find answers to a problem in question. Anam (2015: 7) states that the inquiry-based learning method is a learning method that can encourage students to be actively involved in the teaching and learning process by asking good questions on each material presented.

According to Tambak (2014: 170-180) the steps of the inquiry-based learning method are as follows: (1) Delivering learning indicators. Indicators are an integral part of the learning objectives to be implemented. Delivering learning indicators can provide learning motivation for students so that they can take part in learning maximally and seriously. (2) Orientation. Orientation is a step to foster a responsive learning atmosphere or climate. In this step the teacher conditions so that students are ready to carry out the learning process. At this stage the teacher stimulates and invites students to think about solving problems. (3) Formulate the problem. Formulating a problem is a step to bring students to a problem that contains a puzzle. The problem presented is a problem challenging students to think about solving the puzzle problem. Therefore, through this process students will gain invaluable experience as an effort to develop mentally through the thought process. (4) Formulate hypotheses. The hypothesis is a temporary answer to a problem being studied. As a temporary answer, the hypothesis needs to be tested for truth. The ability or potential of an individual to think basically has been possessed since the individual was born. The potential for thinking starts from the ability of each individual to guess or guess from a problem. When an individual can prove his guess, then he arrives at a position that can encourage further thinking. (5) Collect data. At this step collecting data is a very important mental

process in developing intellectual. The data collection process not only requires strong motivation in learning, but also requires perseverance and the ability to use students' thinking potential. Therefore, the task and role of the Islamic religious education teacher at this stage is to ask questions that can encourage students to think about finding the information needed. (6) Test the hypothesis. Testing the hypothesis is the process of determining which answers are considered acceptable according to the data or information obtained based on data collection. The hypothesis can develop the ability to think rationally. That is, the truth of the answers given is not only based on argumentation but must be supported by the data found and can be accounted for. The hypothesis serves to provide a conjectural statement about the tentative relationship between phenomena in learning. (7) Formulate conclusions. Formulating conclusions is the process of describing the findings obtained based on the results of hypothesis testing. To reach accurate conclusions, the teacher should be able to show students which data is relevant. (8) Evaluation. Evaluation is as a process of determining the results that have been achieved by several planned activities to support the achievement of goals.

According to Zainurrahman (2013:2) academic writing skills are one of the four basic language skills (speaking, listening, writing, and reading). Today, critical thinking skills and literacy skills have become advanced linguistic skills. Writing is a skill that is not mastered by everyone, let alone writing in an academic context (academic writing), such as writing essays, scientific papers, research reports and so on. Writing is a productive skill because this skill is used to produce language for the purpose of conveying meaning.

Meanwhile, Tarigan (2013: 22) academic writing skills are deriving or depicting graphic symbols that describe a language understood by someone, so that

other people can read the graphic symbols if they understand the language and graphic images. According to Tinambunan (2017: 1) writing is a series of activities to express feelings, ideas and ideas through tools in containers as a medium.

In this regard, Mahendra (2018: 201) reveals that academic writing skills are very complex skills in language skills, because writing skills are a developmental process that demands experience, time, agreement, practice and requires an orderly way of thinking to express it back into beautiful form of writing.

In addition, Meryam & Usman (2017: 96) academic writing skills are a process of human creative activity in conveying thoughts or ideas, wishes, or feelings using written language as the medium. According to Sardila (2015: 113) academic writing skills are one of the most expressive and productive language skills. It is said to be expressive because writing is the result of thoughts and feelings that can be expressed through the activity of moving fine motors through the strokes of our hands. It is said to be productive because writing is a process in producing language units in the form of real works, until they are born into written form.

RESEARCH METHOD

This type of research is correlation involving the act of collecting data to determine whether there is a relationship between two variables, namely the independent variable and the dependent variable (Sunyoto, 2011:27). Meanwhile, the population of this study were students of the Islamic Religious Education Study Program, Faculty of Islamic Religion, Riau Islamic University, totaling 789 students from three countries: Indonesia, Thailand and Cambodia. The sampling technique used proportionate startified random sampling. proportionate startified random sampling, namely determining the sample by paying attention to the strata (levels) in the population (Martono, 2014: 78), using

the Slovin formula with an error margin of 3% totaling 558 students.

