



Fostering Student Questioning in Islamic Education: The Learning Start with a Question Strategy in a Vocational High School

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DOI:

<https://doi.org/10.46963/asatiza.v7i2.3658>

Cite this Article:

Firdausia, A. S., Anwar, C., & Octafiona, E. (2026). Fostering student questioning in Islamic education: The learning start with a question strategy in a vocational high school. *Asatiza: Jurnal Pendidikan*, 7(2), 240-258. <https://doi.org/10.46963/asatiza.v7i2.3658>

Keywords:

Active Learning Strategy; Student-Generated Questions; Vocational Education; Religious Education Pedagogy

ABSTRACT

This study aims to analyze the planning, implementation, and supporting and inhibiting factors of the Learning Start with a Question (LSQ) strategy in fostering student questioning in Islamic Religious Education at a vocational high school, SMKN 1 Kebun Tebu. Although previous research shows that student-centered strategies improve engagement, limited attention has been given to how LSQ specifically fosters questioning skills in Islamic Religious Education within vocational schools. Few studies have examined its planning and implementation challenges in this setting. This qualitative case study involved students and an Islamic Religious Education teacher. Data were collected through observations, interviews, and documentation. Findings show LSQ was implemented through structured stages: providing learning stimuli, student-generated questions, class discussions, and teacher reinforcement. Student participation increased noticeably, from only a few students asking questions initially to many more actively participating after several meetings. The strategy gradually fostered students' questioning skills in relevance, clarity, and depth, with some students demonstrating higher-order thinking, though variations remained. To address initial shyness, the teacher used written questioning and small-group discussions, which engaged previously passive students. However, a small number remained less active, indicating the need for continued support. Supporting factors included contextual media and active teacher facilitation, while cognitive ability differences remained a challenge. This study provides empirical evidence and a practical implementation model of LSQ for Islamic Religious Education teachers in vocational schools.

Article History:

Submitted:
28/02/2026
Revised:
20/04/2026
Accepted:
22/04/2026
Published:
30/05/2026

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INTRODUCTION

One of the key issues in Islamic Religious Education is the low level of student participation, particularly in questioning skills during the learning process. Students often demonstrate passive behavior and depend heavily on teacher-centered instruction, which limits opportunities for critical and reflective thinking (Octafiona, 2025). This issue is

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critical because Islamic Religious Education aims not only to develop cognitive abilities but also to cultivate character, moral values, and spiritual awareness.

Questioning skills are an essential component of the learning process, allowing students to clarify concepts, express curiosity, and deepen their understanding of learning materials (Andawiyah & Masrurah, 2025). Questioning skills also indicate healthy interaction between teachers and students, creating more participatory learning environments (Isroyati et al., 2022). In Islam, the importance of questioning is emphasized in Surah An-Nahl [16]:43: "Ask those who have knowledge if you do not know." This verse underscores that seeking knowledge through questioning is a fundamental Islamic principle, closely aligned with student-centered learning approaches.

The theoretical distinction between lower-order and higher-order questioning is essential for understanding students' cognitive development. Bloom's Taxonomy, as revised by Krathwohl (2002), categorizes cognitive levels from remembering (C1) to creating (C6), where higher-order questions require analysis, evaluation, and synthesis rather than mere factual recall. In educational practice, students' questions often remain at the lower levels of this taxonomy, indicating limited development of critical thinking skills (Chin & Osborne, 2008). This gap between potential and actual questioning skills is particularly problematic in religious education, where deeper reflection on texts and values is pedagogically essential. Therefore, instructional strategies that systematically scaffold students' progression from lower-order to higher-order questioning are urgently needed.

Teachers play a complex role in facilitating interactive learning environments. They not only function as instructors who deliver material but also act as facilitators and mentors. Teachers must create conditions that allow students to actively build knowledge through interaction with both the teacher and their peers, providing a forum for students to express ideas and ask questions as a form of critical thinking (Faraj & Al-Noori, 2020). Students' questioning skills develop when teachers provide healthy dialogue spaces in the classroom, encouraging active participation (Yulia & Sutrisno, 2022).

