



THE EFFECT OF INQUIRY-BASED LEARNING (IBL) ON STUDENTS' ENGAGEMENT AND CRITICAL THINKING SKILLS IN AN EFL CLASSROOM: A QUASI-EXPERIMENTAL STUDY

Sri Wahyuni¹, Nur Hidayat², Davron Aslonqulovich Juraev³, Muhammad Arief Budiman⁴

Universitas PGRI Semarang^{1,2,4}, Azerbaijan University of Architecture and Construction³
e-mail: sriwahyuni@upgris.ac.id, nurhidayat@upgris.ac.id, juraevdavron12@gmail.com,
ariefbudiman@upgris.ac.id

Diterima: 05/06/2026; Direvisi: 24/06/2026; Diterbitkan: 28/06/2026

ABSTRAK

Pembelajaran bahasa Inggris sebagai bahasa asing (EFL) masih menghadapi tantangan dalam meningkatkan keterlibatan mahasiswa dan mengembangkan keterampilan berpikir kritis yang diperlukan pada abad ke-21. Penelitian ini menyelidiki pengaruh Inquiry-Based Learning (IBL) terhadap keterlibatan siswa dan keterampilan berpikir kritis dalam kelas English as a Foreign Language (EFL). Dengan menggunakan desain kuasi-eksperimen dengan kelompok kontrol non-ekuivalen, penelitian ini melibatkan 56 mahasiswa (di Universitas PGRI Semarang) yang dibagi menjadi kelompok kontrol ($n = 28$) dan kelompok eksperimen ($n = 28$). Kelompok eksperimen menerima pembelajaran melalui pendekatan Inquiry-Based Learning selama satu semester, sedangkan kelompok kontrol diajar menggunakan metode konvensional yang berpusat pada guru. Data dikumpulkan menggunakan Kuesioner Keterlibatan Siswa yang mengukur keterlibatan perilaku, emosional, dan kognitif, serta Tes Berpikir Kritis untuk menilai keterampilan berpikir tingkat tinggi mahasiswa. Kedua kelompok mengikuti pre-test dan post-test untuk mengamati perubahan sebelum dan sesudah intervensi. Data dianalisis menggunakan statistik deskriptif dan inferensial untuk menentukan perbedaan signifikan antar kelompok. Hasil penelitian menunjukkan bahwa mahasiswa yang mengikuti pembelajaran berbasis Inquiry-Based Learning menunjukkan tingkat keterlibatan yang lebih tinggi dan peningkatan keterampilan berpikir kritis yang signifikan dibandingkan dengan mahasiswa pada kelompok kontrol. Temuan ini menunjukkan bahwa IBL merupakan pendekatan pedagogis yang efektif untuk mendorong pembelajaran aktif dan keterampilan berpikir tingkat tinggi dalam konteks EFL.

Kata Kunci: *Inquiry-Based Learning (IBL), English As A Foreign Language (EFL), Keterlibatan Siswa, Keterampilan Berpikir Kritis, Desain Kuasi-Eksperimen, Berpikir Tingkat Tinggi, Pembelajaran Aktif.*

ABSTRACT

English as a Foreign Language (EFL) learning continues to face challenges in enhancing student engagement and developing critical thinking skills required in the 21st century. This study investigates the effect of Inquiry-Based Learning (IBL) on students' engagement and critical thinking skills in an English as a Foreign Language (EFL) classroom. Employing a quasi-experimental design with a non-equivalent control group, the research involved 56 undergraduate students (in Universitas PGRI Semarang) divided into a control group ($n = 28$) and an experimental group ($n = 28$). The experimental group received instruction through the Inquiry-Based Learning approach for one semester, while the control group was taught using conventional teacher-centered methods. Data were collected using a Student Engagement





Questionnaire measuring behavioral, emotional, and cognitive engagement, as well as a Critical Thinking Test to assess students' higher-order thinking skills. Both groups completed pre-tests and post-tests to examine changes before and after the intervention. The data were analyzed using descriptive and inferential statistics to determine significant differences between groups. The findings indicate that students exposed to Inquiry-Based Learning demonstrated higher levels of engagement and significantly improved critical thinking skills compared to those in the control group. These results suggest that IBL is an effective pedagogical approach for fostering active learning and higher-order thinking in EFL contexts.

