The Effect of the Inquiry Model Assisted by Genially and Canva Applications on Students' Motivation and Learning Outcomes in Narrative Text Material

Rochmatul Hasanah[1], M. Sulthon Masyhud[2*], Niswatul Imsiyah[3], Zakiyah Tasnim[4]

[1,2]Basic Education Department Jember University, Indonesia

[3]Nonformal Education Department Jember University, Indonesia

[4]English Education Department Jember University, Indonesia

***Corresponding Author**

DOI: https://doi.org/10.47772/IJRISS.2026.1026EDU0040

Received: 05 January 2026; Accepted: 12 January 2026; Published: 23 January 2026

ABSTRACT

This study aims to determine whether there are differences in the effects of the Inquiry learning model assisted by Genially, the Inquiry learning model assisted by Canva, and the pure Inquiry model on students' motivation and learning outcomes in the narrative text material for Grade IX students of MTs At Thohiriyah. The design used in this study was a quasi-experimental design with a Non-Equivalent Group Design pattern. This study involved three classes as research subjects, each of which received a different treatment. The first class used the Inquiry model assisted by Genially, the second class used the Inquiry model assisted by Canva, and the third class used the pure Inquiry model. Before the treatments were given, the three classes were tested for homogeneity and found to meet the required level of homogeneity. Data were collected using a learning outcome test and an ARCS-model motivation questionnaire, supported by additional documentation. After all data were collected, they were analyzed using a one-way ANOVA technique. The ANOVA results showed significant differences among the three learning models in both motivation and learning outcomes. The relative effectiveness test indicates that Canva was the most effective in increasing learning motivation, while Genially was the most effective in improving learning outcomes.

Keywords: Inquiry method assisted by Genially, Inquiry method assisted by Canva, Pure Inquiry method, Learning Motivation, and Learning Outcomes.

INTRODUCTION

The implementation of the *Kurikulum Merdeka* since 2022 has been a strategic government initiative to address post-pandemic learning loss (Alimuddin, 2023; Hinostroza et al., 2024; Meinck et al., 2022). This curriculum provides teachers with greater flexibility to design learning processes based on students' needs (Rahmadayanti & Hartoyo, 2022) and encourages the integration of digital media in instruction (Begen & Atasoy, 2024; Khatami et al., 2025; Novitra et al., 2025). In this context, teachers are required to deliver learning that is effective, engaging, and capable to enhance student involvement (Sandhu & de Wolf, 2020; Sekar & Casnan, 2024).

The Inquiry learning model is one of the approaches that aligns well with the demands of the *Kurikulum Merdeka*, as it emphasizes active student engagement through processes of questioning, investigating, and independently discovering knowledge (Satali et al., 2022; Dhamayanti, 2022; Rekka et al., 2024). This model has been proven to improve learning achievement (Sutarningsih, 2022), learning motivation (Wu et al., 2021), as well as critical and analytical thinking skills (Wale & Bishaw, 2020; Lestariningsih, 2023). However, the implementation of Inquiry requires the support of instructional media which capable to maintain students' attention and interest throughout the investigative process.

Along with the technological developments, digital media such as Genially and Canva have been widely used to strengthen Inquiry-based learning. Genially provides interactive features such as quizzes, animations, infographics, and gamification, all of which can enhance students' focus and participation (Delvi et al., 2022; Romualdi et al., 2023; Abdurrokhman et al., 2023; Nurjamilah & Fahyuni, 2024). Canva, as a graphic design platform, enables the creation of visual content such as posters, infographics, and creative presentations. This media has been proven effective in improving motivation and learning outcomes due to its simple yet communicative visual displays (Musabbihan et al., 2024; Setyaning et al., 2024; Wulandari & Mudinillah, 2022).