The data collection technique used in this study was a questionnaire (Umar, 2014) by giving or distributing a list of questions/statements to respondents in the hope of responding to the list of questions. The questionnaire was distributed for one week starting from Tuesday 8 December 2021 to Monday 14 December 2021. Due to the Covid-19 pandemic the questionnaire was distributed online through the head of each level using the Google form link.

The data processing techniques used in this study are; first, carry out a normality test (Sinambela, 2014) which is carried out to find out whether the data taken is normally distributed or not. Data normality is a basic requirement that must be met in parametric analysis. Data normality is the most important thing because with normally distributed data, the data can be considered to represent the population. In this study the normality test was carried out using the SPSS 22 program which used the one sample Kolmogoro Smirnov method. With the test criteria, if the significance is less than 0.05, then the conclusion is that the data is not normally distributed. If it is significant more than 0.05, then the data is normally distributed.

The data analysis technique used is descriptive test to analyze the mean value of each variable. Then a t test was carried out to analyze the differences in variables based on the hypothesized background of the respondents. Next is to use the one way Anova test (one way-Anova) to analyze the differences of two or more variables based on the hypothesized background of the respondents. Then a simple linear regression analysis was used to find out the hypothesis about the influence of the inquiry-based learning method on students' academic writing skills in lectures.

RESULT AND DISCUSSION
Mastery of Lecturer Inquiry-based Learning Methods

The level of mastery of the lecturer's inquiry-based learning method in the perception of students of the Islamic Religious Education Study Program at the Islamic University of Riau is at a moderate level. Table 1 shows that 250 or 67.4% of the lecturer's level of mastery of the inquiry-based learning method in the perception of students of the Islamic Religious Education Study Program at the Islamic University of Riau (mean = 130.87, sd = 20.011) is in the medium category. This shows that according to student perceptions, lecturers have mastered the inquiry-based learning method in learning well.

Table 1: Lecturer's Level of Mastery of Inquiry-based Learning Methods

Variabel	N	%	Mean	Standar Deviasi	Kategori
Metode Inkuiri	44	11,8	130,87	20,011	Sedang
	250	67,4			
	77	20,8			

Academic Writing Skills of Islamic Religious Education Study Program Students

Table 2 shows that the level of students' academic writing skills is in the medium category. This is indicated by the value (mean = 119.26, sd = 19.032) which is at a moderate level. There are 336 or 63.6% of students who have moderate academic writing skills.

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Tabel 2: Student Academic Writing Skills Level

Variabel	N	%	Mean	Standar Deviasi	Level
Academic writing skill	48	12,9	119,26	19,032	Medium
	236	63,6			
	87	23,5			

Differences in Lecturer Inquiry-based learning Methods Based on Background

By using the T test, table 3 based on gender shows that there is a significant difference in the use of the lecturer's inquiry-based learning method in the perception of students of the Islamic Religious Education Study Program at the Islamic University of Riau at the level of P <0.05 with the result [T (22.096, 18.672 = -1.543) , p = 0.024)].

Table 3: Differences in the Use of Lecturer Inquiry-based Learning Methods Based on Gender

Gender	N	SD	df	T	P
Male	132	22,096	364	-1,543	0,024
Famale	234	18,672			

By using the Anova test, table 4 illustrates that there are differences in the use of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at the Islamic University of Riau by semester. A post hoc comparison using the Tukey's-b test shows that the use of the lecturer's inquiry-based learning method on the perceptions of semester 3 students (M=135.18, SD = 15.652) is higher than semester 5 students (M=128.84, SD=20.924). Perceptions of 7th semester students (M = 128.31, SD = 22.959) were lower than those of 5th semester students (M = 128.84, SD = 20.924). This shows that there is a significant difference in the use of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at the Islamic University of Riau.

