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RECONSTRUCTING ECONOMICS LEARNING THROUGH INQUIRY-BASED PEDAGOGY: ENHANCING STUDENT MOTIVATION AND CREATIVE THINKING

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Abstract

This study examines the implementation of inquiry learning in Economics instruction to enhance students' learning motivation and creative thinking among eleventh-grade social science students at MA Raudlatus Syabab Sukowono Jember. Limited studies have examined the simultaneous relationship between inquiry learning, learning motivation, and creative thinking in Economics education within the madrasah context. This study positions inquiry learning as a pedagogical approach that strengthens students' intellectual engagement in economics learning. This study employed a qualitative descriptive case study design. Data were collected through classroom observation, semi-structured interviews, and document analysis involving 1 Economics teacher and 24 students. Data were analyzed through reduction, thematic categorization, interpretation, and conclusion drawing. The findings reveal that inquiry learning was implemented through structured stages, including economic problem stimulation, information exploration, discussion, analysis, and conclusion formulation. The implementation increased learning motivation, reflected in stronger enthusiasm, improved attention, active participation, and greater questioning behavior. Students also demonstrated enhanced creative thinking through idea generation, alternative problem-solving responses, and more contextual economic analysis. Implementation effectiveness was influenced by teacher readiness, classroom conditions, time constraints, and students' diverse academic abilities.

Keywords: Inquiry Learning, Economics Education, Learning Motivation, Creative Thinking, Student Centered Learning

Abstrak

Penelitian ini bertujuan menganalisis implementasi *inquiry learning* dalam pembelajaran Ekonomi untuk meningkatkan motivasi belajar dan kreativitas berpikir peserta didik kelas XI IPS di MA Raudlatus Syabab Sukowono Jember. Penelitian mengenai penerapan *inquiry learning* dalam pembelajaran Ekonomi pada konteks madrasah, khususnya yang mengkaji motivasi belajar dan kreativitas berpikir secara simultan, masih relatif terbatas. Penelitian ini menempatkan *inquiry learning* sebagai pendekatan pedagogis yang mendorong keterlibatan intelektual peserta didik dalam pembelajaran ekonomi. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus deskriptif. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi dengan melibatkan 1 guru Ekonomi dan 24 peserta didik kelas XI IPS. Analisis data dilakukan melalui reduksi, kategorisasi tematik, interpretasi, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa *inquiry learning* diterapkan melalui tahapan terstruktur berupa penyajian persoalan ekonomi, eksplorasi informasi, diskusi, analisis, dan penyusunan kesimpulan. Temuan menunjukkan peningkatan motivasi belajar yang ditandai oleh meningkatnya antusiasme, perhatian terhadap materi, keberanian bertanya,

dan partisipasi aktif. Selain itu, kreativitas berpikir berkembang melalui kemampuan peserta didik dalam mengemukakan gagasan, menyusun alternatif solusi, serta menganalisis persoalan ekonomi secara lebih kontekstual. Implementasi pembelajaran juga dipengaruhi oleh kesiapan guru, kondisi kelas, keterbatasan waktu, dan heterogenitas kemampuan peserta didik.

Kata Kunci: : *Inquiry Learning*, Pembelajaran Ekonomi, Motivasi Belajar, Kreativitas Berpikir, Pembelajaran Berpusat Pada Peserta Didik

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INTRODUCTION

Education is fundamentally a process of human development that extends beyond the mere transmission of knowledge toward the cultivation of critical thinking, decision-making abilities, and the capacity to interpret life realities rationally (Rivas et al., 2022). Within the context of economics education, this orientation becomes particularly significant because economics is not solely concerned with theoretical concepts related to needs, production, distribution, consumption, markets, and economic policies, but is also closely associated with students' ability to critically and contextually interpret socio-economic phenomena. Ideally, economics instruction should encourage students to analyze economic problems, formulate alternative solutions, and make logical decisions based on empirical data and evidence. This perspective aligns with constructivist theory, which positions learners as active participants in constructing knowledge through meaningful learning experiences, social interaction, and intellectual reflection (Azzahra et al., 2025). Therefore, economics learning should not merely rely on conceptual memorization, but rather be directed toward developing critical reasoning, creativity, and active student participation.