The challenge of low student participation in questioning is not unique to Indonesian vocational high schools but represents a global educational concern. International studies have documented similar patterns across diverse educational

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contexts, where teacher-centered instruction remains dominant and students rarely ask questions that go beyond factual recall (Dillon, 1988; Graesser & Person, 1994). This issue persists despite decades of educational reform advocating for more student-centered approaches. Hattie's (2012) meta-analysis of educational interventions confirms that active student engagement, including questioning and discussion, has a substantial impact on learning outcomes. However, translating these findings into classroom practice requires concrete instructional strategies that can systematically cultivate students' questioning skills across different cultural and educational settings.

One strategy to create active classroom conditions is the Learning Start with a Question (LSQ). This strategy provides opportunities for students to ask questions before the teacher delivers the material. Students are encouraged to study the material independently beforehand, allowing the learning process to begin with their questions, stimulating active engagement and developing critical thinking skills (Rahmatia et al., 2024; Ardilla, 2025). Through this approach, the teacher acts as a facilitator who guides and supports students in developing their inquiry skills (Pujawan et al., 2022).

Pre-research observations and interviews at SMKN 1 Kebun Tebu revealed several problems in Islamic Religious Education learning: (1) most students remain passive in asking questions; (2) students wait for teacher explanations and rarely ask questions; (3) questions are limited to low-level cognitive domains (C1 remembering, C2 understanding); (4) students' interest and motivation are relatively low; and (5) low self-confidence makes students reluctant to ask questions or express opinions.

These problems can be understood through constructivist learning theory, which emphasizes that learning is an active process where students construct knowledge through interaction and inquiry. Vygotsky's Zone of Proximal Development highlights the importance of guided interaction in developing higher-order thinking skills (Wang, 2022). Low motivation and self-confidence further contribute to students' reluctance to participate, consistent with studies showing that self-confidence influences learning motivation and willingness to express ideas (Mekonnen, 2025).

Active participation allows students to develop critical thinking skills and construct knowledge through meaningful learning experiences, making student-centered

learning increasingly important in modern educational practices (Olugbenga, 2021). Social interaction in the classroom plays a crucial role in promoting active collaborative learning, where students exchange ideas, provide responses, and collectively build understanding (Tang, 2023). These findings strengthen the relevance of LSQ in creating student-centered learning aligned with the constructivist approach.

In the context of Islamic Religious Education, LSQ is particularly relevant because learning is oriented not only toward cognitive mastery but also toward developing critical thinking, deeper understanding, and the ability to reflect Islamic values in daily life. Although several studies have shown that student-centered learning strategies can improve student engagement, limited attention has been given to how LSQ specifically influences questioning skills in Islamic Religious Education at vocational high schools. Furthermore, few studies have examined the planning, implementation, and challenges of LSQ in this context. Therefore, this study aims to analyze the implementation of the LSQ strategy in Islamic Religious Education, focusing on planning, implementation, and the supporting and inhibiting factors in increasing students' learning activeness.

METHOD

This study employed a descriptive qualitative research design with a case study approach to explore the implementation of the Learning Start with a Question (LSQ) strategy in Islamic Religious Education learning. The case study approach was chosen to obtain an in-depth understanding of the learning process and students' questioning skills during the implementation of the strategy in the classroom (Creswell & Creswell, 2018).

The research was conducted at SMKN 1 Kebun Tebu. The participants in this study consisted of one Islamic Religious Education teacher and students of class XI RPL (Rekayasa Perangkat Lunak) who were directly involved in the learning process. The participants were selected using a purposive sampling technique because they were considered to have relevant experience related to the implementation of the learning start with a question strategy. The selection criteria included: (1) the teacher's willingness to implement the LSQ strategy in the classroom, (2) a class that represents typical vocational high school students, and (3) the initial observation indicating that students in this class

tended to be passive and rarely asked questions during the learning process (Sugiyono, 2023).

