



Innovating Islamic History Education: Implementing the Inquiry-Transactional Learning Model to Enhance Learning Quality in Vocational Schools

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Abstract

The teaching of Islamic history in Vocational High Schools still predominantly relies on conventional lecture methods, which often result in low student engagement and comprehension. This study aims to develop and assess the effectiveness of the Inquiry-Transactional Learning Model in improving students' understanding of Islamic history. Applying a Research and Development (R&D) approach based on the Borg & Gall model, the study utilized observations, interviews, questionnaires, and pre-test and post-test evaluations. Data were analyzed using a paired sample t-test and qualitative analysis techniques. The results showed a significant improvement in students' understanding, as indicated by higher post-test scores compared to pre-test scores. Additionally, students demonstrated increased engagement, critical thinking, and motivation in learning Islamic history. The Inquiry-Transactional Learning Model has proven to be an effective and innovative approach in vocational school education, promoting active exploration and student-teacher interaction. Future research could focus on integrating this model with digital media to further enhance learning outcomes.

Keywords: Active Learning; Inquiry-Transactional Learning; Islamic History; Vocational Education; Student Engagement

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INTRODUCTION

Education plays a crucial role in shaping students' character and intelligence. In Indonesia, Islamic religious education is an essential component of the national education system, designed to cultivate faith, piety, and noble morals in students. One particularly important aspect of Islamic religious education is the study of the history of Islam's development worldwide (Essabane et al., 2022; Kolb, 2023; Tuna, 2022; Worachak et al., 2023). Learning Islamic history not only provides insight into the development of Islamic civilization in various parts of the world but also shapes students' perspectives on the contribution of Muslims to global civilization (Saada, 2023; Sahin, 2022; Sirait, 2023). Therefore, the learning methods used must be able to increase students' understanding and interest in this material (J. W. Han et al., 2022;

Krawitz et al., 2022; Ong & Quek, 2023). Currently, learning the history of the development of Islam in Vocational High Schools still faces various challenges (Altinyelken, 2021; Anggadwita et al., 2021; Casquilho et al., 2023). Based on the results of initial observations, the methods used by most teachers are still conventional, namely lecture methods that minimize interaction and active involvement from students. This one-way learning makes students less motivated and less able to understand the material in depth (Ahmed Abdel-Al Ibrahim et al., 2023; Barut Tugtekin & Dursun, 2022; Vercaruz et al., 2023; Zhao et al., 2021). As a result, many students feel bored, are not interested in Islamic history lessons, and have difficulty connecting the material to the context of their lives (Assalihee et al., 2024; Redulfin et al., 2025; Şahin Doğruer, 2024). In addition, the textbooks used in learning Islamic history still have limitations in presenting material in a comprehensive and interesting way.

One approach that can be applied to improve the effectiveness of learning Islamic history is the inquiry-transactional learning model. This model combines the inquiry method, which emphasizes independent exploration and information seeking by students, with a transactional strategy, where there is active interaction between students, teachers, and other learning resources (Hendriyani et al., 2023; Stoecklin, 2022; Tan & Shan, 2023). This approach allows students to not only receive information passively, but also to search, analyze, and discuss the material critically (Moundridou et al., 2024; Muhamad Dah et al., 2024; Qiu et al., 2025). Thus, students can better understand Islamic history through active, creative, and enjoyable learning experiences (Hastasari et al., 2022; Liu-Lastres et al., 2020; Rehman et al., 2024). In the application of the inquiry-transactional learning model, students act as active information seekers, while teachers function as facilitators who guide students in finding important concepts in Islamic history (Hizon et al., 2024; Muhasriady & Tiwari, 2024; Xie et al., 2022). This model can also be combined with various learning media, such as interactive maps, documentaries, educational games, and project-based discussions to increase student involvement (Brown & Pressley, 2023; Hinostroza et al., 2024; Maymuna et al., 2025). Through this strategy, learning the history of the development of Islam in vocational schools is expected to be more interesting and relevant to the needs and interests of students.

A review of previous studies indicates that the inquiry learning model has been extensively explored across different educational settings. Studies conducted by Schellinger et al., (2019) shows that technology can improve elementary school students' understanding of the nature of science when used in an inquiry-based curriculum. However, this study is still limited to elementary school students and does not specifically target learning the history of the development of Islam at the Vocational High School level. In addition, Caymaz & Aydin (2021) and Hsiao et al. (2022) examined the effectiveness of the General Knowledge Construction Model on students' academic achievement in electrical energy material. Although this model focuses on knowledge construction through social interaction, this study did not explicitly incorporate a transactional approach or target Islamic history subjects. Meanwhile, research by Kim et al. (2022) explores how artificial intelligence (AI) can act as a collaborative learning agent in the classroom. Although this study provides new insights into the interaction between students and AI, its focus is not on the integration of inquiry-transactional learning or the material of the history of the development of Islam.