In the Indonesian educational context, students are expected not only to understand theoretical economic concepts but also to analyze economic phenomena rationally, make decisions based on logical considerations, and solve contextual economic problems closely related to daily life. Nevertheless, numerous studies indicate that economics instruction in schools remains predominantly oriented toward content delivery and rote memorization, resulting in limited development of students' analytical and creative thinking skills (Hapsari & Murniawaty, 2025; Walstad, 1992). Such conditions often cause economics to be perceived as an abstract, complex, and monotonous subject. In reality, economics is inherently connected to students' everyday experiences, ranging from household consumption behavior and personal financial management to market dynamics and socio-economic inequality within society (Amagir et al., 2020; Astari et al., 2026). When classroom instruction fails to integrate these real-life contexts, economics loses its practical relevance for students.

The phenomenon of limited active participation in economics learning is also closely related to issues of learning motivation. Learning motivation constitutes an internal factor that determines students' level of engagement, persistence, and seriousness in participating in instructional activities (Raudhatul Janah et al., 2023). Through Self-Determination Theory, explain that intrinsic motivation develops optimally when learners are provided with autonomy, experience competence, and establish positive relationships within their learning environment (Chaudhuri, 2020; Merdiaty & Sulistiasih, 2024). Conversely, excessively teacher-centered instruction,

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characterized by rigid instructional control and minimal student participation, tends to weaken students' intrinsic motivation. In economics classrooms, this condition may be reflected in low enthusiasm during discussions, reluctance to express opinions, limited curiosity toward economic issues, and a tendency to study merely to fulfill academic evaluation requirements.

In addition to learning motivation, creative thinking remains another important aspect that has not yet been optimally developed in economics instruction. In the context of economics education, creative thinking does not merely refer to the ability to generate new ideas, but also encompasses the capacity to formulate alternative solutions to economic problems, connect theoretical concepts with empirical realities, and construct rational arguments regarding socio-economic phenomena (Hasanah & Rafsanjani, 2021). Recent studies demonstrate that creative thinking significantly contributes to problem-solving quality, academic adaptability, and rational decision-making abilities (Orakci, 2023). However, instructional practices that continue to position students as passive recipients of information tend to inhibit the development of such competencies. Students become accustomed to accepting single, predetermined answers, are less encouraged to explore alternative possibilities, and rarely develop independent argumentation skills.

Within the context of secondary education, particularly economics instruction in Islamic senior high schools (*madrasah aliyah*), these challenges become increasingly relevant. MA Raudlatus Syabab Sukowono Jember, as a religious-based educational institution, carries responsibility not only for students' academic development but also for fostering reflective, rational, and socially responsible intellectual character. In this context, economics instruction should not be limited to theoretical mastery but should also cultivate contextual economic awareness related to surrounding social realities. However, when classroom practices continue to be dominated by conventional teacher-centered approaches, opportunities to develop students' analytical thinking, creativity, and learning motivation become increasingly constrained. Consequently, a more participatory, investigative, and student-centered instructional approach is required.

One instructional model considered relevant to addressing these challenges is inquiry learning. Inquiry learning positions students as the primary actors in the process of knowledge construction through questioning, investigation, problem identification, information gathering, data analysis, and systematic conclusion drawing (Tawfik et al., 2020). In economics education, inquiry learning possesses strong relevance because economic issues are inherently connected to real-life problems that can be explored through investigative processes. Through this approach, students do not merely receive economic concepts verbally; instead, they actively construct understanding based on realities they observe directly. Consequently, inquiry learning has the potential to create economics instruction that is more contextual, active, and meaningful. Several previous studies have shown that the inquiry learning model has a significant contribution to improving the quality of the learning process and outcomes (Susilowati, 2020). The research conducted by Susilowati using a meta-analysis approach found that the application of inquiry learning has a positive impact on improving students' critical thinking skills in thematic learning. The findings indicate that student involvement in the processes of investigation, information gathering, and drawing conclusions can foster the development of higher-order thinking skills. In addition, the research by Yusnarti, Yulianti, and colleagues shows that the Inquiry-Based Learning (IBL) model has a significant impact on the learning outcomes of elementary school students. The results of the research indicate that learning centered on investigative and discovery activities can enhance students' understanding of the

material being studied (Yusnarti et al., 2025). In line with these findings, the research by Akbar, Hikmawati, and Rokhmat also proves that the Guided Inquiry Learning model has a positive impact on the learning outcomes of high school students. Thru structured learning stages and teacher guidance during the inquiry process, students are able to gain more active and meaningful learning experiences (Akbar et al., 2020). Various findings strengthen the argument that inquiry learning is an effective teaching model for enhancing students' thinking skills and learning outcomes at various educational levels.

