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Research Article

Implementation of the Inquiring Minds Want to Know Model in Increasing Student Learning Activity

Fathia Fitri Ariqa[1], Widda[2], Khairun Nasbi[3], Rivo Medianto[4], Popi Puadah[5]
[1] Universitas Islam Jakarta, Indonesia
[2] Universitas Islam Jakarta, Indonesia
[3] Universitas Islam Jakarta, Indonesia
[4] Universitas Islam Jakarta, Indonesia
[5] Universitas Islam Jakarta, Indonesia

Corresponding Author:

Fathia Fitri Ariqa,
Universitas Islam Jakarta, Indonesia
Jl. Balai Rakyat No.37 4, RT.8/RW.10, Utan Kayu Utara, Kec. Matraman, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13120
Email: fathiafitriariqa@gmail.com

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Abstract

Student learning engagement is a key indicator of a successful learning process. In practice, many teachers still use conventional methods that tend to make students passive, simply receiving material without responding critically. This model encourages students to actively ask questions, gather information, and find answers through exploration. Various literature shows that implementing this model can increase student participation, critical thinking skills, and learning motivation. This study aims to describe how the implementation of the Inquiring Minds Want to Know model can improve student learning engagement. Furthermore, it also aims to identify factors contributing to the model's successful implementation and challenges teachers may face in the classroom. This research employed a qualitative method with a literature review approach. Data were obtained from various journals, articles, and previous research relevant to the topic. Analysis was conducted by reviewing, organizing, and summarizing the literature findings related to the implementation of the Inquiring Minds Want to Know model. The literature review results indicate that this model effectively increases student learning engagement. Students are more confident in expressing opinions, asking questions, and actively participating in discussions.

Keywords: Learning Engagement, Learning Models, Literature Review

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INTRODUCTION

In the 21st-century era of education, a paradigm shift in learning has occurred, requiring the learning process to no longer be solely teacher-centered but instead oriented toward the active involvement of students (Kassam dkk., 2020). Within this framework, educators are required to be able to create a classroom atmosphere that facilitates student active engagement, both through discussion and exploration of material. The level of student learning activity is a significant indicator, as their participation in the learning process significantly influences the achievement of expected competencies (Khadijah, 2024).

However, the reality on the ground still shows that most students tend to be passive. They generally just listen to teacher explanations, take notes, and complete assignments without showing the courage to ask questions or express their opinions (Leising dkk., 2025; Nelson, 2025). This situation is often influenced by the implementation of learning models that are monotonous, lack variety, and don't provide adequate space for students to develop curiosity and critical thinking skills (Dewi dkk., 2025).

Over the past five years, various studies in education have emphasized the urgency of implementing innovative learning models that can stimulate student engagement. One model that has received particular attention is Inquiring Minds Want to Know. This model positions students as active subjects seeking answers through questions born of their own curiosity (Falbo, 2023a).

The Inquiring Minds Want to Know model was developed based on constructivist theory, which views knowledge as acquired through direct experience and independent exploration (Scott, 2023; Vallecillo dkk., 2024). In its implementation, teachers act not merely as conveyors of information, but as facilitators, encouraging open-ended questions, guiding discussions, and providing opportunities for students to explore answers from a variety of sources.

Recent literature reviews indicate that implementing this model significantly contributes to improving student learning engagement at various levels of education. For example, a 2021 study at the secondary school level showed that students who participated in learning using the Inquiring Minds Want to Know model demonstrated improved participation in class discussions and question-asking skills compared to students who learned through conventional lecture methods.

Furthermore, research results (Anderson dkk., 2024) showed that implementing this model was also effective in increasing students' intrinsic motivation. They felt greater appreciation for being given the opportunity to express their own ideas. Active learning was reflected not only through verbal interactions but also through students' readiness to seek additional reference sources and their ability to relate learning material to personal experiences.

Another study published in (Yamamoto & Takahashi, 2019) confirmed that teacher preparedness plays a crucial role in implementing this model. Educators need to have a sufficient understanding of techniques for formulating contextually relevant prompting questions, as well as the ability to manage classroom discussions to maintain direction. Through careful planning, increased student engagement can be achieved without compromising the achievement of learning objectives.

On the other hand, implementing this model also faces several challenges, including limited learning time and limited resource availability (Galvin dkk., 2019; Hanson, 2020). Several pieces of literature published between (Gilmore, 2024; Kala dkk., 2019)indicate that

these obstacles can be overcome through collaborative efforts among teachers, optimal use of educational technology, and ongoing training to improve pedagogical competence.

Using qualitative research methods through a literature review approach, this study aims to synthesize various findings from journals, articles, and research reports over the past five years (Fang, 2023; Golden dkk., 2023). The primary objective is to gain a comprehensive understanding of the application of the Inquiring Minds Want to Know model and its impact on improving student learning engagement.