From the results of the review above, there are several research gaps that have not been widely explored. First, previous studies have focused more on elementary and junior high school students, while studies that specifically target vocational high school students in learning the history of the development of Islam are still limited. Second, although the inquiry learning model has been widely studied, the specific integration of the inquiry approach with the transactional method in learning Islamic history has not been a major concern in previous studies. Third, there is no learning model that is specifically designed to improve vocational high school students' understanding of the history of the development of Islam through the inquiry-transactional approach.

This study is highly relevant in addressing the existing gap by developing an inquiry-transactional learning model to enhance vocational high school students' understanding of Islamic history. By integrating an inquiry-based approach that fosters independent exploration and analysis with a transactional strategy that promotes active interaction, this research aims to create a more engaging,

relevant, and effective learning experience. Additionally, the findings are expected to make practical contributions to improving the quality of Islamic religious education in vocational schools while enriching educational literature with more innovative and interactive learning models.

The application of the inquiry-transactional learning model is expected to provide solutions to the problems faced in learning Islamic history in vocational high schools. By increasing the active involvement of students, this method can help them understand the concept of Islamic history better and develop critical and analytical thinking skills (Bin Jamil et al., 2024; Mokoginta & Mokwena, 2024; Nada et al., 2023). Moreover, the development of this learning model also aims to create a more interactive and experience-based learning atmosphere, so that students not only understand historical facts but are also able to relate the values contained in Islamic history to their daily lives (Aderibigbe et al., 2023; Arkabaev, 2025; Sofyan & Tlali, 2024).

Therefore, this study seeks to develop and evaluate the effectiveness of the inquiry-transactional learning model in enhancing students' understanding of Islamic history in vocational high schools. The findings of this research are expected to contribute to educational innovation, particularly in Islamic religious education, and serve as a reference for teachers in designing more effective and engaging learning strategies for students.

RESEARCH METHODS

This study employs the Research and Development (R&D) method to develop an inquiry-transactional learning model in teaching the history of Islamic development in Vocational High Schools (VHS). This model is designed to enhance students' understanding of Islamic history through a more interactive and contextual approach. The R&D method itself is a systematic approach used to design or refine new products, methods, or models with the aim of improving quality or effectiveness in a specific field (Khoiruddin et al., 2023; Sari et al., 2023; Y. Han et al., 2024). In the context of education, R&D is used to design and test innovative learning models that can improve the learning process and outcomes (Wu & Chen, 2021; Kiraga, 2023; Yusipa, 2024).

This research was conducted at State Vocational High School 1 in Pagar Alam City, South Sumatra Province. This location was chosen because it is the only State Vocational High School in the area, which reflects the importance of learning innovation in an educational environment that still has limited access to quality learning resources. The subjects of this study consisted of Islamic religious education teachers who teach class XII semester 2, because they have direct experience in teaching the history of the development of Islam in the world, as well as class XII semester 2 students as students who are the targets of the application of this new learning model.

This study refers to the Borg & Gall model. The first stage is preliminary research, which includes observation, interviews with teachers and students, and literature studies to identify problems in learning the history of the development of Islam in vocational schools. Furthermore, the development of an inquiry-transactional learning model is carried out, which combines inquiry and transactional approaches to improve student interaction and understanding. This model is then evaluated through formative evaluation, which consists of expert testing, individual trials with students, small group trials, and field trials with larger classes (Morris et al., 2021; Moyo et al., 2022; Kurutas, 2023). Based on the evaluation results, revisions to the model are made to improve its effectiveness and suitability to the needs of students and teachers (Alsalamah & Callinan, 2021; Constantinou & Wijnen-Meijer, 2022; Ngkoti, 2021). The last stage is the finalization of the learning model, which produces an inquiry-transactional-based learning module along with implementation guidelines for teachers and students. This model is expected to be able to improve the quality of learning the history of the development of Islam in vocational schools and provide solutions to the limitations of conventional learning methods.