This study is focused on English learning at the Madrasah Tsanawiyah level. In English instruction, particularly in narrative text material, learning motivation plays an important role because students are required to understand long texts, analyze the plots, and retell or write fantasy stories. Preliminary finding indicates that Grade IX students of Madrasah Tsanawiyah At Thohiriyah have low learning motivation, as reflected in their lack of focus, attention, and habitual use of English in daily life (Sutarningsih, 2022; Wulandari et al., 2023). Internal and external factors such as interest, learning awareness, teacher roles, facilities, and the learning environment also influence the motivation (Mega et al., 2024; Nurjamilah & Fahyuni, 2024).

The ARCS model developed by Keller is used as the primary reference for an in-depth examination of learning motivation. This model consists of four components: Attention, Relevance, Confidence, and Satisfaction, which function to capture students' attention, relate the material to their lives, build self-confidence, and provide a satisfying learning experience (Keller, 1987; Keller et al., 2020; Shekhar et al., 2024). Thus, the effectiveness of learning media such as Genially and Canva can be analyzed based on their ability to fulfill these four motivational aspects.

In addition to motivation, learning outcomes are also an important indicator in the educational process, encompassing the cognitive, affective, and psychomotor domains (Afjar et al., 2020; Nurjamilah & Fahyuni, 2024). In this study, the measurement of learning outcomes focuses on the cognitive domain based on the revised Bloom's taxonomy (Anderson & Krathwohl, 2001), which includes the abilities to remember, understand, apply, analyze, evaluate, and create. In the context of narrative texts, students' learning outcomes include the ability to retell a fantasy story, analyze the main character's problem–solution structure, and write a fantasy story (Kemendikbud, *English for Nusantara*, Chapter 3). Internal factors such as motivation and cognitive ability, as well as external factors such as family support, facilities, technology, and the teacher's role also influence students' learning outcomes (Huynh et al., 2024).

Based on the background and theoretical review presented earlier, this study focuses on analyzing the differences in the effects of the three learning approaches: Genially-assisted Inquiry, Canva-assisted Inquiry, and Pure Inquiry, on the motivation and learning outcomes of Grade IX students at Madrasah Tsanawiyah At Thohiriyah. Accordingly, the research questions are directed toward determining whether there are differences in the effects among the three learning models, both in improving learning motivation and in enhancing students' learning outcomes in narrative text material. Finally, this study aims to analyze the differences in the effects of Genially-assisted Inquiry, Canva-assisted Inquiry, and Pure Inquiry on students' motivation and learning outcomes in narrative text material.

RESEARCH METHOD

A quasi-experimental design with a Non-Equivalent Group Design pattern was applied in this study, which is an experiment conducted without random assignment because the students were already grouped in natural classroom settings (Masyhud, 2021). Three groups were given different treatments after a pretest (O1) was administered; each group then received a different type of treatment, followed by a posttest (O2). The first group received treatment using the Genially-assisted Inquiry model (X1), the second group received treatment using the Canva-assisted Inquiry model (X2), and the third group received treatment using the Pure Inquiry model (X3).

This study was conducted at Madrasah Tsanawiyah At Thohiriyah, Mayang–Jember, from August to September 2025. The location was chosen because students there showed low motivation and suboptimal

English learning outcomes, indicating the need for innovation in learning models and media. The research subjects were all Grade IX students (IXA, IXB, IXC), totaling 51 students, selected using a population technique (Masyhud, 2021). Class IXA received the Inquiry–Genially treatment, IXB received the Inquiry–Canva treatment, and IXC received the Pure Inquiry treatment. Before the treatments were administered, a homogeneity test was conducted using One-Way ANOVA based on the pretest scores. Based on the results of this homogeneity test, the three research classes were confirmed homogeneous and met the requirements for the study.