Based on previous research that shows inquiry learning influences critical thinking skills, learning outcomes, and student engagement, there is still an area of study that has not been extensively explored, particularly in Economics learning within the madrasah aliyah environment. Most previous research has focused on aspects of learning outcomes and critical thinking skills in the context of thematic learning, elementary schools, or science subjects. Meanwhile, this study has a different focus as it examines the implementation of inquiry learning in Economics education, emphasizing its relationship with the simultaneous improvement of students' learning motivation and creative thinking in the madrasah environment. Thus, this research not only reinforces empirical findings regarding the effectiveness of inquiry learning but also expands the scope of the study thru a more in-depth analysis of the pedagogical process, students' learning experiences, and the contribution of inquiry learning in fostering motivation and creative thinking in Economics education.

Argumentatively, this research starts from the assumption that the low motivation and creativity of students in economics learning are not solely caused by the characteristics of the subject matter, but are also influenced by the pedagogical approach used in the learning process. When economics learning is conducted thru the inquiry model, students gain the space to explore issues, develop curiosity, build arguments, and discover knowledge thru active learning experiences. In such conditions, learning motivation tends to increase because students feel intellectually engaged, while creative thinking develops as they become accustomed to formulating alternative solutions to the economic problems faced.

METHOD

This research uses a qualitative approach with a descriptive case study type to deeply examine the implementation of the inquiry learning model in Economics education for XI IPS students at MA Raudlatus Syabab Sukowono Jember. This approach was chosen because the research focuses on understanding the learning process that takes place in the classroom, including the interaction between teachers and students, patterns of student engagement, and the pedagogical dynamics that emerge during the implementation of the inquiry model. Case studies are considered relevant because they allow researchers to explore educational phenomena in their natural context comprehensively, resulting in a contextual understanding of the learning practices being studied (Cleland et al., 2021). The research subjects include Economics teachers and XI IPS class students as parties directly involved in the implementation of learning, so the data obtained can represent the pedagogical experiences from both the teacher's and students' perspectives.

Data collection was conducted thru classroom observations, semi-structured interviews, and analysis of learning documents to obtain a comprehensive picture of the inquiry learning implementation process. Observations were used to directly observe learning activities, student engagement, interaction patterns, and student responses during the inquiry process. Interviews

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were conducted to explore the experiences, views, and pedagogical considerations of teachers and students, while documentation was used to review the learning materials that support the implementation process. The collected data were then analyzed in stages thru the processes of data reduction, thematic grouping, interpretation, and conclusion drawing to identify the main patterns that emerged during the research (Peel, 2020). This strategy was chosen because qualitative research in the context of active learning emphasizes the depth of interpretation in understanding educational practices in a more substantive and contextual manner (Kiely & Hartman, 2011). This strategy was chosen because qualitative research in the context of active learning emphasizes the depth of interpretation in understanding educational practices in a more substantive and contextual manner.

RESULTS AND DISCUSSION

Result

Based on the results of observations, interviews, and documentation conducted during the research process, a number of findings were obtained that illustrate the implementation of inquiry learning in Economics lessons in the XI IPS class at MA Raudlatus Syabab Sukowono Jember. These findings show how the stages of inquiry learning are applied in the learning process, its impact on students' learning motivation and thinking creativity, as well as various factors that support or hinder its implementation. The thematic data analysis indicates that inquiry learning not only serves as a learning strategy but also as a pedagogical approach that encourages active student involvement in building an understanding of economic concepts. To provide a more systematic overview of the research results, the main findings obtained during the research process are presented in the following Table 1.