To obtain comprehensive and valid data in this study, several data collection techniques were employed, including observation, interviews, questionnaires, learning outcome tests, and documentation. Observations were conducted to analyze the learning process of Islamic history before and after

implementing the inquiry-transactional learning model. This technique was useful in assessing student engagement, teacher-student interactions, and overall classroom dynamics. The observation instrument used was an observation sheet, which included indicators such as student participation levels, teaching methods, and student responses during learning activities.

Additionally, interviews were conducted with teachers and students to gain deeper insights into their perceptions of learning Islamic history, the challenges they encountered, and their expectations for a more interactive learning model. The interview instrument consisted of a guideline with open-ended questions addressing teaching strategies, difficulties in understanding Islamic history, and feedback on the developed learning model. Furthermore, a Likert-scale-based questionnaire was distributed to teachers and students to evaluate the effectiveness, efficiency, and appeal of the inquiry-transactional learning model.

This questionnaire assesses material clarity, student engagement, learning motivation, and satisfaction. To evaluate students' understanding before and after implementing the learning model, multiple-choice and essay tests were used. Documentation, including lesson plans, teaching materials, student worksheets, and recordings of learning activities, served as supporting data. By employing various data collection techniques, this study aims to develop a more effective and innovative inquiry-transactional learning model to enhance students' understanding of Islamic history in Vocational High Schools.

Table 1. Research instrument grid

Variables/Aspects Measured	Indicator	Instrument
Effectiveness of Inquiry-Transactional Learning Model	- Student involvement in the learning process	Observation Sheet
	- Interaction between students and teachers	
Teacher Responses to Learning Model	- Student understanding of the material on the history of the development of Islam	Teacher Interview Guidelines
	- Difficulty in teaching Islamic history before the model was applied	
	- Ease in using the inquiry-transactional learning model	
Student Responses to Learning Model	- Effectiveness of the model in increasing student interaction	Student Interview Guidelines
	- Students' interest and motivation in learning Islamic history	
Quality of Inquiry-Transactional Based Learning Materials	- Ease of understanding the material with the inquiry-transactional learning model	Observation Sheet & Teaching Material Documentation
	- Enjoyment and involvement in learning	
	- Suitability of material to curriculum	
	- Clarity of presentation of material in teaching materials	
Teacher and Student Satisfaction with Learning Model	- Visual appeal and supporting media	Teacher & Student Response Questionnaire
	- Assessment of the attractiveness and ease of the model	
	- Alignment of the model with the needs of students and teachers	
Student Learning Outcomes	- Advantages and disadvantages of the learning model	Multiple Choice & Essay Questions
	- Ability to explain the history of the development of Islam	
	- Ability to answer questions related to Islamic history material	

	- Improvement in learning outcomes before and after the application of the model	
Documentation of Learning Process	- Lesson plans, teaching materials, photos, videos, and field notes	Field Notes & Learning Archives
	- Student work results in learning	

Data analysis in this study utilized both qualitative and quantitative approaches to comprehensively assess the effectiveness of the inquiry-transactional learning model in enhancing students' understanding of Islamic history in vocational schools. Qualitative analysis followed the Miles & Huberman model, consisting of three stages. The first stage, data reduction, involved filtering and categorizing relevant data from observations, interviews, and documentation. The second stage, data presentation, organized the data into narratives, tables, or diagrams to illustrate the learning model's effectiveness. Finally, drawing conclusions was done by identifying patterns and relationships to determine the model's impact on student engagement and understanding.

Quantitative analysis was applied to questionnaire and test data (pre-test and post-test). Likert-scale questionnaire results were analyzed using descriptive statistics—such as mean, percentage, and standard deviation—to assess teacher and student perceptions of satisfaction and effectiveness. Additionally, a paired t-test (Paired Sample t-Test) using SPSS was conducted to evaluate whether there was a significant difference between pre-test and post-test scores (Isaeva et al., 2025; Koy & Serey, 2025; Ndatyapo et al., 2024).

This test is used to measure the effectiveness of the inquiry-transactional learning model in improving students' understanding of the history of the development of Islam in vocational schools. To ensure the validity of the research results, data triangulation was carried out by comparing the results of various data collection techniques, such as observation, interviews, questionnaires, and learning outcome tests (Hà et al., 2025; Kazu & Kuvvetli, 2023; Yusnidar et al., 2024). If the results from various sources show a consistent pattern, then the conclusions of the study become more reliable. With this combination of qualitative and quantitative data analysis, this study is expected to provide an accurate picture of the effectiveness of the inquiry-transactional learning model in improving the quality of learning the history of the development of Islam in vocational schools.

