



## The Way Modeling Strategy Can Increase Activities and Abilities in Performing Obligatory Prayers in Students at SD Negeri 100620 Pasar Simundol

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**Abstract:** This study aims to determine the effectiveness of the Modeling the Way strategy in improving students' ability, engagement, confidence, and understanding in performing obligatory prayers at SD Negeri 100620 Pasar Simundol. This study was conducted on elementary school students to assess how the teacher's demonstration strategy, combined with students' active participation, influenced learning how to perform the correct prayer. This study used a mixed-method approach, including observation, interviews, documentation, and pre- and post-tests. The results showed that the Modeling the Way strategy significantly improved students' ability to perform physical movements and prayer readings correctly. Students showed increased accuracy in body position and pronunciation of Arabic phrases, especially in key readings such as takbir and Al-Fatiha. In addition to technical skills, this study revealed a marked increase in students' confidence and engagement during the lesson. Many students who were initially hesitant to participate became more willing to demonstrate their skills and take leadership roles in class activities. Furthermore, the strategy fostered a deeper understanding of the spiritual meaning of prayer, with students recognizing it as an act of devotion and connection with God, rather than simply a physical routine. The findings of this study indicate that \*Modeling the Way\* is an effective teaching strategy for enhancing the technical and spiritual aspects of religious education in elementary schools. The results highlight the importance of interactive, hands-on learning in teaching religious practices and suggest that regular practice, coupled with clear teacher demonstrations, can result in significant improvements in students' skills and understanding. This study provides valuable insights into the potential of modeling as a tool to enhance religious education and support students' spiritual growth.

**Keywords:** Modeling The Way Strategy, Student Ability.

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### INTRODUCTION

The importance of religious education in shaping the moral and spiritual character of students cannot be overstated, especially in a diverse and multicultural society like Indonesia. Among the key components of religious education in Islamic schools is the practice of obligatory prayers, or shalat, which holds great significance both as a form of worship and as an essential spiritual discipline. Shalat is not only a pillar of Islamic faith but also an act that instills discipline, humility, and mindfulness in the practitioner. Therefore, it is essential to ensure that students have a strong understanding of the correct way to perform shalat, both in terms of physical movements and spiritual awareness. At SD Negeri 100620 Pasar Simundol, a primary school in a predominantly

Muslim community, students are expected to perform shalat as part of their daily religious practice. However, many students, especially in the lower grades, face challenges in performing the prayer correctly. Some students struggle with the proper execution of movements, such as the positioning of hands, body posture, and the sequence of actions during the prayer. Additionally, some students have difficulty pronouncing the Arabic recitations accurately, which can affect the quality and sincerity of their prayer. These challenges point to a need for a more effective teaching approach that can help students not only perform the prayer physically but also internalize its deeper spiritual significance.

Traditional methods of teaching shalat, which often rely on verbal instructions and textbook-based learning, have shown limited success in addressing these issues. Students often find it difficult to visualize and practice the physical movements of shalat when they are only explained in words or demonstrated occasionally. There is a need for a teaching strategy that emphasizes active participation, modeling, and hands-on practice to help students overcome these challenges and build a deeper connection with their religious practices. One potential approach to improving students' ability to perform shalat is the Modelling the Way strategy. This strategy is based on the concept of modeling, where the teacher demonstrates the correct actions, behaviors, and attitudes, allowing students to learn by observation and practice. The teacher acts as a role model, guiding students through the steps of performing shalat with precision and providing clear explanations of the physical movements and recitations. By seeing the teacher perform the prayer correctly and explaining the rationale behind each action, students are more likely to grasp the proper techniques and develop a deeper understanding of the prayer's spiritual significance. The Modelling the Way strategy has been widely used in various educational contexts to promote skill development, enhance understanding, and improve engagement. In religious education, this approach can help students not only learn the technical aspects of performing shalat but also develop a personal connection to the practice. The teacher's demonstration can provide students with a clear reference point for how to perform the prayer and the recitations, reducing confusion and increasing their confidence in performing shalat.

Moreover, Modelling the Way fosters active learning, as students are encouraged to observe, practice, and reflect on their own performance. This interactive approach promotes greater engagement with the learning material, helping students become more confident and competent in performing shalat. The teacher's guidance throughout the process also ensures that students receive timely feedback, which is crucial for improving their technique and understanding. In SD Negeri 100620 Pasar Simundol, many students lack sufficient opportunities to practice performing shalat correctly and consistently. The school community recognizes the importance of providing a comprehensive religious education that equips students with both knowledge and skills for a lifetime of worship. However, there is a need to address the gap between students' theoretical knowledge about shalat and their ability to perform it correctly. The Modelling the Way strategy offers a promising solution by allowing students to practice prayer in a structured and supportive environment.

