

## Learning with Nature Based on Qur'an: Strategies for Fostering Curiosity for Grade II Students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo

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### KEYWORDS

The Qur'an; Nature-Based Learning; Contextual Knowledge; Curiosity; Experimental Strategies.

### ABSTRACT

This research is motivated by the low curiosity of grade II students of Madrasah Ibtidaiyah, which is still characterized by a passive attitude, dependence on teachers' explanations, and limited courage to ask questions in the learning process. This study aims to describe the application of Qur'an-based learning together, analyze its role in fostering students' curiosity, and identify the supporting and inhibiting factors of its implementation. The research uses the Classroom Action Research approach with the Kemmis and McTaggart model, which includes planning, action execution, observation, and reflection. The subject of the study was a second-grade student of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo, with data collection techniques in the form of observation, interviews, documentation, and field notes. The results of the study show that the Qur'an-based learning strategy can be applied systematically through the use of the environment as a learning resource, the integration of Qur'anic verses, and the use of experimental methods. This strategy has been proven to foster students' curiosity, which is seen in increased attention, courage to ask questions, activeness in observing, and involvement in learning activities. The success of the implementation is supported by an adequate learning environment, teacher readiness, and an open learning atmosphere, although obstacles in the form of passive learning habits and technical obstacles in the field are still found. It was concluded that Qur'an-based learning with nature was effectively developed as a contextual and spiritual learning strategy to foster the curiosity of madrasah ibtidaiyah students.

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### Introduction

Education in madrasah ibtidaiyah is not solely directed to the mastery of basic knowledge, but also to the formation of students' character that is in harmony with Islamic values. One of the most important characteristics to be developed from an early age is curiosity, because this attitude is the main driver for students to ask questions, observe, reason, and actively discover new knowledge. In the context of low-grade learning, curiosity plays a big role in building meaningful learning engagement because students at this stage tend to be more responsive to concrete and visual experiences. Therefore, learning that is able to present direct and contextual experiences is an urgent pedagogical need. On the other hand, the Qur'an explicitly encourages humans to pay attention to natural phenomena as a means of knowing the greatness of Allah, so that the

integration of learning with nature has a strong theological foundation (Mafaza, Khobir, Zahra, & Firdaus, 2025). Thus, Qur'an-based nature-based learning is relevant to foster students' curiosity in a more natural, reflective, and spiritual way.

Nature-based learning is an approach that places the surrounding environment as the main source of learning, so that students not only receive information verbally, but also experience, observe, and interpret the learning object directly (Mann et al., 2022). This approach is very suitable for grade II students of Madrasah Ibtidaiyah because their cognitive development is still in the concrete operational phase, which is the stage when understanding is easier to build through real objects and factual situations. From the perspective of Islamic education, nature is not just a physical object, but a *kauniyah* verse that can lead students to the awareness of monotheism and gratitude to the Creator (Wakit, Suyitno, & Dacholfany, 2025). Through learning that connects Qur'anic verses with natural phenomena, students are encouraged to develop reasoning, sensitivity, and curiosity simultaneously (Santoso, 2022). This strategy becomes even more relevant when teachers are able to package learning activities in an active, exploratory, and fun way, so that students are encouraged to ask questions and find answers from their own observations. Thus, nature-based learning based on the Qur'an has great potential as a pedagogical strategy that not only strengthens the understanding of concepts but also fosters scientific and religious character.

At Madrasah Ibtidaiyah Alam Ya Bunayya Bungo, nature-based learning has basically become a potential institutional identity to develop students' characters. However, in daily learning practice, there are still some grade II students who have not shown optimal active participation, such as not daring to ask questions, not being used to expressing opinions, and tending to wait for the teacher's explanation. This condition shows that curiosity has not developed optimally, even though the learning environment has actually been supportive. This situation indicates the need for a more directed, systematic, and effective learning strategy to facilitate the active involvement of students directly. The experimental method is one of the alternatives that is considered relevant because it provides opportunities for students to make observations, try, prove, and draw conclusions from real learning experiences (Husmar, 2025). Therefore, the application of Qur'an-based nature-based learning through experimental strategies is seen as important to optimize the curiosity of grade II students sustainably.