Keywords: *Inquiry-Based Learning (IBL), English As A Foreign Language (EFL), Student Engagement, Critical Thinking Skills, Quasi-Experimental Design, Higher-Order Thinking, Active Learning.*

INTRODUCTION

The rapid transformation of education in the 21st century requires instructional approaches that actively engage students and promote higher-order thinking skills (Elitasari, 2022; Isma et al., 2023; Puspa et al., 2023). In English as a Foreign Language (EFL) classrooms, traditional teacher-centered instruction often limits students' opportunities to participate meaningfully in the learning process (Apoko, 2025; Indah et al., 2022). Many EFL learners remain passive recipients of knowledge, which may hinder their engagement and cognitive development (Murtadho, 2021; Ratri et al., 2025; Riswanto, 2021). As universities aim to prepare students for complex global communication and problem-solving demands, there is a growing need for pedagogical models that foster active participation and critical inquiry (Nguyen et al., 2024; Ulker, 2023).

Student engagement has been widely recognized as a key predictor of academic success (Guardia et al., 2020; Zurriyati & Mudjiran, 2021). According to engagement theory, learning becomes meaningful when students are behaviorally involved, emotionally invested, and cognitively committed to learning tasks (Johnston & Ferguson, 2020; Li, 2025). Behavioral engagement refers to participation in academic activities, emotional engagement relates to students' interest and sense of belonging, and cognitive engagement involves deep learning strategies and self-regulation (Dellatola et al., 2020). When these three dimensions are integrated into instructional practice, students are more likely to achieve better academic outcomes and demonstrate sustained motivation.

Critical thinking skills are equally essential in EFL learning contexts (Facione, 2011; Procter, 2020; Sutoyo et al., 2023). Scholars describe critical thinking as the ability to analyze information, evaluate arguments, make reasoned judgments, and solve problems systematically (Arisoy & Aybek, 2021; Yeh et al., 2023). In language learning, critical thinking enables students to interpret texts analytically, construct logical arguments, and express ideas coherently (Agustina & Rini, 2023). However, previous studies indicate that many EFL classrooms still emphasize memorization and grammatical accuracy rather than analytical reasoning and reflective thinking. As a result, students' higher-order thinking skills often remain underdeveloped.

Inquiry-Based Learning (IBL) offers a theoretical and pedagogical framework that aligns with constructivist learning theory (Arifiyani et al., 2024; Ditingki et al., 2025; Putri & Novita, 2024). Rooted in the idea that knowledge is actively constructed by learners, IBL encourages students to explore questions, investigate problems, and build understanding through collaboration and reflection (Dewi et al., 2021; Waked et al., 2024). The stages of



IBL—problem identification, question formulation, investigation, discussion, and reflection—create opportunities for learners to engage deeply with content (Oktaviah et al., 2021; Pipicano & Delgado, 2025; Wale & Bogale, 2021). By shifting the classroom dynamic from teacher-centered to student-centered learning, IBL has the potential to enhance both engagement and critical thinking skills.

Previous research has demonstrated the positive impact of Inquiry-Based Learning across various educational settings (Oktaviah et al., 2021; Wale & Bishaw, 2020). Studies report that IBL can improve students' motivation, academic achievement, and analytical skills (Nzomo et al., 2023; Seprie et al., 2025). In EFL contexts, some researchers have found that inquiry-oriented activities promote deeper comprehension and more meaningful language use. Furthermore, empirical findings suggest that student-centered approaches contribute to increased classroom engagement and improved higher-order thinking performance.

Despite these promising findings, limited research has simultaneously examined the effects of Inquiry-Based Learning on both engagement and critical thinking skills within a quasi-experimental design in EFL higher education contexts. Many studies focus solely on academic achievement or language proficiency, while fewer investigations analyze the combined impact on psychological engagement and cognitive development. Additionally, research involving structured control and experimental group comparisons remains relatively scarce.

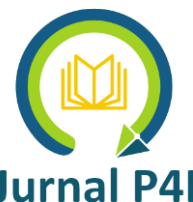
The novelty of this study lies in its integrated examination of behavioral, emotional, and cognitive engagement alongside critical thinking skills within a quasi-experimental framework. By dividing one EFL class into control and experimental groups, this research provides comparative empirical evidence of the effectiveness of Inquiry-Based Learning. The study contributes to the growing body of literature by offering a more comprehensive understanding of how IBL influences both affective and cognitive learning outcomes in university-level EFL instruction.