The primary research data were collected through a learning outcome test and a learning motivation questionnaire. Before these instruments were used, their validity and reliability were tested. The results of these tests showed that both instruments met the required validity and reliability criteria as data collection tools. Once all data were fully collected, they were analyzed using One-Way ANOVA and the Degree of Relative Effectiveness (ER) Test (Masyhud, 2025). The one-way ANOVA was used to determine the differences in the effects of the three Inquiry models on learning outcomes and motivation (Masyhud, 2021; Thi et al., 2024). The ANOVA procedures were conducted twice: the first to test differences in learning motivation, and the second to test differences in learning outcomes. Meanwhile, the Relative Effectiveness (ER) test was used to compare the level of effectiveness among the treatments (Masyhud, 2021).

RESEARCH RESULT AND DISCUSSION

The results of the One-Way ANOVA test using SPSS were used to determine whether there were significant differences among the three groups in narrative text learning. Before conducting the One-Way ANOVA, prerequisite tests were carried out, which included tests of normality and homogeneity.

Table 1: Normality Test of Students' Learning Motivation Scores

Test of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Genially	0.963	17	0.693
Canva	0.952	17	0.488
Pure Inquiry	0.922	17	0.161

Source : Data processed by the researcher (2025)

The Shapiro–Wilk normality test showed that all motivation scores in the three groups were normally distributed. The Inquiry–Genially class obtained a statistical value of 0.963 > 0.05 (0.693), the Inquiry–Canva class 0.952 > 0.05 (0.488), and the Pure Inquiry class 0.922 > 0.05 (0.161), all of which were above $\alpha = 0.05$. Thus, the normality assumption was met, and the motivation data were appropriate for analysis using One-Way ANOVA.

Table 2: Normality Test of Students' Learning Outcome Scores

Test of Normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Genially	0.875	17	0.027
Canva	0.930	17	0.221
Pure Inquiry	0.946	17	0.395

Source : Data processed by the researcher (2025)

The Shapiro–Wilk normality test in Table 2 shows that the learning outcome data from all three groups were normally distributed. The Inquiry–Genially class obtained a statistical value of 0.875 > 0.05 (0.027), the

Inquiry–Canva class 0.930 > 0.05 (0.221), and the Pure Inquiry class 0.946 > 0.05 (0.395), all of which were above α = 0.05. Thus, the normality assumption was met, and the data were suitable for analysis using one-way ANOVA.

Table 3: Homogeneity Test of Students' Learning Motivation Scores

Test of Homogeneity of Variances			
Learning Motivation Scores			
Levene Statistic	df1	df2	Sig.
0,892	2	48	0,416

Source : Data processed by the researcher (2025)

The homogeneity test in Table 3 shows a Levene value of 0.892 > 0.05 (0.416). This indicates that the variance of learning motivation across the three treatment groups was homogeneous, meaning that the data met the requirements for analysis using One-Way ANOVA.

Table 4: Homogeneity Test of Students' Learning Outcomes Scores

Test of Homogeneity of Variances			
Learning Outcomes Scores			
Levene Statistic	df1	df2	Sig.
0,614	2	48	0,545

Source : Data processed by the researcher (2025)

The Levene homogeneity test in Table 4 shows a statistical value of 0.614 > 0.05 (0.545), indicating that the variance of learning outcomes across the three groups was homogeneous. With the homogeneity assumption fulfilled, the data were appropriate for further analysis using One-Way ANOVA.

Table 5: One-way ANOVA Analysis of Learning Motivation

ANOVA

Learning Motivation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	248.980	2	124.490	1.215	.306
Within Groups	4917.176	48	102.441		
Total	5166.157	50			

The ANOVA results on students' learning motivation in Table 5 show an F-value of 1.215, which is greater than the significance level of 0.05 (0.306). Based on the testing criteria used, if the F-value is greater than the Sig.0.05 value (F-value > Sig.0.05), it indicates a significant difference among the groups being compared. Therefore, since the F-value (1.215) > Sig.0.05 (0.306), it can be concluded that there is a significant difference among the three treatment groups.