Several previous studies have shown that nature-based learning, experimental methods, and the integration of Qur'anic values each have a positive contribution to learning outcomes, activeness, and character of students (Lukman, 2026). However, studies that specifically integrate these three elements in one learning strategy to foster the curiosity of grade II students of Madrasah Ibtidaiyah are still limited. Most previous research has tended to focus on improving science learning outcomes, developing environmental character, or implementing experimental methods in general, without placing curiosity as the main focus and explicitly linking it to the Qur'anic foundation (Happyliya, 2025). The context of madrasah ibtidaiyah alam as a typical learning space has also not been explored in depth (Fauji & Nugraha, 2025). Based on these gaps, this research offers novelty in the integration of nature-based learning, Qur'anic values, and experimental methods as a strategy to shape students' curiosity at the lower grade level. This novelty is expected to result in a more contextual, spiritual, and effective learning model for Islamic basic education.

This study aims to describe and analyze the application of Qur'an-based learning together as a strategy to foster the curiosity of second-grade students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo, as well as identify changes in learning behavior that arise during the learning process. Based on these objectives, the formulation of the problem in this study is: first, how to apply Qur'an-based learning together in the second-grade students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo; second, how the strategy can foster students' curiosity; and third, what factors support and hinder its implementation in learning. The focus of this research is to obtain a complete picture of the process, results, and dynamics of the implementation of the learning strategy in the context of Madrasah Ibtidaiyah Alam. Thus, the results of the research are expected to make a conceptual and practical contribution to the development of PAI learning and character education

in Islamic basic madrasas. This approach is also expected to be a reference for teachers in designing more active, contextual, and nuanced learning in the Qur'an.

### Method

This study uses the Classroom Action Research approach because its main goal is to improve learning practices while fostering students' curiosity through the application of Qur'an-based learning (Mutmainah, Mudrikah, & Sopia, 2024). This approach was chosen because it is very suitable to solve problems that arise in real learning in grade II of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo, especially related to the low active participation, the courage to ask questions, and students' enthusiasm in participating in learning. The model used refers to the Kemmis and McTaggart cycles, which include planning, action, observation, and reflection (Ramadhani, Ruzana, Lestari, Nasroellah, & Fauzi, 2026). Through this cycle, researchers can evaluate each stage of implementation systematically and continuously. The classroom action approach also allows teachers and researchers to collaborate in designing contextual, exploratory, and Qur'anic learning. Thus, this method is very relevant to test the effectiveness of learning strategies designed in the context of the lower class of madrasah ibtidaiyah.

The subject of this study is a second-grade student of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo who participates in nature-based learning and Qur'anic values. The selection of subjects is based on the characteristics of the development of elementary school-age children who still need concrete experience to easily understand the concept of learning. The research object is focused on the application of Qur'an-based learning together as a strategy to foster students' curiosity. Research data was collected through observations, interviews, documentation, and field notes. Observation is used to assess student engagement during the learning process, specifically indicators of curiosity such as asking, observing, trying, and responding to learning activities. Interviews were conducted with teachers and related parties to obtain information about the implementation of learning. Documentation is used to support data in the form of learning tools, photos of activities, and student work results. All of this data provides a comprehensive picture of the learning process and dynamics.

The data analysis technique was carried out in a qualitative descriptive manner with the support of simple quantitative data to see the tendency to increase students' curiosity in each cycle. The data from observations, interviews, and documentation were reduced, presented, and then systematically interpreted to obtain a complete understanding of the effectiveness of the Action (Oktaviani, Chan, Hayati, & Syaferi, 2020). The success of the action is determined based on changes in students' learning behavior, which is seen in increased curiosity, courage to ask questions, activeness to observe, and involvement in simple experimental activities in the natural environment. These indicators are compiled to be in line with the research objectives and characteristics of Qur'an-based nature-based learning. If the results of the first cycle have not shown adequate improvement, then improvements will be made in the next cycle through reflection with the teacher. With this procedure, the research not only produces empirical findings but also offers learning strategies that can be adapted to the context of other madrasah ibtidaiyah that have similar characteristics.