Table 1. Research Findings on the Implementation of Inquiry Learning in Economics Instruction at MA Raudlatus Syabab Sukowono Jember

No	Research Findings	Description of Findings	Data Sources
1	Implementation of Inquiry Learning in Economics Instruction	Economics instruction was implemented through inquiry stages consisting of identifying economic problems, exploring information, group discussions, analysis of findings, and conclusion formulation. The teacher functioned as a facilitator, while students actively participated throughout the learning process.	Classroom observations, teacher interviews, student interviews, lesson plans, and learning documentation
2	Improvement of Students' Learning Motivation	The implementation of inquiry learning demonstrated increased learning enthusiasm, greater attention to instructional materials, stronger confidence in asking questions, more active involvement in discussions, and students' initiative to independently seek information during classroom activities.	Classroom observations, student interviews, teacher interviews, and field notes

3	Development of Creative Thinking Skills	Students demonstrated improved abilities in developing ideas, proposing alternative solutions to economic problems, and connecting economic concepts with real-life situations in a more analytical and contextual manner.	Classroom observations, student interviews, discussion activity records, and learning outcome documentation
4	Challenges in Learning Implementation	The identified obstacles included differences in students' academic abilities, limited instructional time, and students' adaptation process toward a learning model requiring active participation and independent thinking.	Teacher interviews, classroom observations, and reflective learning documentation

Discussion

The Implementation of Inquiry Learning as a Structured and Student-Centered Pedagogical Process

The findings of this study indicate that the implementation of inquiry learning in Economics instruction was conducted through systematically organized learning stages, beginning with the presentation of economic problems as instructional stimuli, followed by questioning activities, information exploration, group discussions, analysis of findings, and conclusion formulation. These findings demonstrate that the learning process no longer positioned students as passive recipients of information, but rather as active participants engaged in constructing understanding through investigative processes. The structured sequence of inquiry activities reflects an instructional orientation toward systematic thinking, in which students are encouraged to understand concepts not through memorization, but through direct involvement in identifying problems and generating solutions based on exploratory learning experiences. This condition signifies a pedagogical shift from teacher-centered instruction toward student-centered learning, which is more aligned with the characteristics of economics as a discipline that requires analytical reasoning, rational judgment, and decision-making abilities.

From a theoretical perspective, these findings are consistent with constructivist views that regard learning as an active process of knowledge construction through experience and social interaction (Duan et al., 2023). In this context, the stages of inquiry learning enable students to construct economic understanding through authentic learning experiences rather than merely receiving completed concepts from teachers. The teacher's role as a facilitator further strengthens a learning orientation that provides opportunities for students to develop curiosity, reflective thinking, and argumentation skills based on the information they discover independently. These findings are consistent with the work of Nguyen et al., who emphasized that inquiry-based instruction consistently promotes active student engagement because learning activities are designed around investigative processes that stimulate intellectual exploration (Nguyen et al., 2024). Similarly, Adauyah and Aznam found that guided inquiry effectively creates more active learning environments by directly involving students in discovering concepts through systematic stages of investigation (Adauyah & Aznam, 2024). Therefore, the implementation of inquiry learning in this study demonstrates consistency with previous empirical findings concerning the effectiveness of inquiry-based instruction.

Within the context of Economics instruction, the inquiry learning structure identified in this study carries more specific implications. Economics as a subject does not merely require

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mastery of theoretical concepts, but also the ability to understand socio-economic phenomena rationally and contextually. Consequently, the use of economic issues as learning stimuli becomes a strategic instructional approach because it allows students to connect classroom material with realities closely related to their own experiences. Activities such as information gathering, discussion, and analysis demonstrate that economics learning is no longer positioned as the transfer of abstract concepts, but rather as a process of intellectual exploration of real-world issues. This interpretation aligns with the findings of Amri and Santoso who reported that economics instruction based on problem-solving and contextual exploration is more effective in increasing student engagement than conventional approaches focused solely on verbal content delivery (Amri & Santoso, 2026).

Based on these interpretations, the primary significance of these findings lies in the transformation of the quality of the learning process itself. The success of inquiry learning implementation is not determined solely by the use of a particular instructional model, but by the extent to which the learning process creates opportunities for students to think, participate, and explore ideas independently. When students are actively involved in structured investigative stages, they not only learn to understand economic concepts, but also learn how to think systematically in addressing problems. In this sense, inquiry learning should not merely be understood as a technical instructional strategy, but rather as a pedagogical approach that strengthens economics learning as a process of developing students' intellectual capacities. These findings therefore reinforce the argument that meaningful economics instruction requires learning designs that not only transmit knowledge, but also cultivate active, reflective, and contextual thinking experiences (Murniawaty et al., 2025).