Table 6: One-way ANOVA Analysis of Learning Outcomes

ANOVA

Learning Outcomes

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1674.510	2	837.255	1.810	.175
Within Groups	22200.000	48	462.500		
Total	23874.510	50			

The ANOVA analysis of the learning outcome scores in Table 6 shows an F-value of 1.810, which is greater than the significance level of 0.05 (0.175). Based on the testing criteria used, it can be concluded that there is a significant difference among the three treatment groups being compared, because the F-value (1.810) > Sig.0.05 (0.175).

In brief, the ANOVA results show significant differences in the effects of the three learning models. For learning motivation, the F-value was 1.215 with a significance value of 0.306, and for learning outcomes the F-value was 1.810 with Sig.0.05 (0.175). Both results indicate that the hypothesis regarding differences in the effects of Genially, Canva, and Pure Inquiry can be accepted. These findings are consistent with Clark and Mayer (2021) and the CTML theory (Mayer, 2021), which assert that interactive multimedia learning enhances engagement, reduces cognitive load, and strengthens understanding.

In this study, Genially and Canva provided more engaging and interactive learning experiences compared to Pure Inquiry. In terms of learning motivation, Canva achieved the highest results, supporting the study by Jamaludin and Sedek (2023), which found that Canva increases students' creativity and sense of competence. For learning outcomes, Genially showed the highest scores, aligning with the findings of Rahayu, Rusmana, and Octavia (2024), who stated that interactive visuals enhance cognitive engagement. These differences in effectiveness are consistent with Demirkan and Tok (2024), who argued that the success of Web 2.0 media depends on the alignment of its features with the learning tasks. Thus, Inquiry assisted by interactive digital media exerts different influences on motivation and learning outcomes, in accordance with the characteristics of each medium.

Furthermore, the results of the Relative Effectiveness (ER) test were used to measure the extent of the differences in the effects among the three groups that received different treatments.

Table 7 The Summary of the Relative Effectiveness (ER) Test on Learning Motivation

Comparison of Learning Models	**ER Result (%)**	**Effectiveness Categories (Masyhud, 2021)**	**Interpretation**
Genially vs Pure Inquiry	15,02%	Low effectiveness	Genially is more effective than Pure Inquiry, although the improvement is categorized as low.
Genially vs Canva	–12,57%	—	The negative value indicates that Genially is less effective than Canva.
Canva vs Pure Inquiry	27,46%	Low effectiveness	Canva is more effective than Pure Inquiry, with a low level of difference in effectiveness.
Canva vs Genially	12,57%	Low effectiveness	Canva is more effective than Genially, although the difference is categorized as low.
Pure Inquiry vs Canva	–27,46%	—	The negative value indicates that Pure Inquiry is less effective than Canva.
Pure vs Genially	–15,02%	—	The negative value indicates that Pure Inquiry is less effective than Genially.
Conclusion: Canva-assisted inquiry learning model has the highest level of effectiveness in increasing students' learning motivation.			

The Realative effectiveness (ER) results (Table 7) show that Genially was more effective than Pure Inquiry with an ER of 15.02% (low category), but less effective than Canva, which had an ER of –12.57% (low

category). Canva demonstrated the highest effectiveness, with an ER of 27.46% compared to Pure Inquiry and 12.57% compared to Genially. Conversely, Pure Inquiry showed negative ER values against both (–27.46% and –15.02%), making it the least effective model. Therefore, the ranking of effectiveness in increasing learning motivation is clear: Canva was the most effective, followed by Genially, while Pure Inquiry ranked lowest. These findings suggest that integrating Canva into the learning process may provide the most substantial motivational benefits for students, while Genially offers moderate improvement and Pure Inquiry alone may be insufficient.