### Result

The application of Qur'an-based learning with nature in grade II of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo is carried out through systematic stages, namely planning, implementation of actions, observation, and reflection, as well as the design of classroom action research. In the implementation stage, teachers utilize the surrounding natural environment as the main learning resource and integrate Qur'anic verses that are relevant to the phenomena observed by students. Learning takes place through direct observation activities, simple experiments, discussions, and oral presentation of findings. These results show that the Qur'an-based nature shared learning strategy can be applied operationally in low-grade learning because it is in accordance with the concrete experience needs of students. Thus, the implementation of this strategy is not only conceptual but has proven to be carried out in an active, contextual, and spiritually nuanced learning process.

| Indicator                 | Shoes |
|---------------------------|-------|
| Implementation            | 92    |
| Integration of the Qur'an | 90    |
| Eksperimen                | 91    |
| Participation             | 89    |
| Reflection                | 88    |

The Qur'an-based learning strategy is able to foster students' curiosity in real terms through direct involvement in learning activities. The increase can be seen in changes in students' learning behavior, such as increased attention to the observed objects, courage to ask questions, activeness in participating in experiments, enthusiasm in discussions, and willingness to present observations. Experimental methods are an important factor in this change because they provide opportunities for students to try, prove, and discover knowledge on their own based on real experience. At the same time, the integration of Qur'anic values deepens the meaning of learning so that students are not only empirically interested in natural phenomena, but also encouraged to understand their relationship with the greatness of Allah. The results confirm that curiosity grows through a combination of concrete experiences, active exploration, and spiritual strengthening.

| Indicator    | Shoes |
|--------------|-------|
| Caution      | 90    |
| Ask          | 88    |
| Eksperimen   | 92    |
| Enthusiastic | 91    |
| Submit       | 87    |

The success of the implementation of this strategy is supported by several factors, namely the availability of the natural environment as a learning resource, the readiness of teachers in designing learning, the use of experimental methods, and an open and fun learning atmosphere. These factors strengthen student engagement and facilitate the gradual process of growing curiosity. However, the research also found obstacles, including the existence of students who are used to being passive, differences in ability to express observation results, limited learning time, and technical obstacles related to field situations. However, these barriers can be overcome through intensive teacher mentoring, careful planning, and continuous reflection on each action cycle. Thus, the results of the study show that this strategy is effectively implemented, although its success still requires pedagogical support and adaptive classroom management.

| Factor      | Shoes |
|-------------|-------|
| Environment | 93    |
| Guru        | 91    |
| Teknis      | 84    |
| Time        | 82    |
| Students    | 86    |

## Discussion

Curiosity is one of the essential characteristics in the learning process that encourages students to actively ask, observe, investigate, and discover knowledge (Rahmadhani, 2025). In the context of basic education, especially grade II Madrasah Ibtidaiyah, curiosity develops optimally when students are given concrete, contextual, and meaningful learning experiences. Nature-based learning is a relevant approach because it presents real objects in the surrounding environment as a learning resource, so that students can interact directly with the phenomena learned (Asfiana, Fitriyani, Selvia, & Fatonah, 2025). Meanwhile, Qur'an-based learning provides a spiritual foundation that nature is a sign of Allah's greatness that should be observed and contemplated (SAPUTRA, 2025). The integration of the two through the shared learning strategy of nature allows students to gain both scientific and religious experiences. In this process, the experimental method plays an important role because it provides space for students to try, prove, and draw their own conclusions so that curiosity grows naturally and sustainably.