Data were collected through classroom observation, interviews, and documentation (Yuberti & Saregar, 2020). Classroom observations were conducted in two meetings, each lasting approximately 90 minutes. In addition, a semi-structured interview with the teacher was conducted for about 30 minutes, while interviews with selected students were conducted for approximately 15 minutes each. All data were collected during the period of the study implementation. Interviews were conducted with the Islamic Religious Education teacher to obtain in-depth information regarding the planning, implementation, and challenges of the strategy. To triangulate the data, additional interviews were conducted with selected students to capture their experiences, perceptions, and responses toward the implementation of the learning start with a question strategy. Documentation such as lesson plans and learning materials was also analyzed to support the research data.

The implementation of the learning start with a question strategy observed in this study followed a structured procedure applied by the teacher during classroom instruction. The steps are as follows: (1) The teacher provided a learning stimulus in the form of a short instructional video related to the topic being discussed. (2) Students were instructed to read the relevant learning material individually. (3) Students identified parts of the material they did not understand. (4) Students wrote down questions based on the aspects they found unclear. (5) The collected questions were used as the basis for classroom discussion. (6) The teacher facilitated the discussion and provided further explanation to clarify students' understanding. This procedure was implemented in several classroom meetings, particularly at the end of each chapter, as part of the teacher's regular instructional practice.

The collected data were analyzed using the interactive model of data analysis proposed by Miles et al., consisting of data reduction, data display, and conclusion drawing. In the data reduction stage, observation and interview data were transcribed and coded by identifying meaningful units related to the LSQ implementation and organized into data displays to facilitate interpretation. Finally, themes were identified inductively by examining recurring patterns across the data (Miles et al., 2014). In addition, students'

questioning skills were analyzed based on several indicators, including relevance, clarity, and depth. These indicators were assessed by analyzing students' written and verbal questions using an analytic rubric. The indicators of relevance was determined by the alignment of the question with the topic, clarity by the comprehensibility of the question, and depth by the cognitive level reflected in the question based on Bloom's Taxonomy (Kusuma et al., 2023).

RESULT AND DISCUSSION

Result

Instructional Planning of the Learning Start with a Question Strategy in Islamic Religious Education

Based on interviews with Yusniar, an Islamic Religious Education teacher at a vocational high school, the instructional planning using the *Learning Start with a Question* (LSQ) strategy begins with a comprehensive curriculum analysis. The teacher reported focusing particularly on learning outcomes and competency targets outlined in the curriculum. The teacher explained that vocational high school students tend to demonstrate greater interest in contextual and practical learning activities rather than abstract theoretical explanations. Therefore, the LSQ strategy was intentionally selected to stimulate students' active engagement from the beginning of the lesson through questioning activities.

The teacher stated that the planning process reflects a student-centered learning orientation, where students are encouraged to construct their own understanding through inquiry. The findings further revealed that students' questions varied in terms of cognitive levels, ranging from lower-level to higher-level thinking.

Regarding learning objectives, the teacher formulated goals extending beyond mastery of Islamic Religious Education content. The teacher aimed to improve students' ability to generate relevant and meaningful questions reflecting deeper understanding of the material. However, the teacher acknowledged that not all students were able to formulate higher-level questions. Some students still tended to produce questions at the Lower Order Thinking Skills (LOTS) level, particularly at the levels of remembering (C1) and understanding (C2), such as asking about definitions or basic explanations of

concepts. The teacher emphasized that this finding indicates the development of questioning skills is a gradual process requiring continuous guidance and scaffolding.

In preparing lesson plans and teaching modules, the teacher integrated the structured steps of the LSQ strategy into the instructional design. According to the teacher's account, the learning process begins with presenting stimuli such as short readings, Qur'anic verses, hadith, instructional videos, or contextual cases related to students' daily lives. Students are then instructed to observe or read the material carefully and compose at least one question. These questions are discussed collectively, allowing students to refine their inquiries and engage in analytical dialogue. Through class discussion, the teacher provides clarification and encourages students to develop more complex and critical questions, gradually guiding them from LOTS toward Higher Order Thinking Skills (HOTS).

The teacher further explained that the selection of contextual and authentic learning materials serves as a cognitive trigger to stimulate curiosity and intrinsic motivation. By connecting Islamic teachings to real-life situations, students are encouraged not only to understand religious concepts but also to critically reflect on their relevance and application.