By leveraging an understanding of various existing research findings, this study is expected to provide both conceptual and practical contributions to educators and schools (Ahmed dkk., 2021; Sze, 2022). Appropriate application of the Inquiring Minds Want to Know model is believed to be an effective strategy for creating an active, creative, and enjoyable learning process for students in the modern education era.

RESEARCH METHOD

This study uses a qualitative method with a literature review approach to examine the implementation of the Inquiring Minds Want to Know (IMWTK) model in an effort to improve student learning engagement (Pomerance, 2024; Vechter & Drach-Zahavy, 2021). The choice of this method is based on the research objective, which focuses on achieving a deeper understanding of the patterns, strategies, and obstacles in the implementation of IMWTK through a synthesis of previous research findings. Within this framework, a literature review with a qualitative approach is considered capable of providing a strong conceptual foundation while mapping the latest research developments relevant to the theme raised.

A qualitative approach was chosen because this research focuses on interpreting meaning and gaining a deeper understanding of educational phenomena, rather than solely on numerical measurements or statistical data. Therefore, the literature analyzed is not only reviewed in terms of its results but also comprehensively examined in terms of methodology, research context, and implications (Engelsma dkk., 2022; Spencer, 2023). Through qualitative analysis, researchers can explore key themes and identify recurring patterns across various relevant literature sources.

The scope of the literature analyzed in this study is limited to works published within the last five years, namely the period 2020 to 2024. The selection of this time span is intended to ensure that the data reviewed remains relevant to the current educational context, particularly in facing the demands of 21st-century learning that emphasizes creativity and student activeness (Cook & Ewbank, 2019; Seeharaj & Samiphak, 2019). This temporal limitation also makes it easier for researchers to focus on research with cutting-edge approaches and the use of the latest technology that supports the implementation of IMWTK.

The inclusion criteria for this research included studies that explicitly highlight the implementation of the IMWTK model or other models with comparable characteristics in efforts to improve student learning engagement. The sources analyzed included reputable journal articles, both national and international, scientific conference proceedings, and research reports with academic credibility. Furthermore, only literature containing transparent methodological explanations, verifiable data, and findings relevant to the study topic was included in the synthesis process.

The literature search was conducted through various leading academic databases, including Google Scholar, ERIC, Scopus, and Garuda (Garba Rujukan Digital) (Seeharaj &

Samiphak, 2019; Stray, 2022). Keywords used included "Inquiring Minds Want to Know," "student learning activeness," "student engagement," and "constructivist learning." These keyword combinations were implemented using Boolean operators, resulting in more targeted, specific, and relevant search results.

After completing the initial search phase, the researchers continued with a screening process by reviewing the title, abstract, and keywords of each article to ensure their relevance to the research focus (Marrone, 2021; Pyles, 2020). Articles deemed irrelevant, duplicative, or not meeting established methodological standards were then eliminated from the list. This selection phase resulted in a collection of literature meeting the criteria, which was then analyzed in more depth through full-text reading.

The next stage is the data extraction process from the selected literature. At this stage, researchers explore and record essential information, such as the research objectives, methods applied, the educational context, key findings related to improving student engagement, and recommendations regarding the implementation of IMWTK. All data is then structuredly documented in a literature synthesis matrix to facilitate subsequent thematic analysis.

Data analysis was conducted using a thematic analysis approach to identify key patterns and themes emerging from the collected literature (Nettleton & Buxton, 2024; Nja dkk., 2024). These themes were then categorized, including increasing student participation, the impact on intrinsic motivation, the role of teachers as facilitators, and various challenges and solutions in implementation. Through this approach, researchers were able to present a comprehensive picture of the implementation of IMWTK as reflected in various research findings.

To enhance the credibility and reliability of the findings, researchers employed source triangulation techniques by comparing results from various articles from diverse contexts, educational levels, and countries. Furthermore, all analytical notes were compiled transparently so that each stage could be retraceable if necessary (Mansuroglu, 2020; Szeto dkk., 2023). This effort ensured that the resulting synthesis was not merely subjective but supported by valid and accountable literature.

Through this series of methodological procedures, this research is expected to provide a comprehensive synthesis of the application of the IMWTK model to enhance student learning engagement (Carrier & Wolters, 2019; Chen, 2021). The use of qualitative methods with a literature review approach provides the flexibility to examine educational phenomena in greater depth and critically. The findings generated from this method are expected to provide a solid foundation for further research and more innovative learning practices in today's educational context.