Inquiry Learning as a Catalyst for Enhancing Learning Motivation and Creative Thinking in Economics Instruction

The findings reveal that the implementation of inquiry learning positively contributed to the enhancement of students' learning motivation, as reflected in changes in their learning responses throughout the instructional process. Increased enthusiasm, greater attention to learning materials, stronger confidence in asking questions, and more active participation in discussions indicate that learning was no longer perceived as a passive activity focused solely on receiving information. Instead, it became a process requiring direct intellectual engagement. These changes suggest that active involvement in learning is closely associated with the development of learning motivation because students feel they are given opportunities to participate, explore ideas, and construct understanding independently. In this context, learning motivation does not merely emerge as a response to academic demands, but develops as an internal drive shaped through meaningful learning experiences.

These findings are consistent with Self-Determination Theory, which explains that intrinsic motivation develops when learners experience autonomy, competence, and social connectedness during the learning process (Merdiaty & Sulistiasih, 2024). The implementation of inquiry learning in this study reflected these characteristics because students were not limited to receiving explanations from the teacher; they were actively engaged in questioning, information seeking, and discussing economic issues. When students are directly involved in learning activities, a sense of ownership toward the learning process emerges, causing motivation to become less externally driven and more internally sustained. These findings reinforce the study conducted by Saekawati and Nasrudin, which demonstrated that guided inquiry-based learning improves learning motivation because students become more active,

challenged, and emotionally as well as intellectually engaged in classroom activities (Nguyen et al., 2024). In the context of Economics instruction, this becomes particularly important because economic concepts, often perceived as abstract, require instructional approaches capable of creating more vivid and relevant learning experiences.

In addition to learning motivation, this study also identified developments in students' creative thinking abilities. Students demonstrated improved capacities to express ideas, formulate multiple alternative responses, and connect economic concepts with real-life situations. These findings indicate that the learning process encouraged students to think more openly rather than relying solely on single textual answer. Inquiry learning created intellectual spaces that enabled students to explore multiple possibilities in understanding economic issues (Depin et al., 2024). In this context, creative thinking should not merely be interpreted as the ability to generate abstract new ideas, but rather as an intellectual capacity to construct flexible, analytical, and contextual responses to the problems encountered. In other words, the inquiry process shifted students' learning orientation from simple knowledge reproduction toward more active knowledge construction.

These findings are strongly connected to previous research demonstrating that inquiry-based instruction contributes to the development of creative thinking skills. Marianingsih found that inquiry-based learning positively influences creative thinking because students are encouraged to explore ideas, formulate solutions, and actively participate in problem-solving activities (Marianingsih, 2025). Similar conclusions were presented by Antonio and Prudente who argued that inquiry-based learning consistently promotes higher-order thinking skills through investigative, analytical, and reflective learning activities (Antonio & Prudente, 2024). In Economics instruction, these competencies are highly relevant because economics is not merely a concept-based subject, but a field of study that requires the ability to analyze socio-economic phenomena logically and contextually.

Based on these interpretations, the principal significance of these findings lies in the transformation of students' learning experiences. The implementation of inquiry learning not only increased classroom participation in a technical sense, but also changed the way students perceived learning itself, as an activity requiring intellectual engagement, exploration, and initiative. In Economics instruction, this transformation is particularly meaningful because understanding economic concepts cannot be separated from the ability to think actively about social realities. Therefore, the improvements in learning motivation and creative thinking identified in this study indicate that inquiry learning is not merely an alternative teaching method, but a pedagogical approach capable of strengthening the quality of economics instruction in a more substantive, contextual, and intellectually oriented manner.

Supporting Factors and Challenges in the Implementation of Inquiry Learning in Economics Instruction

The findings demonstrate that the implementation of inquiry learning in Economics instruction was influenced not only by the suitability of the instructional model itself, but also by the conditions supporting its classroom application. The study revealed that successful implementation was supported by teachers' readiness in managing learning activities, the availability of appropriate instructional resources, and classroom environments that enabled active interaction among students. Teacher preparedness emerged as a crucial factor because inquiry learning requires educators not only to deliver content, but also to facilitate discussions,

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stimulate critical thinking, and guide students throughout investigative processes. Meanwhile, the availability of suitable instructional materials ensured that each stage of learning could be implemented systematically. In addition, a conducive classroom atmosphere played an important role in creating learning spaces that encouraged students to participate, ask questions, engage in discussions, and express ideas openly. These findings therefore suggest that the effectiveness of inquiry learning is strongly influenced by the overall readiness of the learning environment rather than solely by the instructional model employed.