Implementation of the Learning Start with a Question Strategy

Based on the interview with the teacher, the implementation of the LSQ strategy was carried out through structured pedagogical stages consistent with prior instructional planning. The implementation began with the selection of learning objectives aligned with curriculum outcomes. The teacher then prepared learning stimuli in the form of reading materials and instructional videos relevant to the topic being discussed.

The teacher reported that at the beginning of the lesson, students were not directly given explanations. Instead, the teacher provided a video related to the material and instructed students to observe it carefully. The teacher emphasized that students should focus on identifying important points and aspects they did not fully understand while watching the video.

After the observation stage, students were instructed to formulate at least one question based on the material. According to the teacher's explanation, this step was

designed to train students to think independently before receiving clarification. The requirement to generate questions positioned students as active participants rather than passive recipients of information.

The next stage involved collective discussion. Students presented their questions, and peers were given the opportunity to respond before the teacher provided confirmation or clarification. Based on interviews with two students, Agies and Novan, this discussion stage made the classroom atmosphere more interactive and livelier. Two other students, Anisah and Miftah, mentioned that they felt more enthusiastic because many of their classmates asked diverse questions.

Novan stated that the strategy increased their initiative to learn because they did not need to wait for the teacher's explanation before engaging with the material. Agies explained that the video stimulus helped them identify unclear concepts more easily, which then motivated them to ask questions immediately.

From the teacher's perspective, the implementation of the LSQ strategy also revealed differences in students' questioning abilities. Some students were able to formulate analytical questions, while others still asked questions at a basic comprehension level. The teacher emphasized that the consistent practice of asking questions gradually improved students' confidence and participation.

In addition, the teacher concluded the lesson by synthesizing students' questions and reinforcing key concepts. This concluding stage ensured that misconceptions were corrected and that the learning objectives were achieved. The teacher's role throughout the implementation shifted from knowledge transmitter to learning facilitator, guiding discussion and providing conceptual clarification when necessary.

Students' Responses and Changes in Questioning Skills

Based on the interview with the teacher, students' responses to the implementation of the LSQ strategy were generally positive. The teacher stated that students became more engaged in the learning process as they were required to actively learn the material and formulate questions before the lesson explanation.

This finding was supported by the results of student interviews. Students indicated that they felt more focused and actively involved in the learning process. They explained

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that preparing questions at the beginning of the lesson encouraged them to pay closer attention to the material and think critically about what they did not yet understand. In addition, students reported that the classroom atmosphere became more interactive as more students participated in asking questions.

Students also expressed that they were more motivated to ask questions when learning through the LSQ strategy. They attributed this motivation to the use of instructional media, such as videos, which stimulated their curiosity and encouraged them to explore the topic further through questioning.

Classroom observations conducted by the teacher showed changes in students' questioning behavior during the learning process. At the beginning of the implementation, only a few students were willing to ask questions. However, after several meetings, more students began to actively participate in asking questions and expressing their curiosity about the learning material.

A comparison between early and later meetings indicated a gradual development in students' questioning skills. In the early meetings, students' questions were mostly simple and focused on basic explanations. In contrast, in the later meetings, students began to ask more complex and reflective questions, particularly those related to real-life applications.

Analysis of Students' Questioning Skills

To examine students' questioning skills, the questions collected during the learning process were analyzed based on three indicators: relevance, clarity, and depth of understanding. Based on the analysis, most students were able to formulate questions that were relevant to the learning topic. Some students also demonstrated deeper understanding by asking questions related to the application of Islamic values in everyday life. However, some students still experienced difficulties in formulating questions, particularly in expressing their ideas clearly.

Table 1
Indicators of Questioning Skills

Indicator	Description
Relevance	The question is related to the learning topic being discussed
Clarity	The question is clearly formulated and easy to understand
Depth of Understanding	The question reflects deeper thinking, analysis, or curiosity about the concept

The three indicators of questioning skills presented in Table 1 served as the basis for analyzing students' questions. Table 2 illustrates the application of this analytical framework by presenting sample questions from students, along with their assigned indicator categories, analytical reasoning, and cognitive level classification.