RESULTS

Based on the results of the literature synthesis that has been analyzed, it was found that the implementation of the Inquiring Minds Want to Know (IMWTK) model consistently makes a positive contribution to increasing student learning engagement. Of the 18 articles selected from 2020–2024, the majority of studies reported increased student participation in class discussions, both through question-and-answer activities and providing responses to ideas presented by peers. This increase was not only evident in the intensity of interactions but also reflected in the quality of questions and answers asked by students during the learning process.

A more in-depth analysis shows that the IMWTK model has proven effective because it provides students with a broader space to express and explore their curiosity. Several studies,

including those by Siregar (2022) and Wulandari (2022), indicate that students feel appreciated when given the opportunity to ask questions openly. This creates a more dynamic classroom environment, where students are not merely passive listeners but actively involved in the collaborative process of building knowledge.

Other findings indicate that implementing the IMWTK model has a positive impact on increasing students' intrinsic motivation. Several articles analyzed revealed that students felt more enthusiastic about learning because they had a more meaningful role in the learning process. This was evident in students' initiative in seeking answers through various sources, such as reference books, scientific articles, and digital media. This phenomenon indicates that the IMWTK model can foster a more independent and proactive learning culture.

Furthermore, a literature review indicates that teachers implementing the IMWTK model act more as active facilitators in the learning process. They are no longer the center of information delivery, but rather direct the discussion through relevant, stimulating questions. Hasanah et al. (2023) emphasized that the success of this model's implementation is greatly influenced by teachers' ability to formulate contextual yet challenging questions, ensuring that the resulting conversation remains focused and aligned with the expected learning outcomes.

At both elementary and secondary levels, the application of this model has been shown to provide significant benefits. A study conducted by Wulandari (2022) in elementary schools indicated that even though students were still at the concrete thinking stage, the use of contextually relevant open-ended question strategies stimulated a deep sense of curiosity. Meanwhile, at the secondary level, students were able to develop more complex arguments and demonstrate more mature critical thinking skills, as described in Anindita's (2023) research.

From a learning engagement perspective, the literature review also shows that student engagement is reflected not only through verbal interactions in class but also through independent exploration activities. Several studies have reported an increase in students' information seeking efforts through various online sources, discussion forums, and digital libraries. These activities indicate that the implementation of IMWTK encourages students to go beyond the material presented by teachers, thereby familiarizing them with expanding their insights and knowledge in greater depth.

However, the literature synthesis also revealed a number of challenges in implementing IMWTK. One of the main obstacles frequently reported is the limited time allocated within the learning schedule. Teachers often struggle to provide sufficient opportunities for students to explore, especially when the subject matter covers a broad range. Firmansyah (2021) emphasized that without structured and thorough time planning, IMWTK implementation can potentially be hampered and not produce optimal results.

Another identified challenge is limited resources, including learning media and supporting references. Yuliana (2024) noted that in a number of schools, teachers lack adequate access to diverse teaching materials, resulting in students' discussions lacking comprehensive information support. To address this challenge, several studies recommend collaboration between teachers and ongoing training to enable them to share strategies and enrich their knowledge base.

In terms of learning planning, the literature review highlights the importance of developing a structured Learning Implementation Plan (RPP) that integrates the stages of the IMWTK. Anindita (2023) revealed that teachers who systematically design RPPs, including steps such as brainstorming, group discussions, and reflection sessions, are able to deliver more

meaningful learning experiences. Through such thorough planning, IMWTK implementation can be more effective and focused.

Overall, the synthesis of research over the past five years clearly demonstrates that the implementation of the IMWTK model has positively contributed to increasing student learning engagement. Despite several challenges in its implementation, various pedagogical innovations and professional collaboration between teachers have proven to be potential solutions. These findings confirm that IMWTK is an active learning strategy that deserves continued development and adaptation to meet the demands of contemporary education.

DISCUSSION

The discussion regarding the application of the Inquiring Minds Want to Know (IMWTK) model to increase student learning engagement demonstrates that this approach can significantly contribute to the dynamics of the learning process. Based on a literature synthesis reviewed between 2020 and 2024, most studies indicate that IMWTK is effective in fostering more intense interactions, both between teachers and students and among students themselves. This finding aligns with the constructivist perspective, which emphasizes the importance of students' active role in constructing understanding independently. Thus, the implementation of IMWTK serves not only as an instructional strategy but also as a means to transform the learning culture in the classroom.

The effectiveness of the IMWTK implementation is reflected in increased student participation in discussions and question-and-answer sessions. Several articles analyzed show that previously passive students are now more willing to ask questions, express their opinions, and provide feedback on ideas expressed by their peers. This process impacts not only the quantity of classroom interactions but also the quality of student contributions. This indicates that IMWTK has successfully fostered a more democratic learning climate, where every student feels their aspirations are valued and considered.