The application of Qur'an-based learning with nature in second-grade students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo is carried out as a learning process that integrates the natural environment, direct experience, and strengthening Islamic values into daily learning activities. This implementation is designed not only to deliver learning materials, but also to build active student engagement through observing, questioning, trying, and inferring activities based on the phenomena they encounter in the surrounding environment. In this context, nature is positioned as the main source of learning, while the Qur'an becomes the normative foundation that gives spiritual meaning to the objects observed by students. The application is relevant to the characteristics of low-grade students who need concrete experience to more easily understand the concept of learning. Thus, the learning process does not take place verbally, but through direct interaction between students, the environment, and Qur'anic values that are integrated in learning activities.

At the planning stage, teachers and researchers prepare learning tools tailored to foster students' curiosity through exploratory activities in the natural environment (Rambe, Erika, & Rambe, 2021). The planning includes the preparation of learning steps, the selection of themes that are close to students' lives, the determination of Qur'anic verses that are relevant to natural phenomena, and the provision of observation sheets to monitor the development of students' learning behavior. The selection of learning activities is carried out selectively to match the level of cognitive development of grade II students who are still in the concrete operational stage. Therefore, learning activities are designed in the form of direct observation, simple experiments, guided discussions, and brief reflections that allow students to understand the relationship between scientific concepts and religious messages. This planning stage is an important basis so that the implementation of the strategy runs systematically, directed, and in accordance with the objectives of the class action research.

At the stage of implementing actions, learning is carried out by bringing students to interact directly with the natural environment around the school as a real and contextual learning space (Azy'Ari, Azhari, & Yusup, 2025). The teacher begins the activity by associating the learning theme with the verses of the Qur'an that encourage humans to pay attention to Allah's creation, then directs students to observe certain objects, such as plants, soil, water, light, or simple natural phenomena available in the school environment. Afterwards, students are engaged in simple experiments that allow them to prove a symptom, record findings, and communicate the results of their observations orally. In this process, the teacher does not dominate the explanation, but plays the role of a facilitator who provides stimulus through questions that trigger, direct, and strengthen the Qur'anic meaning from the student's learning experience. This implementation shows that learning takes place in an active, participatory, and student-centered manner.

During the implementation process, observations showed that Qur'an-based learning with nature opens up a wider space for students to engage in spontaneous and meaningful learning activities (Wahyuni & Ulum, 2025). Students not only listen to the teacher's explanations, but are also encouraged to pay attention to the details of objects, ask questions, show wonder, and try to understand the causal relationship of the observed phenomena. This situation shows that the natural environment functions effectively as a medium that stimulates students' sensory sensitivity and curiosity, especially when combined with experimental methods that provide hands-on experience. The integration of Qur'anic verses makes the learning process not stop at empirical understanding, but also leads students to the realization that nature is a sign of Allah's greatness that is worthy of learning and gratitude (Nisa, 2023). Thus, the application of this strategy forms an integration between scientific experience and spiritual formation.

The application of Qur'an-based learning with nature in the second-grade students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo can be understood as a learning strategy that places students as active subjects in building knowledge through concrete experiences, environmental exploration, and internalization of Islamic values. The success of the implementation of this strategy is supported by the suitability between the characteristics of elementary school-age students, the use of experimental methods, the use of nature as a learning resource, and a learning orientation



that is not only cognitive but also affective-spiritual. In the framework of classroom action research, the implementation also provides space for reflection for teachers to gradually improve learning practices through cycles of planning, action, observation, and reflection. Therefore, the formulation of the first problem can be answered by the application of Qur'an-based learning with nature, carried out through contextual-experiential learning that is integrated with the verses of the Qur'an and directed to build student learning activity.