The goal of this classroom action research is to explore how the Modelling the Way strategy can enhance both the activity and ability of students at SD Negeri 100620 Pasar Simundol in performing shalat. By applying this strategy, the study aims to improve students' understanding of the correct physical movements and recitations during prayer, while also fostering a deeper spiritual connection with the act of worship. This research will focus on measuring improvements in students' ability to perform shalat, their engagement during prayer practice, and their overall attitudes toward religious education. The study will also examine the impact of the Modelling the Way strategy on student confidence. As students observe their teacher demonstrating the proper way to perform shalat, they will be encouraged to replicate these actions in a supportive environment. This will help reduce anxiety and build students' confidence in their ability to perform the prayer correctly. Furthermore, by participating actively in the learning process, students

will gain a sense of achievement and pride in their ability to perform shalat in accordance with Islamic teachings. The importance of this research extends beyond the immediate context of SD Negeri 100620 Pasar Simundol. It provides valuable insights into the potential of the Modelling the Way strategy as an effective teaching method in religious education, particularly in teaching the correct performance of shalat. If successful, the findings of this study could serve as a model for other schools seeking to improve the religious education of their students, particularly in the areas of prayer practice.

In addition, this study aims to contribute to the ongoing efforts to improve the quality of religious education in primary schools across Indonesia. As religious education plays a vital role in shaping students' moral values and spiritual development, it is essential to continually explore and implement innovative teaching strategies that can enhance the learning experience and improve student outcomes. The findings of this research may offer valuable recommendations for teachers and school administrators looking to enhance the effectiveness of religious education programs in their schools. The research will also investigate how the Modelling the Way strategy can be adapted to suit the unique needs and cultural context of SD Negeri 100620 Pasar Simundol. By focusing on the specific challenges faced by students in this school, the study will explore how the strategy can be tailored to meet the needs of the students and create a more meaningful learning experience. The findings may reveal useful insights into the cultural and contextual factors that influence the effectiveness of teaching methods in religious education. In conclusion, the Modelling the Way strategy has the potential to significantly improve students' activity and ability in performing obligatory prayers at SD Negeri 100620 Pasar Simundol. By allowing students to learn through observation, practice, and reflection, this strategy can help bridge the gap between theoretical knowledge and practical skill in religious education. As this research aims to demonstrate, Modelling the Way can be a powerful tool in fostering both skill development and spiritual growth, contributing to a more comprehensive and engaging religious education experience for students.

## **METHODS**

This study adopts a Classroom Action Research (CAR) approach to explore the effectiveness of the Modelling the Way strategy in improving students' activity and ability in performing obligatory prayers (shalat) at SD Negeri 100620 Pasar Simundol. The research is designed to implement this strategy in a real classroom setting, with the intention of observing and evaluating the impact on students' learning outcomes and engagement. The following sections outline the research design, participants, data collection methods, and data analysis techniques used in this study. The research is conducted using a Classroom Action Research model, which consists of a cycle of planning, action, observation, and reflection. The CAR model allows for continuous improvement based on real-time data, enabling researchers to assess and adjust teaching strategies as necessary. In this study, the intervention focuses on applying the Modelling the Way strategy, which involves the teacher demonstrating the proper physical movements and recitations of shalat. The study is conducted over several cycles, each cycle consisting of planning, implementing the strategy, observing students' progress, and reflecting on the results to inform the next cycle.

The participants of this study are the students of Grade 4 at SD Negeri 100620 Pasar Simundol, a public primary school located in a predominantly Muslim area. The class consists of 30 students, ranging in age from 9 to 10 years old. The selection of these students is based on their need for further improvement in performing shalat correctly. At the start of the study, many students demonstrated a lack of confidence and skill in performing the physical movements and recitations of shalat. Some students also had difficulty understanding the spiritual significance of the prayer. These factors made the class an ideal group for implementing the Modelling the Way strategy. The primary

objective of this study is to determine whether the Modelling the Way strategy can improve students' ability and activity in performing shalat. Specifically, the study seeks to answer the following research questions; 1) Can the Modelling the Way strategy improve students' ability to perform the physical movements of shalat correctly?; 2) Can the Modelling the Way strategy enhance students' pronunciation of Arabic recitations during shalat?;

3) How does the Modelling the Way strategy impact students' engagement and confidence in performing shalat?; 4) Does the Modelling the Way strategy help students better understand the spiritual significance of shalat?

