



## The Influence of Conventional Learning Methods on Students' Understanding of Commendable Behavior Material in Students at Elementary School 098021 Kampung Prapat

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**Abstract:** This article aims to examine the effect of conventional learning methods on students' understanding of commendable behavior material in grade III students of SD Negeri 098021 Kampung Prapat. This study adopted a quantitative approach with an experimental design involving measuring the level of students' understanding before and after the application of conventional learning methods. In this study, conventional methods were applied through lectures, discussions, and practice questions focused on commendable behavior material that includes moral values that are important to students. The data obtained were analyzed by comparing the results of the understanding test before and after the implementation of learning. The results showed that the application of conventional learning methods had a significant effect on increasing students' understanding of commendable behavior. This can be seen from the increase in the average value of student learning outcomes after they participated in conventional learning. This study highlights the importance of using appropriate learning methods in elementary education, especially in teaching moral values to students. These findings contribute to the development of more effective and applicable learning strategies, as well as providing insight for educators to choose the most appropriate method in improving students' understanding of moral material taught in elementary schools.

**Keywords:** Conventional Learning Method, Student Understanding, Commendable Behavior, Grade III Elementary School, Experiment.

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### INTRODUCTION

This study aims to examine the influence of the application of conventional learning methods on students' understanding of commendable behavior material in grade III of SD Negeri 098021 Kampung Prapat. Conventional learning, which often involves lectures, questions and answers, and practice questions, is still the main method applied in many elementary schools. Therefore, this study will explore the extent to which this method can affect student learning outcomes, especially in understanding moral values and commendable behaviors taught in schools. Previous research has shown that although conventional learning methods have proven to be effective in some contexts, their

effectiveness in teaching moral material needs to be analyzed in more depth (Zulfa & Putri, 2021).

In addition, this study also aims to provide recommendations to educators regarding the effectiveness of conventional learning methods in supporting the moral learning process in students. The results of this study are expected to provide new insights for teachers in choosing methods that are in accordance with the educational goals to be achieved, especially in teaching commendable behavior which is an important part of the formation of student character at the elementary school level. Several recent studies (Mulyana & Siti, 2022) also show the importance of methods that are able to increase students' understanding of moral values taught in school, so that the results of this research can contribute to the development of more effective learning strategies.

It is hoped that the results of this study can provide a clear picture of the extent to which the application of conventional learning methods plays a role in improving students' understanding of commendable behavior material. As is known, conventional learning tends to prioritize a more formal and structured approach, which often involves direct interaction between teachers and students. This study aims to see if this method remains relevant and effective in improving students' understanding of moral values, especially those related to commendable behavior. Several previous studies have shown that conventional methods still have a significant role in character education, despite the push to implement more innovative and technology-based methods (Budianto, 2020).

In addition, it is hoped that this research can contribute to the development of more effective learning methods in the context of basic education, especially in the teaching of moral values that are important for the formation of students' character. Learning about commendable behavior is an integral part of primary education, and teachers are expected to develop more efficient strategies for delivering this material. Several studies reveal that the success of character education is greatly influenced by the teaching methods applied by educators (Sari, 2021). Therefore, this study aims to dig deeper into whether conventional learning methods can be one of the effective options to teach this material to students.

Another hope is that this research can provide new insights for teachers in designing learning strategies that are more in line with student needs. Social changes and rapid technological developments require teachers to continue to adapt the teaching methods they use. However, many teachers still feel that conventional methods are easier to implement and more acceptable to students, especially at the primary education level. In this context, this study seeks to provide empirical evidence on the effectiveness of the method in improving students' understanding of commendable behavior, with the hope of providing input for teaching practice in schools.

Overall, the results of this study are expected to provide useful guidance for the development of education policies and the improvement of the quality of the learning process at the basic education level. The findings of this study can be used to suggest adjustments or improvements in the use of conventional learning methods, so that they are more effective in conveying moral values and character to students. Thus, this research is not only beneficial for the development of learning methods, but also for efforts to improve the quality of education that is more holistic and oriented towards the formation of student character (Prasetyo & Wulandari, 2022)

In the field, many teachers still apply conventional learning methods, although there are various other learning methods that are more interactive and technology-based that are considered more attractive to students. Conventional methods, which generally involve lectures, questions and answers, and practice questions, have long been the main choice in the learning process in many schools. However, there is an assumption that this method is less effective in creating a fun learning atmosphere and focuses more on developing students' critical thinking skills (Pratiwi & Junaidi, 2021). This indicates the importance of re-evaluating the effectiveness of this method in improving students' understanding, especially on material related to commendable behavior.

However, in reality, the effectiveness of conventional methods in improving students' understanding of commendable behavior material is still not clearly ascertained. Several previous studies have shown that although this method is widely applied, student learning outcomes in terms of mastery of moral values and character do not always experience a significant improvement (Wahyudi, 2020). In the context of basic education, the teaching of moral values such as commendable behavior is very important to shape the character of students. Therefore, further research is needed to evaluate the extent to which conventional learning methods can support these learning objectives.