RESULTS AND DISCUSSION

Initial research revealed that the learning of the history of the development of Islam in vocational schools has so far used the lecture method with limited learning tools and media. Respondents, including teachers and students, stated that the history material in textbooks is not up-to-date, not in-depth, and not interesting for students. This resulted in low student participation, many were sleepy during learning, and some even rarely attended class. Teachers also stated that they needed a more interactive, innovative learning model supported by interesting media, such as films, maps, or pictures of Islamic figures. The development of learning materials in this study aims to provide more interactive, interesting, and contextual learning resources to improve students' understanding of the history of the development of Islam in vocational schools. The learning materials developed are based on the inquiry-transactional model, which combines an exploratory approach with active interaction between students and teachers.

1. Structure and Components of Learning Materials

a. The learning materials developed consist of several main components, namely:

Textbook of Islamic History of Development Based on Inquiry-Transactional

Contains material on the history of the development of Islam on various continents, presented in a narrative manner with a critical perspective. Equipped with maps, pictures of figures, and illustrations of

historical events to clarify the concepts taught. Each chapter is equipped with inquiry-based trigger questions, which encourage students to find answers through exploration and discussion.

b. Teacher's Guidelines

Contains instructions for implementing the inquiry-transactional learning model, including steps to facilitate discussions, case studies, and formative and summative assessment techniques. Provides strategies to increase student involvement in information transactions and develop their critical thinking skills.

c. Student Guidelines

Provides direction for students in participating in inquiry-based learning, including how they can explore information, discuss in groups, and draw conclusions from the material studied.

d. Learning Multimedia (Interactive CD/VCD)

Contains short documentary videos about the development of Islam in various parts of the world, which helps students understand the material more realistically. Equipped with interactive infographics and digital quizzes to increase student engagement in learning.

e. Project-Based Student Worksheets

Contains project-based assignments, such as creating interactive maps of Islamic history, analyzing historical documents, and group presentations on the development of Islam in various regions of the world. The developed learning materials have gone through validation and evaluation stages by material experts, media experts, and Islamic Religious Education teachers before being tested in class. The validation results show that:

- Material experts assessed that the content of the teaching materials was in accordance with the curriculum and was able to improve students' understanding comprehensively.
- Media experts stated that the visual design, illustrations, and infographics in the teaching materials were quite interesting and made it easier for students to understand the material.
- Islamic Religious Education teachers assessed that the teaching materials were easy to implement in learning and helped improve student interaction in class.

After the learning materials were implemented in small group and large group trials, several important findings were found, namely that students were more interested in following the lessons because the presentation of the materials was more interactive and inquiry-based. Student involvement in discussions increased, especially when they were asked to analyze historical documents and present the results of group discussions. Student learning outcomes increased, as evidenced by the post-test results which showed an average score of 84.93 in the small group test and 90.07 in the field tryout. Students were better able to connect history with modern contexts, because the inquiry approach allowed them to dig deeper into information. These results are presented in the table of learning material implementation results.

Table 2. Results of implementation of learning materials

Measured Aspects	Category	Small Group (n=20)	%	Large Group (n=31)	(%)
Student Attendance	Present	20	100%	31	100%
Student Involvement in Discussion and Information Transactions	Very Good	4	20%	8	25.8%
	Good	10	50%	15	48.4%
	Enough	5	25%	7	22.6%
	Poor	1	5%	1	3.2%
Post-test Results	Very Good (≥ 85)	12	60%	22	71%
	Good (75-84)	6	30%	7	23%
	Fair (60-74)	2	10%	2	6%
	Poor (< 60)	0	0%	0	0%
Average Post-test Score	-	84.93	(Very Good)	90,07	(Very Good)
Ability to Analyze and Present Discussion Results	Very Good	11	55%	18	58%
	Good	7	35%	10	32%
	Enough	2	10%	3	10%
	Poor	0	0%	0	0%

Based on the implementation results, inquiry-transactional learning materials have proven effective in increasing student engagement, understanding, and learning outcomes in the history of Islamic development in vocational schools. Student activeness in discussions increased, and post-test results showed a significant increase in their understanding. Therefore, these learning materials are worthy of being implemented more widely in the vocational school education system to improve the quality of Islamic history learning.