Analysis of the application shows that Qur'an-based learning with nature has a pedagogical power that lies in its ability to connect cognitive dimensions, empirical experiences, and the formation of spiritual meaning in one complete learning process. The suitability of this strategy with the concrete operational development stage of grade II students makes learning activities easier to understand because concepts are not conveyed in the abstract, but through direct experience that can be observed and proven. In addition, the integration of Qur'anic verses serves to expand the learning orientation from just knowing to understanding the meaning of Allah's creation in daily life. From a methodological point of view, the use of class actions is also appropriate because it allows for continuous evaluation of the effectiveness of the strategies implemented. Thus, the application of Qur'an-based learning together is not only theoretically relevant, but also operational as a contextual, reflective, and appropriate learning model for madrasah ibtidaiyah.

Qur'an-based nature shared learning strategies foster students' curiosity through the provision of a learning experience that is concrete, close to their lives, and stimulates direct sensory engagement (Khairanis & Aldi, 2025). In the second grade, students of Madrasah Ibtidaiyah, concrete experience is very decisive because at this stage of development, it is easier for them to understand concepts through something that can be seen, touched, observed, and experienced than through abstract explanations. When students are invited to study in a natural environment, their attention is directed to real objects that raise spontaneous questions, wonder, and the urge to know more. This condition is the entrance for the growth of curiosity, because learning no longer takes place in one direction, but through an active relationship between students and learning objects. Thus, this strategy works by changing the learning situation from passive-receptive to active-exploratory, which is pedagogically more appropriate to foster students' curiosity.

The growth of curiosity also occurs because this strategy utilizes experimental methods as the core of learning activities, so that students not only receive information, but are directly involved in the process of discovering knowledge. In simple experiment activities, students are encouraged to observe changes, compare results, guess the cause of a symptom, and present the results of their observations in front of teachers and friends (OMA, 2021). The activity gradually trains the courage to ask questions and the habit of investigating, two elements that are important indicators of curiosity. When the child discovers something different from his estimate, there is an internal need to look for an explanation, and it is at that moment that curiosity develops into a real learning response. Therefore, the experimental method of learning with nature, based on the Qur'an, is not just a learning technique, but a pedagogical mechanism that drives the process of active thinking and curiosity naturally.

In addition to empirical experience, this strategy fosters curiosity by giving a framework of religious meaning to the objects that students observe. The integration of Qur'anic verses in learning makes nature not understood only as a physical object or phenomenon, but as a sign of Allah's greatness that contains lessons and wisdom (Purwaningrum, 2015). When the teacher relates the results of the observations to the message of the Qur'an, students are encouraged not only to know what is happening in nature but also why Allah created the order and what meaning can be drawn from it. This relationship between empirical observation and spiritual reflection expands the direction of curiosity from mere factual curiosity to a deeper desire to understand. Thus, the Qur'an-based learning strategy fosters curiosity that is not only intellectual, but also connected to the spiritual awareness and formation of students' religious attitudes.

This strategy also fosters curiosity because teachers function as facilitators who provide stimulus, not as the only source of information in learning (Hikmah & Maryono, 2022). In its implementation, teachers provoke questions through dialogue, direct students' observations,

provide opportunities to try, and open spaces for students to convey their findings. Such a teacher's position creates a more open, safe classroom atmosphere and supports students' courage to ask questions without fear of being wrong. This atmosphere is important because curiosity will not develop optimally in learning that is too dominant, closed, or that only demands a single answer from students. When students feel valued in the process of finding out, they tend to be more confident in exploring new knowledge. In other words, the success of this strategy is also determined by the change in the teacher's approach from an instructional pattern centered on explanation to a facilitative pattern centered on student exploration.

In the context of classroom action research, the growth of students' curiosity is seen through changes in learning behavior that occur gradually during the learning process (Arini, Gianistika, & Rahmat, 2019). Indicators such as increased attention to objects, courage to ask questions, involvement in experiments, enthusiasm for participating in activities, and willingness to express opinions show that Qur'an-based learning strategies work effectively in triggering active learning. These changes do not occur instantaneously but are formed through habituation in the action cycle that allows students to continue to experience, observe, and reflect on their learning outcomes. Therefore, curiosity develops as a result of repeated interactions between concrete experiences, teacher guidance, and the strengthening of Qur'anic values. Based on this, this strategy can be understood as an effective means to foster students' curiosity gradually, contextually, and sustainably at the madrasah ibtidaiyah level.