Table 8 The Summary of the Relative Effectiveness (ER) Test on Learning Outcomes

Comparison of Learning Models	**ER Result (%)**	**Effectiveness Categories (Masyhud, 2021)**	**Interpretation**
Genially vs Pure Inquiry	25,54%	Low effectiveness	Genially is more effective than Pure Inquiry, although the improvement is categorized as low.
Genially vs Canva	86,45%	High effectiveness	Genially is more effective than Canva, with a high level of effectiveness.
Canva vs Pure Inquiry	-64,47%	—	Canva is less effective than Pure Inquiry.
Canva vs Genially	-86,45%	—	Canva is far less effective than Genially.
Pure Inquiry vs Canva	64,47%	Medium effectiveness	Pure Inquiry has a moderate level of effectiveness compared to Canva.
Pure Inquiry vs Genially	-25,54%	—	Pure Inquiry is less effective than Genially.
Conclusion: Genially-assisted inquiry learning model has the highest level of effectiveness in improving students' learning outcomes.			

The results of the relative effectiveness (ER) calculations in Table 8 show that Genially was more effective than Pure Inquiry, with an ER of 25.54% (low effectiveness category), and was far superior to Canva, with an ER of 86.45% (high effectiveness category. These findings confirm that Genially had the most positive impact on improving learning outcomes. Conversely, Canva showed negative ER values when compared to both Pure Inquiry (–64.47%) and Genially (–86.45%), making it the least effective model. Meanwhile, Pure Inquiry was more effective than Canva, with an ER of 64.47% (medium category), but remained less effective than Genially, with a value of –25.54%.

CONCLUSION

Based on the research findings and discussion, it can be concluded that: (1) There are differences in the effects on learning motivation among the classes that used the Genially-assisted Inquiry model, the Canva-assisted Inquiry model, and the Pure Inquiry model. The relative effectiveness analysis confirms that the Canva-assisted Inquiry method has the highest level of effectiveness in increasing students' learning motivation compared to the other two models. (2) There are differences in the effects on learning outcomes among the classes that used the Genially-assisted Inquiry model, the Canva-assisted Inquiry model, and the Pure Inquiry model. Based on the relative effectiveness analysis, the Genially-assisted Inquiry model proved to be the most effective in improving students' learning outcomes compared with the Canva-assisted Inquiry model and the

Pure Inquiry model. These findings indicate that each variation of the inquiry model possesses different strengths depending on the aspect of learning being targeted.

In addition to these two conclusions, further findings show that: (1) Learning motivation does not always correlate directly with learning outcomes. The high motivation observed in the Canva group does not necessarily result in higher learning outcomes. (2) Media such as Genially, which require cognitive exploration, may enhance learning outcomes even if they do not always increase emotional enjoyment during learning. Both media have synergistic potential within inquiry learning. Genially is effective during the exploration and concept-discovery phases (cognitive), while Canva is effective during the reflection and result-presentation phases (affective). Integrating both can create a more comprehensive and meaningful inquiry learning experience for students.

