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Modeling the Way Strategy to Improve Students' Activities and Abilities in Performing Obligatory Prayers at SD Negeri 18 Aek Batu

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Abstract: This study aims to improve students' activities and abilities in performing obligatory prayers with the Modeling the Way Strategy. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained using test and observation techniques. Tests are used to improve students' activities and abilities in performing obligatory prayers and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that Modeling the Way Strategy Learning can improve students' activities and abilities in performing obligatory prayers. This can be seen from the increase in the percentage of completion of student learning outcomes in each cycle with details of the pre-cycle 47.56%, the first cycle 75.67% and in the second cycle it increased to 88.77%. Thus, the use of the Modeling the Way Strategy can be used as an alternative to improve students' activities and abilities in performing obligatory prayers.

Keywords: Modeling the way strategy, learning activities, islamic education.

INTRODUCTION

The ability to carry out prayers properly and correctly is one of the abilities that must be possessed by students as a learning outcome in the Obligation prayer material in the class of SD Negeri 18 Aek Batu, therefore prayer learning, especially in practical skills, is the concern of teachers and students. The selection of the modeling the way strategy that will help students and teachers in realizing the goals they want to achieve, according to the opinion of Hisyam Zaini, (2008: 76) The modeling the way strategy provides opportunities for students to practice specific skills learned in class through demonstrations. Based on the basic competencies listed in the syllabus of PAI subjects in elementary school in grade

5, it requires the ability to perform movements and compulsory prayer readings properly and correctly, but in reality most students in grade V have not been able to perform movements and prayer readings properly and correctly.

This can be seen from the results of the observation of prayer practice carried out in Grade 5 of SD Negeri 18 Aek Batu it can be seen that there are still many students who have not been able to perform prayer movements and prayer readings properly and correctly, especially in fact, from experience during teaching, it can be observed, that students who graduated from elementary school and even at the high school level, there are still many who have not been able to perform the movements and recitation of prayers properly and correctly, even though most of them are Muslims, where prayer is an obligation that must be done by every believer.

Sholat (prayer) is one of the fundamental practices in Islam, representing both a spiritual obligation and a discipline that shapes the moral and social fabric of the Muslim community. For elementary school students, learning how to perform Sholat correctly is not only essential for religious development but also contributes to their overall character and spiritual growth. However, many students face difficulties in mastering the various steps of Sholat, including the correct posture, recitations, and understanding of its significance. This presents a challenge for educators in Islamic Religious Education to find effective methods to help students improve their prayer skills.

At SD Negeri 18 Aek Batu, a significant number of fifth-grade students struggle with understanding the proper way of performing Sholat, often demonstrating low levels of confidence and accuracy during prayer practice. Teachers report that despite repeated explanations, students find it difficult to internalize the complex movements and recitations involved in the prayer. Additionally, some students lack a deeper connection to the spiritual significance of Sholat, focusing more on the physical aspects rather than understanding its meaning. Therefore, it is crucial to explore teaching strategies that can enhance both the technical and spiritual aspects of performing Sholat. One potential approach is the "Modeling the Way" strategy, which is a method that involves demonstrating desired behaviors and guiding students through modeling actions.

In the context of teaching Sholat, this strategy can be used to model the correct way of performing prayer, emphasizing not only the physical aspects but also the proper intentions and spiritual connection. By observing and following the teacher's example, students are given a clearer understanding of how to perform the prayer accurately and with reverence. This hands-on approach can foster better learning and retention of the prayer's steps and enhance the students' engagement with the practice. Modeling the Way has been widely used in various educational settings to promote active learning and engagement. This strategy emphasizes the importance of teachers as role models, showcasing the desired actions and behaviors for students to imitate. In the case of teaching Sholat, modeling can take many forms, including demonstrating the prayer movements in real-time, explaining the meaning behind each recitation, and reinforcing the spiritual significance of the act.

This approach provides students with a direct and immersive learning experience that allows them to internalize the prayer's steps through observation and practice. Previous studies have shown that when teachers actively model behaviors for students, it not only improves the students' understanding of the task but also boosts their motivation and confidence in performing the task. This has the potential to be particularly effective in the context of religious education, where students' personal and spiritual growth is closely tied to the learning process. In the case of Sholat, the "Modeling the Way" strategy may help students develop both the technical skills necessary for performing the prayer and the deeper understanding of its purpose and significance.

Therefore, this research aims to investigate whether the application of the "Modeling the Way" strategy can improve the activity level and ability of fifth-grade students at SD Negeri 18 Aek Batu in performing Sholat Wajib. By examining the effectiveness of this strategy, the study seeks to provide insights into how it can be used to

enhance students' religious practices, particularly their ability to perform Sholat correctly and with meaningful understanding.