Table 2
Examples of Students' Questions, Indicator Categories, and Cognitive Levels

Name	Question	Indicator Category	Analytical Reasoning	Cognitive Levels
Student A	Is holding a shalawat (Islamic praise to the Prophet Muhammad) activity in a church considered an act of tolerance, or does it mix different religions inappropriately?	Relevance	The question invites comparison between two ideas (tolerance and mixing religions) but mainly asks for a judgement, not a structured breakdown of reasons.	C4 (Analyzing)
Student B	How should I treat my non-Muslim family members when they celebrate their religious holidays?	Clarity	The question is clearly formulated and specific, showing the student's ability to express an idea, but it does not yet involve deeper analytical thinking.	C3 (Applying)
Student C	Is interfaith marriage permitted in Islam? What is the solution if someone has already married a non-Muslim?	Depth of Understanding	The question primarily wants factual rulings and answers, not criticism of interpretations or implications, however it does include Islamic regulations on interfaith marriage and solutions.	C5 (Evaluating)
Student D	How can we reconcile family members who are experiencing a "cold war" because of religious differences?	Depth of Understanding	The question addresses religiously motivated family disputes; however, it mostly looks for ways to make amends rather than exploring the reasons behind the disputes or assessing different approaches.	C6 (Creating)
Student E	What activities can be implemented in schools to overcome intolerance among people of different religions?	Relevance	The question focuses on practical solutions to promote tolerance in a school setting. It asks for concrete activities rather than analyzing the root causes of intolerance or evaluating existing programs. The student demonstrates creative thinking by seeking implementable actions to address interfaith disharmony.	C6 (Creating)

As shown in Table 2, students demonstrated the ability to formulate questions across a range of cognitive levels, from applying (C3) to creating (C6). Questions categorized under "Depth of Understanding" (Students C and D) consistently reflected higher-order thinking skills, while questions under "Relevance" (Students A and E) and "Clarity" (Student B) varied in their cognitive demands. Specifically, Student A's question reached the analyzing level (C4), whereas Student E's question achieved the creating level (C6) despite being categorized under "Relevance." This finding suggests that the indicator categories are not strictly hierarchical and that students' cognitive levels can vary within the same indicator. Nevertheless, not all students performed at these levels, and several obstacles hindered the development of questioning skills, as elaborated in the subsequent section.

Obstacles and Efforts to Overcome Them

Based on the teacher's account, the main obstacle in the implementation of the LSQ strategy was that some students remained passive, shy, and hesitant to ask questions orally. The teacher explained that this condition was influenced not only by students' lack of confidence but also by differences in cognitive abilities and communication skills. Variations in students' academic readiness affected their ability to formulate relevant and structured questions, which in turn influenced their level of participation during classroom discussions.

The teacher reported that at first, students' inclination to ask questions was restricted to requesting content translation. During the learning process, students were frequently reluctant to ask questions. They asked questions only when they did not understand what they had heard, resulting in the teacher simply repeating what had been said. The teacher attributed this problem to the students' poor questioning skills, which were still restricted to cognitive levels C1 (remembering) and C2 (understanding).

In addition, the teacher identified that the conventional learning culture, where students were more accustomed to receiving explanations rather than initiating questions, contributed to their initial reluctance. As a result, the transition toward a student-centered questioning approach required gradual adaptation and continuous guidance.

To overcome these obstacles, the teacher applied several adaptive strategies. First, the teacher consistently provided motivation and created a supportive classroom atmosphere by appreciating every question and opinion expressed by students, regardless of its level of complexity. This approach aimed to reduce students' fear of making mistakes and to build psychological safety in the learning environment. Second, for students who lacked confidence in speaking publicly, the teacher offered an alternative method by allowing them to write their questions on paper. These written questions were then discussed collectively, ensuring that all students remained involved in the learning process.

The teacher reported that the evaluation of students' questioning skills was conducted continuously through observation. The teacher assessed not only the frequency of questions asked over time but also their quality, including clarity, relevance to the material, and depth of analysis.