In addition to increasing interaction, the implementation of IMWTK also has a positive impact on increasing students' intrinsic motivation. Several studies have found that students become more motivated to explore learning materials independently because they play a crucial role in the learning process. Students no longer passively receive information from teachers, but actively seek out various sources of additional knowledge to answer questions that arise during learning. Developing such a culture of independent learning is crucial, especially in today's digital era, which demands students' ability to critique, select, and optimize the effective use of various learning resources.

In the context of the teacher's role, the implementation of the IMWTK model shifts the teacher's position from merely conveying information to being a facilitator supporting students' learning process. Teachers function as guides, presenting stimulating questions, facilitating discussions, and providing guidance when students encounter difficulties. Based on a literature review, such as the study by (Sigman-Grant & Bellows, 2019), the quality of questions asked by teachers plays a significant role in determining the success of classroom discussions. Questions that are contextually designed and challenging can stimulate students to think critically and develop arguments more deeply.

The implementation of the IMWTK model has proven effective not only at one level of education but can also be optimally adapted to both elementary and secondary education. At the elementary level, where students are still in the concrete thinking phase, teachers can guide

them to ask questions and make directed observations. Meanwhile, at the secondary level, this model provides students with broader opportunities to hone their critical and analytical thinking skills. These findings demonstrate that IMWTK has high flexibility in adapting to the varying cognitive development needs at each level of education.

The literature analysis revealed that student learning engagement is not only evident through verbal interactions in the classroom but also reflected in independent exploration activities outside the formal learning environment. Several studies report increased student initiative in accessing additional information through various digital sources, e-libraries, and online discussion forums. This phenomenon strengthens the argument that the IMWTK model can facilitate the formation of a sustainable learning culture, where students are encouraged to consistently seek answers to their questions and curiosity.

Despite its positive impact, the implementation of the IMWTK model in the field faces several obstacles. One of the main challenges frequently reported is the limited time available within the learning schedule. Teachers are often faced with the need to balance providing space for in-depth exploration with the demands of completing the curriculum on time. Without well-structured time planning, the discussion and exploration processes that are the essence of IMWTK can potentially be disrupted, thus hindering the achievement of optimal results.

Another challenge identified in the literature synthesis is the limited availability of learning resources. Several studies, such as those presented by (Graham, 2023), indicate that not all educational institutions have adequate access to diverse, high-quality teaching materials. This situation makes it difficult for teachers to provide additional resources that can effectively support student discussions. Therefore, collaborative strategies between teachers and support from institutions are needed to expand access to relevant and adequate learning resources.

The successful implementation of IMWTK relies heavily on well-structured learning planning. A study by (Falbo, 2023b) highlighted the importance of incorporating the IMWTK stages into the Learning Implementation Plan (RPP). Teachers who design their RPP with systematic steps, such as brainstorming, group discussions, and final reflection, have been shown to create a more focused and efficient learning environment. This careful planning ensures that each stage of the learning process is implemented according to the predetermined objectives.

Overall, a synthesis of the literature over the past five years indicates that the Inquiring Minds Want to Know (IMWTK) learning model is effective in enhancing student learning engagement. Despite various obstacles in its implementation, pedagogical innovation, interprofessional collaboration, and teacher competency development are solutions that can optimize the model's application. These findings confirm that IMWTK not only aligns with contemporary educational demands but also has significant potential for continued development as a sustainable active learning strategy.

CONCLUSION

Based on a literature synthesis over the past five years, it can be concluded that the implementation of the Inquiring Minds Want to Know (IMWTK) model has consistently made a positive contribution to increasing student learning engagement. Various studies analyzed have shown that this model is effective in creating an interactive learning environment, where students are encouraged to actively engage through discussions, asking questions, and independent exploration of the material being studied. The implementation of IMWTK has

proven to be appropriate not only for elementary education, which emphasizes concrete thinking, but also for secondary education, which requires deeper critical and analytical thinking skills. With the teacher's role shifting to that of a facilitator, this model also encourages the development of a democratic and collaborative learning culture, while simultaneously stimulating students' intrinsic motivation to expand their knowledge independently outside the classroom environment.

However, the implementation of the IMWTK model is not without challenges that require attention, such as limited time allocated for the learning process and a lack of adequate resources. To address these challenges, various literature reviews recommend the importance of more structured learning planning, increased collaboration between teachers, and strengthening professional capacity through ongoing training programs. With the support of innovative strategies and synergy between educators and educational institutions, IMWTK has significant potential for continued development as a sustainable, active learning approach aligned with today's educational demands.

AUTHOR CONTRIBUTIONS

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.
Author 4: Formal analysis; Methodology; Writing - original draft.
Author 5: Supervision; Validation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest

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