Therefore, this study aims to investigate the effect of Inquiry-Based Learning on students' engagement and critical thinking skills in an EFL classroom. Specifically, it seeks to determine whether students exposed to IBL demonstrate significantly higher levels of engagement and improved critical thinking skills compared to those taught through conventional methods. The findings are expected to provide pedagogical implications for EFL instructors seeking innovative strategies to foster active and higher-order learning.

METHODS

This study employed a quasi-experimental research design with a non-equivalent control group design. The research involved one class consisting of 56 university students enrolled in an EFL course. The class was divided into two groups: a control group ($n = 28$) and an experimental group ($n = 28$). The experimental group received instruction using Inquiry-Based Learning (IBL), while the control group was taught using conventional teaching methods. The participants were 56 undergraduate students enrolled in an EFL course at a private university. They were divided equally into two groups: 28 students in the control group and 28 students in the experimental group. The grouping was based on existing classroom conditions rather than random assignment, which characterizes the quasi-experimental nature of the study.

The experimental group was instructed using the Inquiry-Based Learning (IBL) approach for one semester. The implementation of IBL followed several structured stages, including problem identification, question formulation, investigation and data gathering,



discussion and analysis, and finally conclusion and reflection. Through these stages, students were encouraged to actively explore problems, construct knowledge collaboratively, and reflect on their learning process. In contrast, the control group received conventional instruction characterized by teacher-centered explanations, textbook-based learning activities, and structured exercises, where the teacher played a dominant role in delivering the material.

To measure the effectiveness of the treatment, two main instruments were employed in this study. A Student Engagement Questionnaire (Fredricks et al., 2004) was used to assess students' behavioral, emotional, and cognitive engagement during the learning process, while a Critical Thinking Test or Questionnaire (Facione, 1990) was administered to evaluate students' critical thinking skills. Both the control and experimental groups were given a pre-test before the treatment and a post-test after the intervention to determine differences in engagement and critical thinking skills resulting from the implementation of Inquiry-Based Learning.

The collected data were analyzed using descriptive and inferential statistics. Mean scores and standard deviations were calculated to describe students' performance. An independent samples t-test was conducted to determine whether there were statistically significant differences between the control and experimental groups in terms of engagement and critical thinking skills.

RESULT AND DISCUSSION

Result

The results indicate that students in the experimental group who experienced IBL with Recount Text activities demonstrated higher engagement across all four dimensions compared to the control group. Behavioral engagement was notably higher (4.3 vs. 3.2), showing that experimental group students participated more actively, paid better attention, completed tasks on time, and sought additional information. Emotional engagement also increased (4.5 vs. 3.5), reflecting greater interest, motivation, and sense of belonging during the inquiry process. Cognitive engagement improved substantially (4.2 vs. 3.0), suggesting deeper learning, reflection, and self-regulation. Finally, agentic engagement rose significantly (4.1 vs. 2.8), indicating that students took more initiative, expressed their ideas, and influenced the learning process actively. Overall, the experimental group demonstrated more comprehensive involvement in IBL, confirming the effectiveness of the approach in fostering behavioral, emotional, cognitive, and agentic engagement.

Table 1. Student Engagement in IBL on Recount Text

Dimension	Control Group (%)	Experimental Group (%)
Behavioral Engagement	62.6	84.2
Emotional Engagement	63.4	86.4
Cognitive Engagement	60.2	83.2
Agentic Engagement	56.6	81.2

The results presented in Table 1 show that students in the experimental group demonstrated higher levels of engagement across all dimensions than those in the control group. Emotional engagement obtained the highest score, followed by behavioral, cognitive, and agentic engagement. These findings indicate that the implementation of Inquiry-Based Learning successfully increased students' motivation, participation, learning involvement, and



initiative throughout the instructional process. Overall, the results suggest that IBL creates a more active and student-centered learning environment that supports meaningful engagement in EFL learning.

In addition to student engagement, this study also examined the effect of Inquiry-Based Learning on students' critical thinking skills. Critical thinking was assessed through five dimensions, namely analysis, evaluation, inference, explanation, and self-regulation. These dimensions represent essential higher-order thinking skills that enable students to process information critically, make reasoned judgments, and reflect on their learning. The results of students' critical thinking skills in both the control and experimental groups are presented in Table 2.