Table 4: Differences in the Use of Lecturer Inquiry-based learning Methods Based on Semester

Semester	N	Mean	SD	P
3	126	135,18	15,652	0,011
5	159	128,84	20,924	
7	86	128,31	22,959	

By using the Anova test, table 5 illustrates that there are differences in the use of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at Riau Islamic University based on class. A post hoc comparison using the Tukey's-b test showed that the average score for using the lecturer's inquiry-based learning method on the perceptions of class 3C students (M = 138.14, SD=14.855) was higher and different from class 5C

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students (M = 135.70, SD = 20.195). The perception of students in class 3B (M = 135.08, SD = 15.924) was higher than that of students in class 3D (M = 133.30, SD = 13.852). The perception of students in class 3A (M = 132.95, SD = 18.831) was higher than that of students in class 5B (M = 132.57, SD = 16.935). The perception of students in grade 5E (M=132.32, SD = 15.198) was higher than that of students in grade 7C (M = 131.80, SD = 15.864). The perception of grade 7B students (M = 129.29, SD = 27.725) was higher than that of grade 5D students (M = 126.56, SD = 20.492). Perceptions of Grade 7A students (M = 124.85, SD = 23.241) were higher than those of Class 5A students (M = 121.48, SD = 25.649). This shows that there are differences in the use of the lecturer's inquiry-based learning method on student perceptions based on class.

Table 5: Differences in the Use of Lecturer Inquiry-based learning Methods on Student Perceptions by Class

Class	N	Mean	SD	P
3A	22	132,95	18,831	0,017
3B	37	135,08	15,924	
3C	37	138,14	14,855	
3D	20	133,30	13,852	
5A	42	121,48	25,649	
5B	37	132,57	16,935	
5C	23	135,70	20,195	
5D	32	126,56	20,492	
5E	25	132,32	15,198	
7A	33	124,85	23,241	
7B	28	129,29	27,725	
7C	25	131,80	15,864	

By using the Anova test, table 6 illustrates that there is no difference in the use of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at the Islamic University of Riau by class.

Table 6: Differences in the Use of Lecturer Inquiry-based learning Methods on Student Perceptions According to School of Origin

School beckground	N	Mean	SD	P
SMAN	171	132,09	17,820	0,446
SMAS	16	129,88	22,066	
SMKN	30	127,10	16,295	
SMKS	17	131,94	16,115	
MAN	18	138,78	19,000	
MAS	45	129,24	19,975	
Pesantren	74	128,64	25,907	

Using the Anova test, table 21 illustrates that there is no difference in the use of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at the Islamic University of Riau based on the work of their parents.

Table 7: Differences in the Use of Lecturer Inquiry-based learning Methods on Student Perceptions According to Parents' Occupation

Parent Job	N	Mean	SD	P
State Civil Apparatus	44	131,23	18,028	0,668
BUMN employee	7	139,71	10,404	
TNI/Polri	4	143,75	9,878	
Private employees	50	130,62	24,986	
Trader	36	128,11	18,716	
Farmer	150	130,23	21,049	
Other	80	131,88	16,965	

Differences in Writing Skills Based on Student Background

By using the T test, table 8 shows that there is a significant difference in gender on students' academic writing skills at the level of $p < 0.05$ with the result [T (20.721, 18.012 = -1.692, p = 0.010)].

Tabel 8: Differences in Student Academic Writing Skills Based on Gender

Gender	N	SD	df	T	P
Male	132	20,721	364	-1,692	0,010
Famale	234	18,012			

By using the Anova test, table 9 illustrates that there are differences in the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau by semester. A post hoc comparison using the Tukey's-b test shows that the average score for the academic writing skills of semester 3 students (M=123.08, SD=15.646) is higher than semester 5 students (M = 118.37, SD =18.626). The writing skills of the 7th semester students (M=115.29, SD=23.082) were lower than those of the 5th semester students (M=118.37, SD=18.626). This shows that there are differences in students' academic writing skills based on semester.

Table 9: Differences in Student Academic Writing Skills by Semester

Semester	N	Mean	SD	P
3	126	123,08	15,646	0,010
5	159	118,37	18,626	
7	86	115,29	23,082	

By using the Anova test, table 10 illustrates that there is no difference in the academic writing skills of students of the Islamic Religious Education Study Program at Riau Islamic University based on class.