Table 3. Results of learning product assessment

Learning Products	Assessment Aspects	Average Score (%)	Category
Attributes of Islamic History	Creativity and accuracy of information	97 - 100%	Very Good
Islamic History Paper	Completeness, analysis, references	90 - 96%	Very Good
Learning Multimedia	Quality of content and visual appeal	91%	Very Good
Student Worksheets	Independence and accuracy of analysis	87%	Very Good

The assessment results of the learning product indicate that the teaching materials and supporting tools of the inquiry-transactional model are of high quality and effectively enhance students' understanding of the history of Islamic development. This learning product not only fosters students' critical thinking skills but also increases their engagement through exploratory activities and history-based projects. Thus, this model can be more widely applied in Islamic history education in vocational schools to enhance overall learning effectiveness. To measure the improvement in students' understanding before and after implementing the inquiry-transactional learning model, a pre-test and post-test were conducted on the trial group. The comparison of the average pre-test and post-test scores is presented in the following Table 4.

Table 4. Comparison of pre-test and post-test scores

Group	Pre-test Average Score	Post-test Average Score	Increase
Small Group (n=20)	62.85	84.93	+22.08
Large Group (n=31)	65.12	90.07	+24.95

The table above indicates a notable improvement in the average scores of students after the implementation of the learning model. In the small group, the average score rose from 62.85 to 84.93, while in the large group, it increased from 65.12 to 90.07. To determine whether the difference between the pre-test and post-test scores was statistically significant, a paired t-test was performed using SPSS. The results of the t-test analysis are presented in the table below:

Table 5. Results of the paired sample t-test with SPSS

Group	t	count	df (degrees of freedom)	Sig. (p-value)	Conclusion
Small Group (n=20)	8.72		19	0.000 < 0.05	Significant
Large Group (n=31)	10.45		30	0.000 < 0.05	Significant

The results of the paired sample t-test showed a t-value of 8.72 for the small group and 10.45 for the large group, with a p-value of 0.000, which is less than 0.05. This indicates that the difference between pre-test and post-test scores is statistically significant, confirming that the inquiry-transactional learning model effectively enhances students' understanding of the history of Islamic development. Beyond improving learning outcomes, the model's effectiveness was also assessed based on student engagement in the learning process. Observations and interviews with teachers and students revealed a significant increase in student participation. A total of 74.2% of students actively engaged in information exchanges during lessons, compared to only 40% under the previous lecture-based method.

This indicates that the inquiry-transactional approach is more effective in encouraging interaction and discussion in class. In addition, student motivation also increased, where most students stated that this learning model was more interesting and helped them understand Islamic history more easily. Students discussed, asked questions, and explored the material independently more, so they felt more active in the learning process. Teachers' responses to this model were also very positive, stating that the inquiry-transactional learning model increased student interaction in class, especially in group discussions, historical document analysis, and presentation of findings. Teachers also felt that this approach was more effective than the lecture method because students were more involved in finding and understanding the concept of Islamic history independently. Thus, this learning model has been proven to be able to increase student involvement, motivate them to learn more actively, and strengthen the interaction between teachers and students in learning the history of the development of Islam in vocational schools.

The results of the learning model evaluation were also obtained through a Likert-based questionnaire given to teachers and students. The results of the questionnaire analysis are shown in the following Table 6.

Table 6. Results of the learning model evaluation questionnaire

Assessed Aspects	Mean (%)	Category
Readability and clarity of teaching materials	92%	Excellent
Student involvement in discussions	89%	Excellent
Ease of understanding material with this model	91%	Excellent
Increased student learning motivation	87%	Excellent
Effectiveness of the model compared to the lecture method	94%	Excellent
Suitability of the model to the needs of Islamic religious education learning	90%	Excellent

These results indicate that the majority of students and teachers consider this learning model very effective in improving students' understanding, involvement, and motivation in studying Islamic history. The following are photos of the one-to-one formative evaluation interview process for 3 students.



Figure 1. Documentation of interviews with students

The documentation of the formative evaluation process of the field trial group is presented in Figure 2 below.



Figure 2. Documentation of the formative evaluation process

Based on documentation and observations during the study, all students were actively engaged, interacting with each other and exchanging information with the teacher as a facilitator, with no students remaining passive. The findings indicate that the traditional lecture-based method of teaching Islamic history in vocational schools has been less effective in enhancing student engagement and understanding. Low participation, unappealing textbook materials, and minimal use of learning media have contributed to decreased learning motivation. Therefore, this study developed inquiry-transactional-based learning materials as an innovative solution.