Table 2. Critical Thinking Skills in IBL on Recount Text

Dimension	Control Group (%)	Experimental Group (%)
Analysis	62.5	84.8
Evaluation	59.5	83.5
Inference	60.5	84.5
Explanation	62.0	85.3
Self-Regulation	59.0	83.0

The results presented in Table 2 reveal that students in the experimental group achieved higher scores across all dimensions of critical thinking skills compared to those in the control group. The highest score was found in the explanation dimension, followed by analysis and inference, indicating that students were able to communicate their reasoning effectively, identify important information, and draw conclusions based on available evidence. Improvements were also observed in evaluation and self-regulation, suggesting that students became more capable of assessing information critically and reflecting on their own learning processes. These findings demonstrate that the implementation of Inquiry-Based Learning contributed positively to the development of students' higher-order thinking skills in the EFL classroom.

Overall, the findings indicate that students who participated in Inquiry-Based Learning outperformed those who received conventional instruction in both student engagement and critical thinking skills. The experimental group consistently demonstrated higher levels of participation, motivation, cognitive involvement, and independent learning, as well as stronger analytical, evaluative, inferential, explanatory, and self-regulatory abilities. These results provide empirical evidence that Inquiry-Based Learning is an effective instructional approach for promoting active learning and enhancing higher-order thinking skills in EFL contexts.

Discussion

The results of this study indicate that Inquiry-Based Learning (IBL) significantly enhanced students' engagement across behavioral, emotional, cognitive, and agentic dimensions. Students in the experimental group participated more actively in discussions, completed tasks on time, asked questions, and independently sought additional information throughout the learning process. From an emotional perspective, they demonstrated higher levels of motivation, curiosity, and sense of belonging than those in the control group. Cognitive and agentic engagement also improved as students were encouraged to reflect on their learning, connect new knowledge with prior experiences, and contribute to decision-making during



classroom activities. These findings support previous studies suggesting that inquiry-based instruction creates a more participatory and student-centered learning environment, leading to higher levels of engagement and involvement in learning activities (Nguyen et al., 2024; Dellatola et al., 2020).

Students in the experimental group also demonstrated stronger analytical and evaluative thinking skills than those in the control group. They were able to identify main ideas, distinguish relevant from irrelevant information, and recognize underlying assumptions in recount texts. Furthermore, they showed greater ability to assess the credibility of information, evaluate the logic of conclusions, and compare different perspectives critically. These findings suggest that the inquiry process provides meaningful opportunities for students to engage deeply with learning materials through exploration and investigation. Such results are consistent with previous research reporting that inquiry-based approaches contribute positively to the development of critical thinking skills, particularly in the areas of analysis and evaluation (Wale & Bishaw, 2020; Dewi et al., 2021).

Improvements in critical thinking were also evident in the dimensions of inference, explanation, and self-regulation. Students were able to draw conclusions based on available evidence, generate alternative explanations, and identify relationships among pieces of information encountered during the learning process. In addition, they effectively communicated the reasoning behind their opinions and reflected on their own understanding. Enhanced self-regulation indicates that students were not merely passive recipients of information but actively evaluated and refined their understanding when presented with new evidence. These findings support the view that inquiry-based learning promotes metacognitive awareness and reflective thinking, both of which are essential components of higher-order thinking skills (Yeh et al., 2023; Waked et al., 2024).

Overall, the findings confirm that IBL is an effective instructional approach for improving both student engagement and critical thinking skills in EFL classrooms. Through activities such as problem identification, investigation, discussion, and reflection, students are provided with greater opportunities to construct knowledge independently and collaboratively. This process not only encourages active participation but also supports the development of higher-order thinking skills required in the twenty-first century. Therefore, the integration of inquiry-based learning strategies can serve as a valuable alternative for EFL instructors seeking to create more active, reflective, and meaningful learning experiences for their students.

CONCLUSION

This study demonstrates that Inquiry-Based Learning (IBL) has a significant positive impact on both student engagement and critical thinking skills in an EFL classroom. Students exposed to IBL exhibited higher behavioral, emotional, cognitive, and agentic engagement compared to those taught through conventional methods. They also showed improved critical thinking abilities across analysis, evaluation, inference, explanation, and self-regulation. The findings indicate that IBL not only motivates students to participate actively but also develops their higher-order thinking and reflective skills through structured inquiry and collaborative learning. Pedagogically, these results suggest that incorporating IBL strategies—such as inquiry-driven tasks, collaborative projects, and reflective exercises—can enhance learning outcomes by fostering active, autonomous, and critically minded learners. Overall, IBL provides a practical and effective approach for EFL instructors aiming to cultivate both engagement and critical thinking in their students.