Several data collection methods are employed to gather both qualitative and quantitative data throughout the research process. These methods include observation, interviews, documentation, and tests; 1) Observation. The primary data collection method is direct observation of students during their shalat practice sessions. The researcher observes the students' participation, accuracy in performing the physical movements, and pronunciation of the recitations. Observations are made during each cycle to track improvements in students' performance and to identify areas that require further attention; 2) Interviews. To gain deeper insight into the students' experiences with the Modelling the Way strategy, semi-structured interviews are conducted with a sample of students before and after the intervention. These interviews focus on students' confidence levels, understanding of shalat, and attitudes toward the prayer process. Interviews with the teacher are also conducted to gather feedback on the implementation of the strategy and the challenges faced during the research; 3) Documentation. Documentation of students' prayer performances is used to track progress over time. This includes recording video footage of students performing shalat and noting any improvements in their execution of movements and recitations. Teachers also document their observations of students' engagement and participation throughout the study; 4) Tests. A pre-test and post-test are administered to assess students' knowledge and skills related to shalat. The pre-test is given before the intervention to establish a baseline of students' abilities, while the post-test is conducted after the implementation of the Modelling the Way strategy to evaluate improvements. The test includes questions on the physical movements of shalat, recitations, and the spiritual significance of prayer.

The data collected from various sources is analyzed using both qualitative and quantitative methods. The qualitative data obtained from observations, interviews, and documentation is analyzed through thematic analysis. This involves identifying key themes and patterns in the data, such as improvements in students' confidence, engagement, and understanding of shalat. The researcher also looks for specific areas where the Modelling the Way strategy has had a noticeable impact on students' abilities and attitudes toward shalat. The quantitative data from the pre-test and post-test is analyzed using descriptive statistics to determine the extent of improvement in students' performance. The results of the tests are compared to see whether there has been a significant increase in students' knowledge of shalat and their ability to perform the movements and recitations correctly. The results are presented in the form of percentages, averages, and other relevant statistical measures to highlight the progress made during the intervention.

The Modelling the Way strategy is implemented in several phases, with each phase focusing on specific aspects of performing shalat. In the first phase, the teacher demonstrates the correct physical movements involved in shalat, such as standing, bowing, prostrating, and sitting. These movements are shown in a step-by-step manner, with the teacher explaining the significance of each position and how it reflects the act of worship and submission to God. In the second phase, the teacher demonstrates the recitations of shalat, focusing on the correct pronunciation of Arabic words. The teacher models the recitations slowly and clearly, allowing students to repeat them until they are able to pronounce the words accurately. This phase includes both individual and group practice sessions, where students are encouraged to perform shalat together and help

each other with the pronunciation. In the third phase, the teacher emphasizes the spiritual significance of shalat by explaining the meaning behind the different movements and recitations. The teacher discusses how each movement represents humility and submission to God, and how the recitations reflect gratitude and devotion. This phase is designed to deepen students' understanding of the purpose of shalat, beyond just the physical actions. Throughout each phase, students are given ample opportunities to practice what they have observed. They perform shalat in small groups and individually, with the teacher providing feedback and guidance as needed. The practice sessions are structured to allow for repetition and refinement, helping students to gradually master the movements and recitations.

After each cycle, the teacher and researcher reflect on the results and identify areas for improvement. The reflection process includes discussing what worked well, what challenges arose, and how the Modelling the Way strategy can be further refined to better meet the needs of the students. This reflection helps to adjust the teaching methods and ensure that the intervention is effectively supporting students' learning. The adjustments made during the study may involve changing the pace of the lessons, offering more individualized support to students who need additional help, or modifying the way in which feedback is provided. This iterative process ensures that the intervention remains flexible and responsive to students' progress and challenges. This study adheres to ethical guidelines by ensuring that all participants are informed about the purpose of the research and their participation is voluntary. Parental consent is obtained for the students to take part in the study, and confidentiality is maintained throughout the research process. The study also ensures that students are treated with respect and that their learning experiences are prioritized over the research process itself.