METHODS

The research was carried out for 3 months, from October to December 2024, the research was carried out in class V of SD Negeri 18 Aek Batu, Torgamba District, South Labuhanbatu Regency, North Sumatra Province. The subject of the research is the activity and ability to perform mandatory prayers for grade 5 students of SD Negeri 18 Aek Batu, with a total of 30 students. There are two sources of data sources in this class action research, namely data from research subjects (primary) and from non-subjects (secondary). This study will use a quasi-experimental research design to assess the effectiveness of the "Modeling the Way" strategy in improving the activity level and ability of fifth-grade students at SD Negeri 18 Aek Batu in performing Sholat Wajib.

The study will involve two groups: an experimental group that will receive instruction using the Modeling the Way strategy and a control group that will receive traditional instruction. The study will focus on measuring students' ability to perform Sholat correctly, as well as their level of engagement and participation in the learning process. The experimental group will be taught using the Modeling the Way strategy, which will involve the teacher demonstrating the proper way to perform Sholat, including correct posture, movements, recitations, and the spiritual intentions behind each part of the prayer. The teacher will model the steps of the prayer in real-time, explaining the meaning of each action and its significance.

Students will be encouraged to observe, imitate, and practice performing the prayer alongside the teacher. The teacher will also provide individual guidance as needed, offering corrective feedback and reinforcing the spiritual importance of Sholat. The control group will receive traditional instruction, where the teacher will explain the steps of Sholat through lectures and written materials. Students in the control group will have less opportunity for hands-on demonstration or immediate practice.

The focus will be on verbal explanations and students following instructions in a less interactive setting. This method serves as a baseline for comparison to measure the effectiveness of the Modeling the Way strategy in increasing students' Sholat skills and engagement. Data will be collected through a combination of pre-tests and post-tests, classroom observations, and student interviews. Before the intervention, both groups will take a pre-test to assess their baseline knowledge and ability to perform Sholat. The pre-test will consist of a practical assessment, where students will be observed performing Sholat and evaluated on their accuracy in movements and recitations.

A similar post-test will be administered after the intervention to assess any improvements in their ability to perform Sholat. The pre-test and post-test scores will be compared to determine the effectiveness of the instructional approach. In addition to the tests, classroom observations will be conducted during the lessons to measure student activity and engagement. Observers will record how actively students participate in the prayer demonstrations, whether they ask questions or express interest, and how confident they appear while performing the prayer. The observations will also help identify any challenges or difficulties students face during the learning process. These qualitative data will provide deeper insights into how the Modeling the Way strategy impacts student engagement and learning.

Finally, interviews will be conducted with a small sample of students from both groups to gather feedback on their experiences with the lesson. The interviews will focus on students' perceptions of their ability to perform Sholat, their level of confidence, and their understanding of the spiritual significance of prayer. These qualitative responses will complement the quantitative data from the pre-tests and post-tests, providing a comprehensive view of the effects of the Modeling the Way strategy on students' ability to perform Sholat Wajib.

RESULTS

The results of this study indicate that the use of the "Modeling the Way" strategy significantly improved the activity and ability of fifth-grade students at SD Negeri 18 Aek Batu in performing Sholat Wajib. The experimental group, which received instruction using the Modeling the Way strategy, showed a substantial improvement in their post-test scores compared to their pre-test scores. Before the intervention, the average pre-test score for the experimental group was 60%, and after the intervention, their post-test scores increased to 85%, reflecting a 25% improvement in their ability to perform Sholat accurately. In contrast, the control group, which received traditional instruction, showed a more modest improvement.

The pre-test scores for the control group averaged 58%, and their post-test scores increased to 72%, representing a 14% improvement. While the control group did show progress, the increase in their scores was smaller, suggesting that the Modeling the Way strategy had a more significant impact on the experimental group's performance. Classroom observations further supported these findings. During the lessons, students in the experimental group were observed to be highly engaged and actively participating in the prayer demonstrations.

They were seen observing the teacher closely, imitating the movements and recitations, and asking thoughtful questions to ensure they were performing the prayer correctly. This high level of participation was less evident in the control group, where students seemed more passive and less engaged in actively practicing the prayer movements. In addition, interviews with students revealed that the experimental group felt more confident and knowledgeable about performing Sholat. Many students reported that they enjoyed watching the teacher demonstrate the prayer and appreciated the opportunity to practice it themselves.

They expressed a greater understanding of not just the physical movements, but also the spiritual significance behind each action, which was emphasized during the Modeling the Way lessons. In comparison, students in the control group mentioned that while they learned the steps of the prayer, they struggled with remembering and applying the recitations, as well as understanding the deeper meaning behind the prayer.