Discussion

The findings of this study indicate that the Learning Start with a Question (LSQ) strategy enhances student engagement in the learning process compared to conventional teacher-centered approaches. In the context of Islamic Religious Education, these findings are particularly relevant to the Qur'anic principle stated in Surah An-Nahl [16]:43, which encourages believers to 'ask those who have knowledge if you do not know. The LSQ strategy operationalizes this principle by placing questioning at the center of the learning process, allowing students to actively seek knowledge rather than passively receive it. From a theoretical perspective, initiating learning with questions aligns with constructivist principles, which emphasize that knowledge is actively built by learners through exploration and interaction (Piaget, 1973; Vygotsky, 1978).

The finding that the teacher intentionally selected contextual and authentic learning materials as cognitive triggers supports the notion that meaningful learning occurs when students can connect new information to prior knowledge and real-life situations (Ausubel, 1968). This is consistent with the teacher's observation that vocational high school students demonstrated greater interest in contextual and practical learning activities rather than abstract theoretical explanations.

Unlike the findings of Molloy et al. (2020), which focused on general learning contexts, the implementation of LSQ in vocational high school Islamic Religious Education addressed the resistance of vocational students to passive memorization or merely listening to teacher lectures. The present study found that the LSQ strategy transformed Islamic Religious Education by turning students' questions into triggers for contextual discussions relevant to their daily lives, making students more interested and motivated to deepen their knowledge.

This finding is consistent with the core principle of the LSQ strategy, where learning begins with students' inquiries (Ngalimun, 2017). Furthermore, the present study supports the role of audiovisual media in stimulating curiosity and cognitive engagement, as reported by Zhu et al. (2021). Students in this study explicitly stated that video stimuli helped them identify unclear concepts more easily, which then motivated them to ask questions immediately.

However, it is important to note that the improvement in students' questioning skills did not occur uniformly. While some students were able to formulate questions reflecting higher-order thinking (such as application and analysis levels), others remained at the level of factual or clarification questions. This finding is consistent with previous studies by Utubira and Lana (2024) and Ardilla (2025), suggesting that students' cognitive readiness influences their ability to engage in higher-order thinking.

The Role of Teacher Guidance in Developing Higher-Order Thinking

In this regard, the present study indicates that LSQ alone is not sufficient to automatically promote higher-order thinking skills. Rather, it requires continuous guidance, modeling, and feedback from the teacher to help students move beyond surface-level questioning. Without such support, students may become more active, but their questions may not necessarily reflect deeper cognitive processing. This finding aligns with Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), where scaffolding from a more knowledgeable other (i.e., the teacher) is essential for cognitive growth. Although the strategy still required substantial teacher guidance, students' questioning skills began to improve, as reflected in their increased enthusiasm, confidence, and the variety of their questions. From an Islamic educational perspective,

this development reflects not only cognitive growth but also the practice of adab in seeking knowledge, where asking questions is considered an essential component of learning. This finding supports previous research by Januaripin and Munasir (2024) and Prilanita and Susilowati (2022), which highlighted the relationship between self-confidence and students' active participation in learning, particularly in questioning activities.

The present study found that the evaluation of students' questioning skills was conducted continuously through observation. The teacher assessed not only the frequency of questions asked over time but also their quality, including clarity, relevance to the material, and depth of analysis. This process-oriented evaluation indicates that the LSQ strategy is not merely focused on cognitive outcomes but also on the development of students' critical thinking and communication skills (Lestari et al., 2023).

LSQ as a Means of Shaping Learning Habits and Internalizing Values

The findings suggest that the effectiveness of the LSQ strategy lies not only in its instructional design but also in its ability to gradually shape students' learning habits. The increase in students' participation and confidence indicates that repeated exposure to questioning activities helps normalize active engagement in the classroom. While previous studies by Dimenggo and Yendi (2020) emphasized the role of questioning in enhancing participation, this study shows that LSQ also functions as a structured strategy that builds students' readiness to engage over time.

More importantly, the relevance and depth of students' questions, as well as their ability to relate Islamic concepts to daily life, indicate that questioning activities can facilitate meaningful learning rather than surface-level understanding. This finding extends previous research by Putri et al. (2024) by highlighting that in the context of Islamic Religious Education, questioning not only promotes cognitive engagement but also supports the internalization of values. Therefore, LSQ can be seen not only as an instructional strategy but also as a means of fostering reflective and context-based learning, particularly in vocational school settings (Fajriati & Bahrudin, 2021).