In summary, the research methodology for this study involves using the Classroom Action Research approach to implement the Modelling the Way strategy in teaching students how to perform shalat. Through direct observation, interviews, documentation, and tests, the study seeks to assess the impact of this strategy on students' ability, activity, and understanding of shalat. The iterative cycle of planning, action, observation, and reflection allows for continuous improvement, ensuring that the teaching method is tailored to meet the needs of the students and enhance their learning outcomes..

## **RESULTS**

This section presents the findings of the study on the implementation of the Modelling the Way strategy in improving students' ability and activity in performing obligatory prayers shalat at SD Negeri 100620 Pasar Simundol. The results are based on data collected from observations, interviews, documentation, and pre- and post-tests conducted throughout the research process. The analysis of the data highlights the impact of the intervention on students' performance, engagement, confidence, and understanding of the significance of shalat. One of the primary goals of the research was to assess the improvement in students' ability to perform the physical movements of shalat. At the beginning of the study, many students struggled with executing the proper body positions, such as standing, bowing, prostrating, and sitting. Some students lacked coordination, while others were unclear on the correct sequence of actions. During the first cycle of the intervention, the teacher demonstrated each movement slowly and clearly, allowing students to observe and practice each step. By the second cycle, students demonstrated notable improvements in their ability to replicate the physical movements. The observation data indicated that more students were able to perform the actions correctly, with fewer mistakes in body positioning. For instance, in the prostration position, most students began to show proper alignment of their hands, knees, and forehead, following the teacher's demonstration. The increased repetition and practice allowed students to refine their movements, and by the end of the intervention, the majority of students could perform the basic movements of shalat with greater precision and confidence.

In addition to the physical movements, the ability to recite the prayers in Arabic with proper pronunciation is crucial for performing shalat correctly. Many students initially struggled with the pronunciation of the Arabic phrases, particularly the takbir (saying "Allahu Akbar") and the recitations during prostration. During the initial phase of the intervention, the teacher modeled the recitations slowly, breaking them down into smaller sections to facilitate better learning. Students practiced repeating the phrases after the teacher, and the teacher provided individual feedback on their pronunciation. As the cycles progressed, the data revealed a significant improvement in students' pronunciation. By the second cycle, many students were able to pronounce the recitations more clearly, with fewer errors in articulation. The group recitation activities also provided a sense of collective achievement, as students encouraged one another and corrected each other's mistakes. By the end of the research, most students had improved their pronunciation of key phrases, including Al-Fatiha, the takbir, and the words said during prostration.

A key aspect of this research was to assess the level of student engagement during the lessons. Initially, many students showed signs of disengagement, particularly those who found the process of learning shalat challenging or unfamiliar. However, with the Modelling the Way strategy, students became more actively involved in the lessons. Observations indicated that, as the teacher demonstrated each movement and recitation, students eagerly followed along, trying to replicate what they had seen. The interactive nature of the Modelling the Way strategy encouraged students to practice actively, ask questions, and provide feedback to their peers. By the second and third cycles, the level of engagement increased significantly. Students showed greater enthusiasm during the practice sessions, often volunteering to demonstrate the movements or recite aloud in front of the class. The collaborative environment fostered by the strategy made students more comfortable with their peers, and they were more willing to participate in group activities. The improvement in engagement was also reflected in the interviews, where students expressed a sense of excitement about learning shalat and felt more motivated to perform it correctly.

An important outcome of this study was the observed increase in students' confidence. At the outset of the research, many students were hesitant and self-conscious about performing shalat in front of their peers. Some students were unsure about their ability to perform the prayer correctly and often felt anxious when asked to demonstrate their skills. However, as the \*Modelling the Way\* strategy was implemented and students practiced under the teacher's guidance, their confidence grew. By the end of the research, students exhibited a marked improvement in their confidence levels. Many students who had previously avoided participating in prayer practice were now eager to demonstrate their skills. Interviews with students revealed that they felt more confident in their ability to perform shalat correctly, and they were no longer afraid to make mistakes. This boost in confidence was particularly noticeable in the students who had struggled the most in the beginning, as they now felt more competent and secure in their skills.