Table 10: Differences in Student Academic Writing Skills by Class

Class	N	Mean	SD	P
3A	22	124,27	14,554	0,125
3B	37	124,73	14,611	
3C	37	122,54	16,264	
3D	20	120,83	17,269	
5A	42	116,40	22,398	
5B	37	118,78	16,371	
5C	23	122,74	19,578	
5D	32	117,56	17,509	
5E	25	118,08	15,853	
7A	33	111,03	24,748	
7B	28	114,46	26,878	
7C	25	121,84	13,683	

By using the ANOVA test, table 11 illustrates that there is no difference in the academic writing skills of students of the Islamic Religious Education Study Program at Riau Islamic University based on school origin.

Table 11: Differences in Academic Writing Skills by School of Origin

School beckground	N	Mean	SD	P
SMAN	171	122,13	17,231	0,060
SMAS	16	116,19	22,221	
SMKN	30	113,97	16,929	
SMKS	17	115,94	18,461	
MAN	18	125,44	16,564	
MAS	45	115,22	18,589	
Pesantren	74	117,22	22,862	

Using the Anova test, table 11 illustrates that there is no difference in the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau based on their parents' occupation.

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Table 12: Differences in Academic Writing Skills According to Parents' Occupation

Parent Job	N	Mean	SD	P
State Civil Apparatus	44	119,64	16,354	0,889
BUMN employee	7	126,14	13,434	
TNI/Polri	4	128,25	14,546	
Private employees	50	118,42	23,851	
Trader	36	117,25	19,769	
Farmer	150	119,37	19,845	
Other	80	119,20	15,803	

The Influence of the Inquiry-based learning Method on Academic Writing Skills

Table 13 using simple linear regression shows that there is an influence of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program, Islamic University of Riau. This is indicated by the value (F = 904.197), and the probability value (0.000) which is smaller than the significance value (0.05) (P <0.05). Based on this, the research hypothesis which states that there is an influence of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program, Islamic University of Riau is accepted.

Table 13: Annova Uji F

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	95178.602	1	95178.602	904.197	.000[b]
Residual	38842.072	369	105.263		
Total	134020.674	370			

a. Dependent Variable: Academic Writing Skill
b. Predictors: (Constant), Inquiry-based Learning

Table 14 clearly illustrates the effect of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau at 0.710 or 71%, this is indicated by the value (R Square = 0.710). The R Square value of (0.710) or (71%) illustrates that the effect of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program, Islamic University of Riau is included in the strong category. The value of 0.710 or 71% lies in the range 0.60–0.799 with the criterion of a strong level of influence. This means that the level of influence of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau is strong.

Table 14: Model Summary

			Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.843a	.710	.709	10.25978	
a. Predictors: (Constant), Inquiry-based Learning					

Furthermore, in table 15 it can be predicted the effect of the inquiry-based learning method on academic writing skills in table 29, the coefficients table displays a value (Constant) = 14.361 and a B value of 0.802 (X) and a significant level of 0.000 (X). From the coefficients table, a simple linear regression equation is obtained, namely: $\hat{Y} = a + bX = 14.361 + 0.802X$ the meaning of the equation is 14.361 which can be interpreted, if the inquiry-based learning method has a value of 0 then the academic writing skill has a value of 14.361. The regression coefficient is 0.802 (X), stating that when the inquiry-based learning method is used it is predicted to be able to develop academic writing skills of 0.802 (80.2%). Vice versa if the inquiry-based learning method is not used it is also automatically predicted to reduce academic writing skills by 0.802 (80.2%).

Tabel 15: Coefficients

	Coefficientsa				
Model	Unstandardized Coefficients		Standardized Coeefficients		
(Constant) Inquiry-based	B	Std. Error	Beta	t	Sig.
Learning	14.361	3.529		4.070	.000
	.802	.027	.843	30.070	.000
a. Dependent Variable: Academic Writing Skill					

The results of the study illustrate that the level of mastery of the lecturer's inquiry-based learning method on the perceptions of students of the Islamic Religious Education Study Program at the Islamic University of Riau is in the medium category. Meanwhile, the level of students' academic writing skills is also in the medium category. Another thing shows that based on the gender of students, the Islamic Religious Education Study Program at the Islamic University of Riau is different from the use of the lecturer's inquiry-based learning method. This confirms that male and female students have different perceptions of the use of inquiry-based learning methods by lecturers in carrying out learning activities.