In the context of Islamic Religious Education, the LSQ strategy operationalizes the religious imperative found in Surah An-Nahl [16]:43: 'Ask those who have knowledge

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if you do not know. The strategy transforms passive memorization into an active quest for knowledge inspired by revelation. For example, Student E's ability to create anti-intolerance activities at school (C6) reflects the application of this verse, where students learn to synthesize the principles of Islamic tolerance with practical solutions, preventing the mixing of religions while maintaining the purity of faith amidst Indonesia's pluralism. Similarly, Student A's question regarding shalawat activities in a church demonstrates analytical thinking (C4) about the boundaries between tolerance and religious syncretism. Thus, the LSQ strategy not only enhances Bloom's taxonomy but also fulfills the divine mandate of seeking knowledge, making Islamic Religious Education a medium for contextual and applicative cognitive-spiritual transformation.

Several limitations should be acknowledged. First, the findings are based on a single teacher's implementation of the LSQ strategy in one vocational high school, which limits the generalizability of the results. Second, the improvement in questioning skills was not always accompanied by a shift toward higher-order thinking, as many questions remained at the level of basic comprehension despite being more clearly structured. This finding suggests that the effectiveness of the LSQ strategy depends not only on its procedural steps but also on the teacher's ability to facilitate a supportive and reflective learning environment. Third, the study relied primarily on teacher and student interviews and classroom observations, without the use of standardized assessments of questioning skills. Future research should employ experimental or quasi-experimental designs to establish causal relationships between LSQ implementation and the development of higher-order thinking skills.

Despite these limitations, the present study offers several practical implications. Teachers implementing the LSQ strategy should provide continuous scaffolding and feedback to help students progress from lower-order to higher-order questioning. Additionally, offering alternative modes of participation (e.g., written questions) can accommodate students with low oral confidence. School policymakers should consider integrating questioning-based strategies into the Islamic Religious Education curriculum, particularly in vocational school contexts where students prefer contextual and practical learning.

CONCLUSION

This study aimed to analyze the planning, implementation, as well as the supporting and inhibiting factors of the Learning Start with a Question (LSQ) strategy in Islamic Religious Education. The findings indicate that, in the planning stage, the teacher prepared learning stimuli such as reading materials and instructional videos, and designed activities that encouraged students to formulate questions before the lesson explanation.

In terms of implementation, the LSQ strategy was carried out through structured stages, including providing learning stimuli, guiding students to generate questions, facilitating class discussions, and reinforcing the material. This process successfully shifted the learning approach from teacher-centered to student-centered, resulting in increased student engagement, focus, and participation. Students became more active and enthusiastic, and their questioning skills improved in terms of frequency, clarity, and relevance.

Several supporting factors contributed to the effectiveness of the strategy, including the use of video-based stimuli, students' curiosity, and the teacher's role in facilitating interactive discussions. At the same time, some inhibiting factors were identified, such as students' initial shyness, passivity, and differences in cognitive abilities. These challenges were addressed through continuous motivation, appreciation of student participation, and the use of alternative questioning methods such as written responses.

Despite its contributions, this study has several limitations. First, it was conducted in a single classroom context, which may limit the generalizability of the findings. Second, the relatively short duration of the implementation may not fully capture the long-term development of students' higher-order questioning skills. Future research could involve a larger sample and a longer implementation period to gain more comprehensive insights.

Even so, this study provides important insight into how the LSQ strategy can support the development of students' questioning skills and engagement, particularly in the context of Islamic Religious Education.

Furthermore, the findings reinforce the relevance of Islamic educational principles that emphasize inquiry and critical reflection. The practice of questioning, as encouraged

in Islamic teachings, reflects not only cognitive engagement but also the development of intellectual humility and the pursuit of knowledge. Therefore, the LSQ strategy can be seen as aligning pedagogical practices with the Islamic tradition of reflective and inquiry-based learning.

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