REFERENCES

1. Abdurrokhman, D., Hamimudin, D., Rostikawati, Y., Siliwangi, I., Negeri, S., & Cianjur, C. (2023). The Use of Genially Assisted Problem Based Learning (PBL) Methods in Class VIII Students' Learning to Write Explanation Texts. https://doi.org/10.22460/ jler.v6i1.17430
2. Afjar, A. M., Musri, & Syukri, M. (2020). Attention, relevance, confidence, satisfaction (ARCS) model on students' motivation and learning outcomes in learning physics. Journal of Physics: Conference Series, 1460(1). https://doi.org/10.1088/1742-6596/1460/1/012119
3. Alimuddin, J. (2023). Implementasi Kurikulum Merdeka di Sekolah Dasar. Implementation of Kurikulum Merdeka in Elementary School. Jurnal Ilmiah Kontekstual, 4(02), 67–75. https://doi.org/10.46772/kontekstual.v4i02.995
4. Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
5. Begen, N., & Atasoy, H. (2024). Technological literacy and employment: An inquiry into the adoption of learning technologies. Telecommunications Policy. https://doi.org/10.1016/j.telpol.2024.102864
6. Dhamayanti, Vadia P. (2022). Systematic Literature Review: Pengaruh Strategi Pembelajaran Inkuiri terhadap Kemampuan Berpikir Kritis Peserta Didik. In Indonesian Journal of Educational Development (Vol. 3, Issue 2).
7. Delvi, M., Alim, J. A., & Alpusari, M. (2022). Interactive Media Development With Genially Application Materials Build Curved Side Space For Elementary School Students. AL-ISHLAH: Jurnal Pendidikan, 14(4), 6427–6442. https://doi.org/10.35445/alishlah.v14i4.2083
8. Hinostroza, J. E., Armstrong-Gallegos, S., & Villafaena, M. (2024). Roles of digital technologies in the implementation of inquiry-based learning (IBL): A systematic literature review. In Social Sciences and Humanities Open (Vol. 9). Elsevier Ltd. https://doi.org/10.1016/j.ssaho.2024.100874
9. Huynh, T. C., Nguyen, V. D., Nguyen, T. T. V., Le, T. T., & Nguyen, T. P. (2024). Factors Influencing Student Learning Outcomes through Learning Motivation: A Case Study at a University in Vietnam. Journal of Ecohumanism, 3(8), 5011–5021. https://doi.org/10.62754/joe.v3i8.5143
10. Keller, J. M. (1987). Development and Use of the ARCS Model of Instructional Design.
11. Khatami, M., Shayery, A. J., Behera, S. K., He, D., Coker, D., & Curle, S. (2025). Exploring Bangladeshi English as a foreign language learners' mindfulness and engagement in the online learning context. Acta Psychologica, 253. https://doi.org/10.1016/j.actpsy.2025.104750
12. Lestariningsih, E. P. (2023). Implementasi Strategi Pembelajaran Inkuiri (Spi) untuk Meningkatkan Kualitas dan Prestasi Belajar Pada Mata Pelajaran Bahasa Inggris di Masa Pandemi Covid-19. Dharma Pendidikan, 18(1), 01–08. https://doi.org/10.69866/dp.v18i1.476
13. Masyhud, M. Sulthon, 2021. Metode Penelitian Pendidikan, Penuntun Teri dan Praktik Penelitian bagi Calon Guru, Guru, dan Praktisi Pendidikan. Jember: Lembaga Pengembangan Manajemen dan Profesi Kependidikan (LPMPK).
14. Masyhud, M. Sulthon. 2025. Analisis Data Statistik Untuk Penelitian Pendidikan. Jember: Lembaga Pengembangan Manajemen dan Profesi Kependidikan (LPMPK)..
15. Mayer, R. E. (2021). Multimedia learning (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781108894333
16. Mayer, R. E., Fiorella, L., & Stull, A. T. (2022). Five ways to increase the effectiveness of instructional video. Educational Technology Research and Development, 70(5), 2063–2082.