Beyond the physical and verbal aspects of shalat, this study also aimed to enhance students' understanding of its spiritual significance. In the early stages, some students viewed shalat merely as a series of movements and recitations that had to be completed as an obligation. The teacher used the Modelling the Way strategy to explain the deeper meanings behind each movement, helping students understand the purpose of the prayer and its role in connecting them to God. By the end of the study, students demonstrated a better understanding of the spiritual aspects of shalat. In interviews, several students expressed how they now saw shalat as an important act of worship that required concentration and devotion. They shared that they had gained a greater appreciation for the meaning behind the movements and recitations, as they now understood how each aspect of the prayer reflected submission and gratitude to God. This deeper understanding helped students to approach their prayer practice with more sincerity and reverence.

The pre-test and post-test results provided quantitative evidence of students' progress in their knowledge and performance of shalat. The pre-test assessed students' understanding of the basic movements, recitations, and spiritual aspects of shalat. The results showed that, on average, students scored low in all areas, with particular difficulty in the correct physical positioning and pronunciation of the recitations. After the intervention, the post-test results demonstrated a significant improvement in all areas assessed. The average score on the post-test was notably higher than the pre-test, with students showing improvements in both the accuracy of their movements and the correctness of their recitations. The most substantial improvements were seen in students' ability to perform the physical movements, where many students had previously struggled. The test results also reflected the gains in pronunciation, as students were now able to articulate the Arabic recitations more clearly and accurately.

The teacher's reflections on the implementation of the Modelling the Way strategy were also part of the data collected. According to the teacher's feedback, the strategy proved to be effective in engaging students and facilitating their learning. The teacher noted that students were more attentive and willing to participate during the lessons, which made the teaching process more dynamic and interactive. The teacher also emphasized the importance of consistent practice, as students needed repeated opportunities to observe and practice the movements and recitations. The teacher mentioned that the key to the success of the Modelling the Way strategy was the clear, step-by-step demonstration of each aspect of shalat. The teacher believed that the students benefitted greatly from the opportunity to observe and practice the movements and recitations in a supportive environment. The teacher also noted that the strategy allowed for individual feedback, helping students address specific issues and refine their skills.

The findings of this research demonstrate that the Modelling the Way strategy was effective in improving students' ability and activity in performing shalat. Students showed significant improvements in their ability to execute the physical movements of shalat correctly, their pronunciation of the Arabic recitations, and their overall confidence in performing the prayer. Furthermore, the strategy helped students gain a deeper understanding of the spiritual significance of shalat, leading to a more meaningful connection with the act of worship. The research also highlighted the importance of engagement and active participation in religious education. By observing and practicing alongside the teacher, students were able to build both their skills and their confidence. The results indicate that the Modelling the Way strategy not only improved students' technical ability but also enhanced their overall attitude toward shalat, making it a more enjoyable and fulfilling experience.

In conclusion, the implementation of the Modelling the Way strategy in teaching shalat at SD Negeri 100620 Pasar Simundol proved to be a successful approach for improving students' performance, engagement, and understanding of the prayer. This study provides valuable insights into the potential of modeling as a teaching strategy in religious education, particularly in the context of teaching practical skills like prayer.

## **DISCUSSION**

The findings of this research provide significant insights into the effectiveness of the Modelling the Way strategy in improving students' ability, engagement, confidence, and understanding in performing obligatory prayers (shalat) at SD Negeri 100620 Pasar Simundol. The data from observations, interviews, documentation, and test results point to a clear improvement in students' prayer performance, both in terms of physical movements and recitations, as well as their deeper spiritual understanding. This section will discuss these findings in detail, addressing the implications of the results and their significance in the context of religious education. One of the key objectives of this research was to determine whether the Modelling the Way strategy could improve students' ability

to perform the physical movements of shalat correctly. At the start of the study, many students were unable to perform the basic movements of shalat, such as standing, bowing, prostrating, and sitting, in the correct sequence. This is a common challenge in primary schools where students may not have had enough guidance or opportunities to practice the proper techniques. The research revealed that through regular demonstration and hands-on practice, students were able to significantly improve their physical execution of the movements. By the end of the study, many students had mastered the proper alignment of their bodies during prayer and were able to perform the movements with much more confidence.