Secara analitis, strategi belajar bersama alam berbasis Qur'an menumbuhkan rasa ingin tahu siswa karena mereka menggabungkan tiga elemen utama yang saling memperkuat, yaitu pengalaman konkret, eksplorasi aktif, dan memberikan makna spiritual pada objek belajar. Pengalaman konkret membuat siswa mudah terlibat karena sesuai dengan perkembangan kognitif siswa kelas II, sementara eksplorasi aktif melalui eksperimen memungkinkan rasa ingin tahu muncul sebagai kebutuhan internal untuk memahami gejala yang diamati. Sementara itu, integrasi nilai-nilai Qur'ani memperluas dimensi rasa ingin tahu dari sekadar mencari informasi ke realisasi bahwa proses belajar adalah bagian dari pengakuan akan keagungan Allah. Dari sudut pandang pedagogis, kombinasi ini membuat belajar lebih bermakna karena siswa tidak hanya belajar untuk mengetahui, tetapi juga untuk merefleksikan dan mengambil pelajaran. Oleh karena itu, strategi ini selaras dengan tujuan penelitian, landasan teoritis, dan desain tindakan kelas sebagai pendekatan yang efektif untuk menumbuhkan rasa ingin tahu siswa madrasah ibtidaiyah.

Salah satu faktor pendukung utama dalam implementasi pembelajaran berbasis Qur'an dengan alam terletak pada kesesuaian model belajar dengan karakteristik siswa kelas II madrasah ibtidaiyah, yang masih membutuhkan pengalaman konkret dalam memahami materi. Lingkungan alam yang tersedia di sekitar sekolah merupakan sumber belajar yang kaya, sehingga guru dapat mengajak siswa mengamati tumbuhan, tanah, air, cahaya, atau fenomena sederhana lainnya secara langsung (Devita, Susilawati, & Febriansyah, 2024). Ketersediaan lingkungan ini memudahkan proses belajar terjadi secara kontekstual dan dekat dengan kehidupan sehari-hari siswa. Selain itu, dukungan nilai-nilai Qur'ani memberikan landasan spiritual yang memperkuat makna belajar, karena siswa diajarkan untuk melihat alam sebagai tanda keagungan Allah, bukan sekadar objek fisik (Pohan, Safitri, & Ulya, 2025). Faktor pendukung lainnya adalah penggunaan metode eksperimen yang memberi ruang bagi siswa untuk aktif mencoba, bertanya, dan menyimpulkan pengamatan. Sinergi antara alam, nilai-nilai Qur'ani, dan eksperimen membuat proses belajar lebih hidup, bermakna, dan relevan bagi siswa (Juista, 2021).

Tambahan dukungan lingkungan dan pendekatan belajar, keberhasilan implementasi juga dipengaruhi oleh peran guru sebagai fasilitator yang mampu mengarahkan aktivitas belajar secara sistematis. Guru yang memahami tujuan pembelajaran berbasis alam akan lebih mudah menyiapkan aktivitas yang sesuai dengan usia, kemampuan, dan kebutuhan siswa. Dalam penelitian tindakan kelas, kesiapan guru dalam merancang langkah belajar, mengajukan pertanyaan pemicu, dan memberikan penguatan positif sangat menentukan keberhasilan strategi. Kolaborasi antara guru dan peneliti juga merupakan faktor penting karena memungkinkan evaluasi setiap tindakan dilakukan secara reflektif dan berkelanjutan. Selain itu, suasana kelas yang terbuka dan menyenangkan

atmosphere helps students feel safe to ask questions and express opinions. This positive psychological condition supports the growth of curiosity because students do not feel depressed when exploring learning objects (Ratunguri et al., 2025). Thus, the factors supporting implementation are not only material, but also pedagogical and emotional.