These findings are consistent with previous studies emphasizing that the effectiveness of inquiry-based instruction largely depends on teachers' readiness to design structured and responsive learning experiences. Liu Rude explained that inquiry-based learning tends to produce optimal outcomes when teachers possess the ability to manage investigative processes, provide appropriate intellectual stimuli, and guide students throughout exploratory activities (Rude, 2024). Similar conclusions were presented by Lee et al. who argued that the success of guided inquiry is determined not only by the structure of the instructional model, but also by teachers' capacity to maintain student engagement throughout the learning process (Lee et al., 2004). In the context of this study, teacher readiness became particularly important because Economics instruction requires facilitation that extends beyond concept delivery toward guiding students in understanding economic issues analytically and contextually.

On the other hand, the findings also identified several obstacles affecting the implementation of inquiry learning, particularly limited instructional time, differences in students' academic abilities, and the need for adaptation to learning models requiring active participation. Time limitations became a natural challenge because inquiry learning requires relatively longer instructional stages compared to conventional approaches, especially during information exploration, discussion, and analytical activities. Furthermore, variations in students' academic abilities indicated that not all learners possessed equal readiness for inquiry-based instruction. Some students responded quickly to investigative learning activities, whereas others required more intensive guidance. These conditions indicate that the implementation of inquiry learning demands pedagogical flexibility to ensure that the learning process remains inclusive for all students.

These findings are closely related to previous studies showing that the major barriers to active learning implementation generally involve limited instructional time, heterogeneous student abilities, and initial resistance to changes in learning patterns. Some studies show that inquiry-based learning effectively improves students' thinking quality, its implementation requires an adaptation process because students accustomed to passive learning often experience difficulties during the initial stages (Fadila et al., 2025; Rustandi, 2023). Other studies have also shown that the transition from teacher-centered instruction toward participatory learning does not occur instantly because it requires cultural changes in both teachers and students (Hafid & Hayati, 2025). In the context of this study, these obstacles highlight the reality that instructional innovation requires realistic and gradual adjustment processes.

Based on these interpretations, the primary meaning of these findings lies in understanding that the implementation of inquiry learning constitutes a systemic pedagogical process rather than merely the procedural application of a teaching model. Successful implementation depends not only on instructional design, but also on the readiness of the educational ecosystem, including teachers, students, instructional resources, and classroom conditions. In Economics instruction,

this becomes especially important because instructional effectiveness cannot be measured solely by the technical execution of teaching methods, but by the extent to which the learning environment supports students' active and exploratory thinking processes. Therefore, these findings indicate that pedagogical innovation oriented toward active learning requires both structural and cultural readiness in order to be implemented effectively and sustainably.

CONCLUSION

Based on the findings of this study, the implementation of inquiry learning in Economics instruction for eleventh-grade social science students at MA Raudlatus Syabab Sukowono Jember demonstrated that this instructional model was capable of creating a learning process that was more structured, participatory, and oriented toward active student engagement. The implementation of inquiry learning was carried out through systematic instructional stages, beginning with the presentation of economic problems, followed by investigation activities, discussion, analysis, and conclusion formulation. These stages contributed to transforming the teacher's role from the central source of information into a facilitator of learning. Such a process provided broader opportunities for students to become directly involved in constructing their understanding of economic concepts through more contextual and meaningful learning experiences.

The findings also revealed that the implementation of inquiry learning contributed to the improvement of students' learning motivation and creative thinking abilities. Increased learning motivation was reflected in students' growing enthusiasm for learning, greater attention to instructional materials, increased confidence in asking questions, and more active participation during classroom activities. Meanwhile, the development of creative thinking was evident in students' abilities to express ideas, propose alternative responses, and connect economic concepts with real-world issues in a more open and analytical manner. Nevertheless, the effectiveness of this instructional model remained influenced by several factors, including teacher preparedness, the availability of instructional resources, supportive classroom environments, as well as challenges related to limited instructional time, variations in students' academic abilities, and the adaptation process toward active learning practices.

Overall, this study confirms that inquiry learning represents a relevant pedagogical approach in Economics education because it not only supports conceptual understanding, but also enhances the quality of students' learning experiences through the development of intrinsic motivation and creative thinking skills. With adequate support from the learning environment, this model has the potential to become an effective instructional strategy for promoting Economics learning that is more contextual, reflective, and oriented toward the development of students' intellectual capacities.

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