REFERENCES

- Apoko, T. W. (2025). Generative Artificial Intelligence in English Instruction: Indonesian EFL Vocational High School Teachers' Perspectives. *JOLLT Journal of Languages and Language Teaching*, 13(3), 1432-1444. <https://doi.org/10.33394/jollt.v13i3.14190>
- Arifiyani, H., Widodo, J., & Kusumantoro, K. (2024). Development of Inquiry-Based Learning Methods With Differentiated. *Journal of Economic Education*, 13(2), 179-187. <https://doi.org/10.15294/jeec.v13i2.28415>
- Arisoy, B., & Aybek, B. (2021). The Effects of Subject-Based Critical Thinking Education in Mathematics on Students' Critical Thinking Skills and Virtues. *Eurasian Journal of Educational Research*, 92, 99-119. <https://doi.org/10.14689/ejer.2021.92.6>
- Dellatola, E., Daradoumis, T., & Dimitriadis, Y. (2020). Exploring students' engagement within a collaborative inquiry-based language learning activity in a blended environment. In *Emerging technologies and pedagogies in the curriculum* (pp. 355-375). Singapore: Springer Singapore. https://doi.org/10.1007/978-981-15-0618-5_21
- Dewi, D. K., Ardhana, W., Irtadji, Chusniyah, T., & Sulianti, A. (2021). Inquiry-Based Learning Implementation to Improve Critical Thinking of Prospective Teachers. *International Journal of Information and Education Technology*, 11(12), 638-645. <https://doi.org/10.18178/ijiet.2021.11.12.1575>
- Ditingki, A. M., Cimene, F. T. A., & Cimene, D. R. A. (2025). Inquiry-Based Learning Strategies and Critical Thinking Skills of College Students. *Cognizance Journal of Multidisciplinary Studies*, 5(8). <https://doi.org/10.47760/cognizance.2025.v05i08.028>
- Elitasari, H. T. (2022). Kontribusi guru dalam meningkatkan kualitas pendidikan abad 21. *Jurnal Basicedu*, 6(6), 9508-9516. <https://doi.org/10.31004/basicedu.v6i6.4120>
- Facione, P. A. (1990). California critical thinking skills test. *California Academic Press*.
- Facione, P. A. (2011). *THINK critically*. Prentice Hall.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59-109. <https://doi.org/10.3102/00346543074001059>
- Guardia, A., Vinaja, R., & Waggoner, F. I. (2020). Student e-Textbook Engagement and Performance Outcomes. In *Inclusive Access and Open Educational Resources E-text Programs in Higher Education* (pp. 125-145). Springer International Publishing. https://doi.org/10.1007/978-3-030-45730-3_11
- Indah, R. N., Toyyibah, Budhiningrum, A. S., & Afifi, N. (2022). The Research Competence, Critical Thinking Skills and Digital Literacy of Indonesian EFL Students. *Journal of Language Teaching and Research*, 13(2), 315-324. <https://doi.org/10.17507/jltr.1302.11>
- Isma, A., Isma, A., Isma, A., & Isma, A. (2023). Peta permasalahan pendidikan abad 21 di Indonesia. *Jurnal Pendidikan Terapan*, 1(3), 11-28. <https://doi.org/10.61255/jupiter.v1i3.153>