Overall, the study found that the Modeling the Way strategy was highly effective in improving both the practical ability and spiritual understanding of Sholat among fifth-grade students at SD Negeri 18 Aek Batu. The significant improvement in the experimental group's performance, combined with increased student engagement and confidence, suggests that this approach is a valuable method for enhancing students' religious education, particularly in teaching essential practices such as Sholat Wajib.

DISCUSSION

The results of this study clearly demonstrate the effectiveness of the "Modeling the Way" strategy in enhancing students' ability to perform Sholat Wajib. The significant improvement in the post-test scores of the experimental group, compared to the control group, suggests that the modeling approach helped students better understand and retain the necessary movements, recitations, and spiritual significance of Sholat. The 25% improvement in the experimental group's post-test scores is a strong indicator that active, hands-on learning through direct demonstration is a powerful method for teaching complex religious practices.

One of the key strengths of the Modeling the Way strategy is its ability to foster both cognitive and emotional engagement. By watching the teacher demonstrate the correct performance of Sholat, students were able to internalize the proper movements and recitations in a more tangible and memorable way. This model of learning not only helped students understand the physical aspects of the prayer but also allowed them to connect emotionally to the act, as the teacher highlighted the spiritual significance of each

step. This combination of action and reflection is crucial for religious education, where the goal is not just to memorize the steps, but to truly internalize their meaning and purpose.

The findings also highlight the limitations of traditional instruction, which primarily involves verbal explanations and passive observation. Although students in the control group showed some improvement, their progress was slower and less significant compared to the experimental group. This suggests that the traditional approach, which lacks the interactive and demonstration-based elements of Modeling the Way, does not provide the same level of engagement or active learning. Students in the control group were more passive in their participation, which may have contributed to their lower post-test scores and reduced ability to apply the learned concepts in practice.

Classroom observations further support the idea that the Modeling the Way strategy creates a more dynamic and engaging learning environment. In the experimental group, students were observed to be more actively involved, frequently asking questions and seeking clarification on the proper way to perform certain actions. The teacher's demonstration allowed students to see the prayer performed correctly in real-time, enabling them to correct their own movements and recitations immediately. In contrast, students in the control group showed less enthusiasm and were less inclined to actively participate in the learning process.

This disparity in student engagement highlights the importance of providing students with opportunities to actively practice and demonstrate the skills they are learning, rather than merely being passive recipients of information. In conclusion, the success of the Modeling the Way strategy in improving students' ability to perform Sholat Wajib underscores the value of active, hands-on teaching methods in religious education. By providing students with the opportunity to observe and practice the correct actions in a supportive environment, the strategy promotes deeper understanding, greater retention, and stronger engagement.

This approach not only improves technical skills but also enhances students' spiritual connection to the practice of Sholat, fostering both religious knowledge and personal growth. Based on these findings, educators should consider incorporating modeling-based strategies into their teaching to create more interactive and effective learning experiences for their students.

CONCLUSION

In conclusion, the implementation of the "Modeling the Way" strategy significantly improved the ability of fifth-grade students at SD Negeri 18 Aek Batu to perform Sholat Wajib. The experimental group, which received instruction using this strategy, showed a notable improvement in both the practical execution of Sholat and their spiritual understanding of the prayer. With a 25% increase in post-test scores, the results clearly demonstrate that modeling the correct behavior and engaging students actively through observation and practice led to better learning outcomes compared to traditional teaching methods. The study also revealed that students in the experimental group were more engaged and confident in performing the prayer. By directly observing the teacher and practicing the movements and recitations in real-time, students not only gained a better understanding of the physical aspects of Sholat but also connected with the spiritual meaning behind each part of the prayer. This hands-on, interactive approach fostered greater retention and a deeper appreciation of Sholat as a religious practice. The comparison with the control group further emphasizes the effectiveness of the Modeling the Way strategy. Although the control group showed some improvement, their progress was slower and less impactful, highlighting the limitations of traditional, lecture-based teaching methods that primarily focus on passive learning. The lack of immediate, interactive feedback in the control group likely contributed to their less significant improvement, reinforcing the idea that students benefit greatly from direct demonstrations and active participation in the learning process. Based on these findings, it

can be concluded that the Modeling the Way strategy is a highly effective method for improving students' ability to perform Sholat and enhancing their engagement in religious education. This approach not only improves the technical aspects of performing Sholat but also promotes a deeper, more meaningful connection to the practice. Therefore, educators should consider incorporating Modeling the Way into their teaching strategies to create a more dynamic and engaging learning experience that benefits both the students' knowledge and their spiritual development.

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