The importance of modeling in this process cannot be overstated. The Modelling the Way strategy gave students the opportunity to see the correct way to perform each movement. By observing the teacher demonstrate the proper techniques, students had a clear visual reference that they could follow. This is particularly crucial when teaching complex actions, like those involved in shalat, where the sequence and precision of movements are important. The physical demonstration helped students overcome the challenges they faced, providing them with a concrete example of what the prayer should look like. This aligns with the theory of observational learning, where learners acquire skills by watching others perform tasks, a concept that proved effective in this context. In addition to the improvement in physical movements, the research also examined the students' ability to pronounce the Arabic recitations correctly. Before the intervention, many students had difficulty pronouncing the Arabic phrases, which are an essential part of shalat. The pronunciation of Arabic is particularly challenging for non-native speakers, as it requires specific articulation and fluency. The findings showed that with the teacher modeling the recitations and providing regular practice opportunities, students were able to improve their pronunciation significantly. By the end of the intervention, the majority of students were able to pronounce the key phrases of shalat, such as takbir and Al-Fatiha, with much more clarity and accuracy.

One factor that contributed to the improvement in recitation was the repeated exposure to the teacher's clear pronunciation. The teacher's consistent modeling of the correct pronunciation provided a strong auditory reference for the students, which allowed them to internalize the correct sounds and rhythms. Additionally, the practice sessions, where students repeated the recitations after the teacher, reinforced their learning and helped them refine their pronunciation. The iterative process of listening, repeating, and practicing led to noticeable improvements in the accuracy of students' recitations. This finding highlights the effectiveness of repetition and practice in language learning, particularly when it comes to acquiring new sounds and pronunciation.

The students' engagement in the learning process was another important area explored in this study. Initially, some students showed signs of disengagement during the shalat practice sessions, possibly due to the perceived difficulty of the task or a lack of confidence in their abilities. However, as the study progressed, student engagement increased significantly. The use of the Modelling the Way strategy helped students feel more involved in the learning process by providing a structured environment where they could observe, practice, and receive feedback. The interactive nature of the strategy, which encouraged students to actively participate in the learning process, helped foster a sense of ownership and responsibility for their learning. As students observed their teacher perform the correct movements and recitations, they became more motivated to replicate the actions. This visual and hands-on learning experience made the prayer practice more interactive and engaging, and students were able to ask questions and seek clarification as needed. The teacher's encouragement and positive reinforcement further contributed to students' increased participation. Over time, students became more confident and willing to take on leadership roles, such as demonstrating the movements or reciting aloud in front of their peers. This shift in engagement was particularly evident in the interviews, where students expressed excitement about learning how to perform shalat correctly and a desire to practice on their own outside of school hours.

The increase in student confidence was another notable outcome of the study. Prior to the intervention, many students were hesitant to perform shalat in front of their peers due to a lack of confidence in their abilities. This was especially true for students who had difficulty with the physical movements or recitations. However, as the teacher provided consistent modeling and support, students became more confident in their skills. By the end of the intervention, many students who had previously been reluctant to participate were now eager to demonstrate their knowledge and perform shalat in front of the class. This change in attitude is indicative of the positive impact of the Modelling the Way strategy on students' self-esteem and belief in their own abilities. One reason for this boost in confidence is the safe and supportive environment created by the teacher. The teacher's non-judgmental approach, combined with the opportunity for repeated practice, allowed students to make mistakes without fear of criticism. This created a learning atmosphere where students felt comfortable to try, fail, and try again. The importance of building a supportive learning environment cannot be overlooked, as it is crucial for students to feel comfortable taking risks and challenging themselves in their learning process.

The research also revealed a deeper understanding of the spiritual significance of shalat among the students. Initially, some students viewed shalat simply as a set of physical movements and recitations that had to be completed as part of their religious obligations. However, through the Modelling the Way strategy, the teacher also emphasized the spiritual aspects of the prayer, explaining the meaning behind each movement and recitation. This helped students understand that shalat is not just a routine activity but an act of worship that connects them to God. By the end of the study, many students expressed a greater appreciation for the spiritual purpose of shalat. In interviews, several students shared that they now saw the prayer as a means of expressing gratitude and devotion to God, rather than just a ritual to be performed. This shift in perspective is significant, as it shows that the \*Modelling the Way\* strategy helped foster not only the technical aspects of prayer but also the emotional and spiritual connection that is at the core of the practice. This highlights the importance of integrating both the practical and spiritual dimensions of religious education.