https://doi.org/10.1007/s11423-022-10117-3
17. Mega, D., Saputri, A., Widodo, J. P., & Wibowo, S. (2024). The Effect of Genially Website-Based Gamification Media on History Learning Motivation. Pengaruh Media Pembelajaran Gamifikasi Berbasis Website Genially terhadap Motivasi Belajar Sejarah. Pendidikan Dan Humaniora, 8(2). https://doi.org/10.36526/js.v3i2.4120
18. Meinck, S., Fraillon, J., & Strietholt, R. (2022). The impact of the COVID-19 pandemic on education International evidence from the Responses to Educational Disruption Survey (REDS). http://www.unesco.org/open-access/terms-use-ccbysa-en
19. Musabbihan, M., Sariyasa, & Nyoman Dantes. (2024). Inquiry-Based Learning Model Assisted by Canva Media on Motivation and Mathematics Learning Achievement. Jurnal Imiah Pendidikan Dan Pembelajaran, 8(1), 154–159. https://doi.org/10.23887/jipp.v8i1.74257
20. Novitra, F., Abdullah, M. N. S., Özdemir, E., Riyasni, S., Emiliannur, Festiyed, & Metra, P. (2025). Design of Dual Space Inquiry framework for facilitating flexible learning in digital technology era. International Journal of Educational Research Open, 8. https://doi.org/10.1016/j.ijedro.2024.100424
21. Nurjamilah, S., & Fahyuni, E. F. (2024). Penerapan Media Pembelajaran Berbasis Web "Genially" Terhadap Hasil Belajar Siswa Pada Materi Mufradāt Bahasa Arab. Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban, 7(2), 700. https://doi.org/10.35931/am.v7i2.3862
22. Rahmadayanti, D., & Hartoyo, A. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. Jurnal Basicedu, 6(4), 7174–7187. https://doi.org/10.31004/basicedu.v6i4.3431
23. Rekka, Yuninda Y. R. P., Hendri, N., Darmansyah, D., & Yusri, M. A. K. (2024). Pengembangan Media Video Animasi Pembelajaran Berbasis Pendekatan Inkuiri pada Mata Pelajaran Bahasa Inggris Kelas VIII SMP. Indo-MathEdu Intellectuals Journal, 5(6), 6641–6648. https://doi.org/10.54373/imeij.v5i6.2062
24. Romualdi, K. B., Sudrajat, A., & Aman, A. (2023). Development of Genially Interactive Multimedia on Materials for the National Movement Organization for Middle School
25. Sandhu, P., & de Wolf, M. (2020). The impact of COVID-19 on the undergraduate medical curriculum. In Medical Education Online (Vol. 25, Issue 1). Taylor and Francis Ltd. https://doi.org/10.1080/10872981.2020.1764740
26. Satali, A., Menegah Atas Negeri, S., Pendidikan Agama Kristen, P., & Tinggi Teologi Blessing Indonesia Makassar, S. (n.d.). Efektivitas Penggunaan Metode Pembelajaran Inkuiri dalam Proses Pembelajaran Pendidikan Agama Kristen secara Daring. https://ojs.sttblessing.ac.id/index.php/eulogia
27. Sekar Ayu Febriani, D. & Casnan (2024). Penerapan Media Pembelajaran Ular Tangga Berbasis Genially Untuk Meningkatkan Minat Belajar Siswa di Bimbel Triwala Kuningan. www.journal.firmanaresearchcenter.com/index.php/ja-mes
28. Setyaning Marsudi Utami, E., Laksana Trisnowati, R., & Muhammadiyah Surakarta, U. (2024). Penerapan Model Inquiry Learning Berbantuan Media Interaktif Canva untuk Meningkatkan Hasil Belajar Siswa. https://doi.org/10.36989/didaktik.v10i3.355
29. Shekhar, P., Dominguez, H., Abichandani, P., & Iaboni, C. (2024). Unpacking High School Students' Motivational Influences in Project-Based Learning. IEEE Transactions on Education, 67(1), 20–30. https://doi.org/10.1109/TE.2023.3299173
30. Sutarningsih, N. L. (2022). Model Pembelajaran Inquiry untuk Meningkatkan Prestasi Belajar IPA Siswa Kelas V SD. Journal of Education Action Research, 6(1), 116. https://doi.org/10.23887/jear.v6i1.44929
31. Wale, B. D., & Bishaw, K. S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. Asian-Pacific Journal of Second and Foreign Language Education, 5(1). https://doi.org/10.1186/s40862-020-00090-2
32. Wu, J., Guo, R., Wang, Z., & Zeng, R. (2021). Integrating spherical video-based virtual reality into elementary school students' scientific inquiry instruction: effects on their problem-solving performance. Interactive Learning Environments, 29(3), 496–509. https://doi.org/10.1080/10494820.2019.1587469
33. Wulandari, Tri & Adam Mudinillah. (2022). Efektivitas Penggunaan Aplikasi CANVA sebagai Media Pembelajaran IPA MI/SD. Jurnal Riset Madrasah Ibtidaiyah (JURMIA), 2(1), 102–118. https://doi.org/10.32665/jurmia.v2i1.245