- Johnston, N., & Ferguson, N. (2020). University Students' Engagement with Textbooks in Print and E-book Formats. *Technical Services Quarterly*, 37(1), 24–43. <https://doi.org/10.1080/07317131.2019.1691760>
- Li, Y. (2025). Ambiguity in inquiry-based learning: Effects on risk-taking, engagement, and cognitive load in EFL contexts. *Learning and Motivation*, 92. <https://doi.org/10.1016/j.lmot.2025.102205>
- Murtadho, F. (2021). Metacognitive and critical thinking practices in developing EFL students' argumentative writing skills. *Indonesian Journal of Applied Linguistics*, 10(3), 656–666. <https://doi.org/10.17509/ijal.v10i3.31752>
- Nguyen, V. H., Halpin, R., & Joy-Thomas, A. R. (2024). Guided inquiry-based learning to enhance student engagement, confidence, and learning. *Journal of Dental Education*, 88(8), 1040–1047. <https://doi.org/10.1002/jdd.13531>
- Agustina, N., & Rini. (2023). Teachers' Questions To Promote Students' Critical Thinking in EFL Class. *Yavana Bhasha: Journal of English Language Education*, 6(2). <https://doi.org/10.25078/yb.v6i2.2852>
- Nzomo, C. M., Rugano, P., Njoroge, J. M., & Gitonga, C. M. (2023). Inquiry-based learning and students' self-efficacy in Chemistry among secondary schools in Kenya. *Heliyon*, 9(1), e12672. <https://doi.org/10.1016/j.heliyon.2022.e12672>
- Oktaviah, R., Mawarda Rokhman, N., & Reza Maulana, A. (2021). Inquiry-based teaching to develop EFL students' Critical thinking in reading comprehension. *Education of English as Foreign Language*, 4(1), 44–51. <https://doi.org/10.21776/ub.educafl.2021.004.01.05>
- Pipicano, Y. A. H., & Delgado, J. A. E. (2025). Disrupting rural local realities through inquiry-based learning in the EFL classroom. *Íkala, Revista de Lenguaje y Cultura*, 30(1). <https://doi.org/10.17533/udea.ikala.355857>
- Procter, L. (2020). Fostering critically reflective thinking with first-year university students: Early thoughts on implementing a reflective assessment task. *Reflective Practice*, 21(4), 444–457. <https://doi.org/10.1080/14623943.2020.1773421>
- Puspa, C. I. S., Rahayu, D. N. O., & Parhan, M. (2023). Transformasi pendidikan abad 21 dalam merealisasikan sumber daya manusia unggul menuju indonesia emas 2045. *Jurnal Basicedu*, 7(5), 3309–3321. <https://doi.org/10.31004/basicedu.v7i5.5030>
- Putri, C. A. W., & Novita, D. (2024). Inquiry-Based Learning and Its Role in Students' Writing Achievement. *Indonesian Journal of Education Methods Development*, 19(4). <https://doi.org/10.21070/ijemd.v19i4.853>
- Ratri, D. P., Rachmajanti, S., Anugerahwati, M., Laksmi, E. D., & Gozali, A. (2025). Fostering cultural competence: developing an English syllabus for young learners in the Indonesian EFL context with emphasis on local culture to maintain students' identity. *Cogent Education*, 12(1), 2440177. <https://doi.org/10.1080/2331186X.2024.2440177>



- Riswanto, R. (2021). Cohesion and coherence of EFL students' essay writing. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(4), 850-856. <https://doi.org/10.29210/021971jpgi0005>
- Seprie, Wuryandani, W., & Muthmainah. (2025, June). Transforming primary education: balancing social skills and academic achievement through global inquiry-based learning models. In *Frontiers in Education* (Vol. 10, p. 1512274). Frontiers Media SA. <https://doi.org/10.3389/educ.2025.1512274>
- Sutoyo, S. (2023). Online critical thinking cycle model to improve pre-service science teacher's critical thinking dispositions and skills. *Pegem Journal of Education and Instruction*, 13(2), 173-181. <https://doi.org/10.47750/pegegog.13.02.21>
- Ulker, V., & Fouad Ali, H. (2023). Inquiry-based learning implementation: Students' perception and preference. *International Journal of Social Sciences & Educational Studies*, 10(2). <https://doi.org/10.23918/ijsses.v10i2p220>
- Waked, A., Pilotti, M., & Abdelsalam, H. M. (2024). Differences that matter: Inquiry-based learning approach to research writing instruction. *Scientific Reports*, 14(1), 27941. <https://doi.org/10.1038/s41598-024-78962-7>
- 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), 9. <https://doi.org/10.1186/s40862-020-00090-2>
- Wale, B. D., & Bogale, Y. N. (2021). Using inquiry-based writing instruction to develop students' academic writing skills. *Asian-Pacific Journal of Second and Foreign Language Education*, 6(1), 4. <https://doi.org/10.1186/s40862-020-00108-9>
- Yeh, H.-C., Yang, S., Fu, J. S., & Shih, Y.-C. (2023). Developing college students' critical thinking through reflective writing. *Higher Education Research & Development*, 42(1), 244–259. <https://doi.org/10.1080/07294360.2022.2043247>
- Zurriyati, E., & Mudjiran, M. (2021). Kontribusi perhatian orang tua dan motivasi belajar terhadap keterlibatan siswa dalam belajar (student engagement) di sekolah dasar. *Jurnal Basicedu*, 5(3), 1555-1563. <https://doi.org/10.31004/basicedu.v5i3.889>