However, the implementation of Qur'an-based learning together also faces several obstacles that need to be observed. One of the obstacles that arises is that there are still students who are not used to learning actively, so at the beginning of learning, they tend to be passive, wait for directions, and do not dare to ask questions. The learning habit that has been more centered on the teacher causes some students to need time to adjust to exploratory and experimental models. Another obstacle has to do with the limited readiness of individual students to express the results of observations orally, even if they have shown an interest in the object being observed. At the lower grade level, differences in language skills, courage, and concentration can also affect the smooth flow of learning activities. Therefore, teachers need to provide more intensive assistance so that all students can be optimally involved in the learning process. This barrier suggests that the growth of curiosity is a gradual process, not an immediate result.

Another inhibiting factor can come from the technical conditions of implementing nature-based learning, especially when learning activities depend on the environmental situation and time readiness. Weather, limited exploration space, or a lack of simple tools for experiments can affect the smooth learning process (Inganah, 2025). In addition, if the activities are not designed in detail, learning has the potential to turn into less directed activities, so that the goal of growing curiosity is not achieved optimally. Limited learning time in the classroom can also be an obstacle because observation and experiment activities require sufficient duration for students to experience the learning process in its entirety. Under certain conditions, teachers must adapt strategies to the field situation without reducing the substance of learning. This emphasizes that the success of the implementation of the strategy depends on the ability of teachers to manage the dynamics of the classroom and environment flexibly. Thus, technical obstacles need to be anticipated through careful and adaptive planning.

The success of the implementation of Qur'an-based learning is influenced by the balance between supporting and inhibiting factors. Support for the natural environment, integration of Qur'anic values, experimental methods, teacher readiness, and a positive learning atmosphere are the main capital in fostering students' curiosity. On the other hand, obstacles in the form of passive learning habits, limited student expression, technical field conditions, and limited learning time need to be addressed gradually through reflection and action improvement. In the framework of classroom action research, these findings show the importance of cycles of planning, action, observation, and reflection so that learning continues to be improved. Therefore, the formulation of the third problem can be answered that the implementation of this strategy is effective when supported by the appropriate environment, the right pedagogical approach, and the readiness of teachers, but it still requires adjustments to field constraints so that learning goals are optimally achieved.

Analytically, the supporting and inhibiting factors show that the effectiveness of Qur'an-based co-learning is not only determined by the method, but by the accompanying learning ecosystem. When the environment, Qur'anic values, experimental methods, and teachers' readiness synergize with each other, students' curiosity develops faster because learning becomes concrete, meaningful, and sparks exploration. Conversely, obstacles such as passive habits, technical limitations, and narrow learning durations can reduce the intensity of student engagement. These findings confirm that a good strategy still requires classroom management and field adaptation for consistent results. Thus, the discussion of the formulation of the third problem strengthens the argument that Qur'an-based learning together is feasible in madrasah ibtidaiyah, but its success requires flexible planning, intensive mentoring, and continuous reflection.

## Conclusion

Qur'an-based learning with nature is a relevant learning strategy to foster the curiosity of grade II students of Madrasah Ibtidaiyah Alam Ya Bunayya Bungo, because it combines concrete



experiences, environmental exploration, and internalization of Islamic values in one complete learning process. The application of this strategy is carried out through nature-based learning supported by experimental methods, so that students have the opportunity to observe, try, question, and conclude based on direct experience. This process has been proven to encourage changes in students' learning behavior in a more active, enthusiastic, and participatory direction, while strengthening the awareness that natural phenomena are a sign of God's greatness that needs to be learned. The findings of the study also show that the success of this strategy is supported by the availability of a supportive learning environment, the role of teachers as facilitators, and the integration of Qur'anic verses that give spiritual meaning to learning. The obstacles that arise are mainly related to passive learning habits, variations in students' abilities, and technical obstacles to implementation, but they can be overcome through careful planning, intensive mentoring, and continuous reflection. Thus, this strategy is worthy of being developed as a contextual and Qur'anic learning model in Islamic basic education.

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