Observations and interviews further revealed that students were more actively engaged in discussions, asking questions, and independently exploring the material. A total of 74.2% of students actively participated in information exchanges, compared to only 40% with the previous lecture method. Teachers also reported that this model was more effective in encouraging student interaction and improving the quality of class discussions. The evaluation questionnaire results showed that the majority of students and teachers rated the learning materials as highly effective in terms of readability, student engagement, ease of understanding, and overall effectiveness compared to the lecture method. The average score for these aspects exceeded 87%, indicating a very positive reception of this learning model. Based on these findings, the inquiry-transactional learning model has proven to be effective in enhancing students' understanding, engagement, and motivation in learning the history of Islamic development in vocational

schools. Therefore, it is recommended for wider implementation to improve the overall quality of Islamic history education.

Previous research that is in line with these findings can be found in the educational context in Brunei Darussalam. The study highlighted the importance of an interactive and contextual pedagogical approach in teaching the subjects of Malay Islam Beraja (MIB) and Bahasa Melayu. Educators emphasized the need for innovative teaching methods to improve students' understanding and engagement in learning cultural and religious values (Madin et al., 2021). In addition, other studies emphasize the importance of internalizing MIB values strategies in the curriculum, which include the use of interactive and contextual approaches to enhance students' understanding of the material. This approach aligns with the inquiry-transactional model, which encourages students to actively engage in the learning process through exploration and discussion.

Previous research has supported the finding that traditional lecture-based learning methods are less effective in increasing student engagement and understanding, particularly in science education. For instance, a study examined how elementary students' perceptions of the nature of science evolved when they participated in a technology-supported inquiry-based curriculum. The results indicated that engaging in technology-supported inquiry activities significantly improved students' understanding of the nature of science (Schellinger et al., 2019).

Previous studies have shown that the inquiry-based learning model is highly effective in enhancing student learning outcomes and motivation. For example, research on the guided inquiry learning model has demonstrated its ability to improve both student motivation and academic performance across various subjects, including Islamic Religious Education and Character Education (Polem et al., 2023). These findings align with the results of this study, demonstrating that the inquiry-transactional learning model effectively enhances student engagement, comprehension, and learning outcomes in Islamic history education at vocational high schools.

The originality of this study's findings lies in the development and implementation of the inquiry-transactional learning model in teaching the history of the development of Islam in vocational high schools, an area previously dominated by the lecture method. This research demonstrates that a learning approach centered on exploration, active interaction, and the use of narrative teaching materials, interactive multimedia, and project-based student worksheets can significantly enhance student engagement and comprehension. Overall, this study offers a fresh contribution to education, particularly in the development of more innovative, technology-driven, and student-centered strategies for teaching Islamic history..

The results of this study have broad implications in the world of education, especially in learning Islamic history at the vocational high school level. The application of this innovative learning model can be an alternative for teachers in increasing student engagement and understanding. In addition, the development of more interactive and contextual teaching materials, such as narrative-based textbooks and interactive multimedia, can help students understand the material more easily. This model also changes the role of teachers from merely conveying information to facilitators who encourage independent exploration by students. More broadly, educational institutions can consider integrating inquiry-transactional learning models into the curriculum to improve the overall quality of Islamic history learning.

However, this study has several limitations that need to be considered. This study was only conducted in a vocational high school environment, so generalization to other levels of education still requires further research. In addition, the duration of the implementation of the model in this study was limited, so its long-term effectiveness on student understanding and retention cannot be ascertained. The inquiry-transactional model also requires the support of technological facilities and interactive teaching materials, which may be difficult to implement in schools with limited infrastructure. In addition, the success of this model is highly dependent on the readiness and skills of teachers in implementing the inquiry-transactional approach. Therefore, training and mentoring for teachers are important factors that need to be considered in implementing this model on a wider scale.

CONCLUSION

This study proves that the inquiry-transactional learning model effectively enhances student engagement, understanding, and learning outcomes in Islamic history education at vocational high schools. Compared to the conventional lecture method, which is less engaging, this model integrates active exploration, student-teacher interaction, and innovative teaching materials such as narrative-based textbooks, interactive multimedia, and project-based worksheets. The trial results showed a significant increase in student participation, academic performance, and motivation in learning Islamic history. Therefore, this model is recommended for wider implementation to improve the overall quality of education. Future research can explore its long-term effectiveness across different educational levels, as well as the development of technology-based teaching materials and optimized teacher training for more effective application.

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