Based on the semester level in the perception of students of the Islamic Religious Education Study Program, Islamic University of Riau, it influences the use of the lecturer's inquiry-based learning method in learning. The lower the semester, the higher the student's perception of the lecturer's use of the inquiry-based learning method. In addition, this study illustrates that based on class there are differences in the use of the lecturer's inquiry-based learning method in the perceptions of students of the Islamic Religious Education Study Program, Islamic University of Riau. Then, based on the origin of the school and the occupation of the student's parents, there is no difference in the use of the lecturer's

inquiry-based learning method in learning on student perceptions.

This study shows that based on the gender of the students of the Islamic Religious Education Study Program, Riau Islamic University, they differ in writing skills. The results of this study are reinforced by Arief's (2016) research which states that men and women have differences in writing skills. Based on the semester level, students of the Islamic Religious Education Study Program at the Islamic University of Riau differ in their academic writing skills. The lower the semester level indicates the higher the ability of the student's academic writing skills and the higher the semester level indicates the difference in academic writing skills. The results of the study describe that there is no difference in students' academic writing skills based on class. The results of the study also showed that there was no difference in writing skills based on the origin of the school and the occupation of the students' parents.

In addition, the results of this study illustrate that the inquiry-based learning method is able to influence the academic writing skills of students of the Islamic Religious Education Study Program, Islamic University of Riau. The inquiry-based learning method delivers material to students by emphasizing the basics of scientific thinking and developing critical thinking skills so that students can investigate and solve problems on their own. In its application, students can ask questions to the teacher so that discussions or interactions occur between teachers and students. The inquiry-based learning method can form and develop the basic concepts of students' thinking, encourage students to think and work hard (Tambak, 2014; Tambak et al., 2022; Hamzah et al., 2022). Hanafiah & Suhana (2012) the inquiry-based learning method can help students to develop mastery of skills in cognitive, affective and psychomotor processes in a balanced manner and can generate motivation and passion for learning, providing opportunities for growth and advancement.

The inquiry-based learning method affects academic writing skills. The results of this study are reinforced by the results of Azmi & Syahrul's research (2020) which revealed that the use of the inquiry-based learning method assisted by audiovisual media can develop writing skills. Besides that, Retti & Arianti (2019) concluded that the inquiry-based learning method had an effect on writing skills. So that the inquiry-based learning method is better used in improving writing skills (Syahfitri, 2018). Writing skills can get good results with frequent practice (Anggraini, Manaf & Syahrul, 2019).

Yanto (2018: 172) argues that academic writing skills are a complex activity, which includes integrated movements of the arms, hands, fingers and eyes. Writing is a visual depiction of thoughts, feelings, and ideas by using the symbols of the author's language system for communication or note-taking purposes. Meanwhile, Isniarni (2018: 106) academic writing skills are language skills that are owned and used by humans as an indirect communication tool that has stages in the writing process and makes a person get success in writing, the process of depicting symbols that can be understood and gives birth to thoughts or ideas by using language expressively based on creativity.

CONCLUSION

This research resulted in that there were differences in the use of the lecturer's inquiry-based learning method based on the background of the students of the Islamic Religious Education Study Program at the Islamic University of Riau as seen from the differences in the background of the respondents in terms of gender there were differences, in terms of semester there were differences, in terms of class there were differences, in terms of There is no difference in the origin of the school and

the work of the parents. There is a difference in the academic writing skills of the students of the Islamic Religious Education Study Program at the Islamic University of Riau as seen from the background of the respondents, in terms of gender and semester there is a difference, in terms of class, school origin and parents' occupation there is no difference. There is an influence of the inquiry-based learning method on the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau with a significant value of 0.000. The influence of the use of inquiry-based learning methods by lecturers on the academic writing skills of students of the Islamic Religious Education Study Program at the Islamic University of Riau is strong (0.710 or 71%) which is in the range (0.60-0.799), while the remaining 29% is influenced by other factors. . It can be predicted that if the inquiry-based learning method is used it will contribute to improving academic writing skills by 0.820 or 80.2%. Vice versa, if the inquiry-based learning method is not used, it is automatically predicted to reduce academic writing skills by 0.802 or 80.2%. This study concluded that the inquiry-based learning method can affect students' academic writing skills. Thus it can be recommended for further research to develop students' academic writing skills with a quasi-experimental approach at Islamic tertiary institutions.

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