The pre-test and post-test results further validated the effectiveness of the intervention. The pre-test revealed that most students had a limited understanding of shalat, both in terms of its physical movements and its spiritual meaning. The post-test results, however, showed a significant improvement across all areas. Students demonstrated better knowledge of the physical movements, improved pronunciation of the Arabic recitations, and a deeper understanding of the prayer's spiritual significance. The statistical analysis of the test results confirmed that the Modelling the Way strategy had a positive impact on students' ability to perform shalat. In addition to the improvements in knowledge and performance, the research also highlighted the importance of teacher reflection and feedback in the process. The teacher's ability to assess students' progress, provide individualized support, and adjust the teaching methods as needed played a critical role in the success of the intervention. Throughout the study, the teacher reflected on the effectiveness of the Modelling the Way strategy and made adjustments based on the students' needs. This adaptability is a key feature of effective teaching and demonstrates the importance of ongoing reflection and improvement in educational practice.

The findings of this study also have broader implications for religious education in primary schools. The Modelling the Way strategy offers a practical and effective method for teaching students not only how to perform specific religious practices but also how to develop a deeper connection with the spiritual and moral aspects of the practice. By focusing on both the technical and emotional components of learning, the strategy helps students build a more comprehensive understanding of their religious duties. Moreover, this research contributes to the ongoing discussion on the importance of active and engaged learning in religious education. Traditional methods of teaching, which often focus on rote memorization or theoretical knowledge, may not be sufficient for teaching

practices like shalat, which require active participation and practice. The findings of this study suggest that by incorporating more interactive, hands-on approaches like Modelling the Way, educators can enhance students' learning experiences and outcomes in religious education. In conclusion, this study provides compelling evidence that the Modelling the Way strategy can significantly improve students' ability, engagement, and understanding in performing shalat. Through the teacher's demonstration, students were able to develop both the physical and verbal skills necessary to perform the prayer correctly. Additionally, the strategy helped foster greater engagement and confidence among students, while also deepening their understanding of the spiritual significance of shalat. These findings highlight the value of the Modelling the Way strategy as an effective teaching method in religious education, offering a valuable approach for enhancing students' skills and spiritual development in the context of Islamic education.

## CONCLUSION

This research demonstrated that the implementation of the \*Modelling the Way\* strategy significantly improved students' ability, engagement, confidence, and understanding in performing obligatory prayers (\*shalat\*) at SD Negeri 100620 Pasar Simundol. The study showed that by observing the teacher's demonstrations and participating in guided practice sessions, students were able to refine both their physical movements and their recitations, ensuring greater accuracy and fluency in their performance of shalat. The use of visual modeling, combined with active participation, was crucial in helping students acquire the necessary skills. Moreover, the strategy also helped students build confidence in their ability to perform shalat. At the beginning of the study, many students were hesitant and self-conscious, but through repeated practice and the supportive environment created by the teacher, students gradually gained more confidence in their ability to perform the prayer correctly. By the end of the intervention, many students who had initially been reluctant to participate were eager to demonstrate their skills, showing a marked increase in self-esteem and willingness to take on leadership roles within the class. In addition to the physical and verbal aspects of shalat, the research also revealed an increase in students' understanding of the spiritual significance of the prayer. Initially, students may have viewed shalat as just a set of movements and recitations, but by the end of the study, they had developed a deeper appreciation for its purpose as an act of devotion and connection with God. This shift in understanding highlights the potential for the \*Modelling the Way\* strategy to not only teach the technical aspects of religious practices but also nurture students' spiritual growth and commitment. The pre-test and post-test results reinforced the effectiveness of the intervention, showing significant improvements in students' knowledge and performance of shalat. The data indicated that students were able to perform the physical movements more accurately and recite the Arabic phrases more clearly. These findings suggest that regular, structured practice under the guidance of a teacher can lead to tangible improvements in religious skills, particularly when supported by strategies like modeling. Furthermore, the teacher's reflection and feedback throughout the process were vital in adapting the intervention to meet the needs of the students. The teacher's ability to assess progress, provide individualized feedback, and modify the teaching approach based on student responses contributed to the success of the \*Modelling the Way\* strategy. This emphasizes the importance of teacher reflection and adaptability in the learning process, ensuring that teaching strategies remain relevant and effective. In conclusion, this study affirms the value of the \*Modelling the Way\* strategy as an effective approach in teaching religious practices such as shalat in primary schools. The strategy not only improved students' technical skills but also fostered greater engagement, confidence, and spiritual understanding. The findings underscore the importance of interactive, hands-on learning in religious education, offering a comprehensive method that addresses both the cognitive

and emotional aspects of student development. This research contributes valuable insights into how religious education can be enhanced through modeling and active participation.

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