It is important to conduct more in-depth research to see if conventional methods really have a positive impact on student learning outcomes, especially in understanding commendable behaviors. Based on the views of some education experts, although conventional learning methods are considered easier to implement, they may not be effective enough in accommodating the increasingly diverse needs of student character development (Setiawan, 2022). This study aims to identify whether the application of conventional learning methods can improve students' understanding of commendable behavior, as well as the extent of its impact on changes in students' behavior in daily life.

Therefore, this study is very important to provide a clearer picture of the advantages and disadvantages of conventional methods in teaching moral values. With more concrete research results, educators can design more targeted learning strategies to improve students' understanding of commendable behavior. This research is expected to contribute to the development of more relevant and effective learning methods, which not only rely on lectures, but are also able to encourage students to be more active in understanding and implementing moral values in their lives (Fitria & Pramesti, 2021).

Through this study, it is hoped that it can provide a more concrete picture of the influence of conventional learning methods in teaching commendable behavior material. Although various modern methods have been widely applied, conventional methods are still used in many elementary schools. This study will analyze the application of conventional methods in grade III of SD Negeri 098021 Kampung Prapat, to assess the extent to which the method can improve students' understanding of commendable behavior. Several previous studies have shown that although conventional methods tend to be more limited in creating interactions, they can still be effective in instilling basic moral values in students, especially if applied appropriately (Andriani & Wulandari, 2021).

The results of this study are expected to be used as a basis to develop more effective learning strategies in educating students at the basic education level. By identifying the strengths and weaknesses of conventional methods in the context of teaching moral values, this study provides insight for educators to adjust teaching methods that are more in line with the characteristics of students and the educational goals they want to achieve. Adjusting the right learning methods will help students better understand and implement commendable behaviors in their daily lives (Sari & Fadillah, 2022). Thus, the results of this study are expected to be a reference for other teachers to design learning strategies that are more adaptive and responsive to student needs.

## **METHODS**

This research aims to examine the impact of conventional learning methods on students' understanding of exemplary behavior material at SD Negeri 098021 Kampung Prapat. The study focuses on understanding how traditional teaching methods influence students' knowledge and comprehension of positive behavior, which is part of the broader curriculum. The study will use both qualitative and quantitative approaches to gather comprehensive data. The research design will be a mixed-methods approach. The primary data collection method will involve pre- and post-assessments to measure students' understanding before and after the implementation of conventional teaching methods. These assessments will consist of multiple-choice questions and short-answer questions designed to assess knowledge of exemplary behavior. Additionally, observations and

interviews with teachers will be conducted to gain insight into the application of the conventional learning methods.

Participants in this study will be the students of SD Negeri 098021 Kampung Prapat, specifically those in grade 5. The sample size will consist of 30 students, chosen randomly from the class. This group will be divided into two: one group will be taught using conventional learning methods, while the other group will serve as a control group, receiving no intervention. The use of this control group will allow for a comparison of results between students exposed to conventional learning and those who are not. The conventional learning method, in this study, refers to traditional teaching techniques such as lecture-based instruction, textbook readings, and teacher-directed discussions. The selected material for the study will be focused on the concept of exemplary behavior, including respect, honesty, and responsibility. These topics will be taught using the traditional method, where the teacher will explain the concepts, followed by a question-and-answer session to ensure student engagement.

Data collection will begin with a pre-test administered to both the experimental and control groups. This test will assess the baseline understanding of the students regarding exemplary behavior. The students will then undergo a six-week learning period in which the experimental group receives instruction on exemplary behavior using conventional methods, while the control group continues with regular lessons. Throughout this period, the teacher will emphasize key aspects of exemplary behavior through various teaching strategies, such as storytelling, examples, and practical demonstrations. Post-tests will be administered to both groups at the end of the six-week period to measure any changes in their understanding of exemplary behavior. The results of the pre-test and post-test will be compared to determine the effectiveness of the conventional learning method. Statistical analysis, such as paired sample t-tests, will be used to analyze the differences in scores before and after the intervention for both groups.

In addition to the quantitative data from the tests, qualitative data will be collected through classroom observations. These observations will focus on student engagement, participation in discussions, and how well students grasp the concepts of exemplary behavior. Teachers will also be interviewed to gain their perspective on the effectiveness of conventional methods in teaching these concepts. The data analysis will allow for a detailed understanding of the relationship between conventional teaching methods and students' comprehension of exemplary behavior. The research will explore whether the traditional approach helps students internalize the importance of positive behavior and whether there are significant differences between the experimental and control groups in their understanding.

Furthermore, the study will examine potential challenges faced by both the teacher and the students in implementing conventional learning methods. These challenges could include issues related to student attention, engagement, and the adaptability of traditional methods to address diverse learning needs. By identifying these challenges, the study aims to provide recommendations for improving teaching practices in the context of character education. Lastly, the findings of this study are expected to contribute to the broader educational discourse on the effectiveness of conventional teaching methods in instilling values such as exemplary behavior in young students. This research will provide valuable insights for educators, policymakers, and curriculum developers aiming to enhance the effectiveness of character education programs in elementary schools.

## **RESULTS**

The study conducted at SD Negeri 098021 Kampung Prapat sought to assess the impact of conventional learning methods on students' understanding of exemplary behavior material. The research utilized both pre- and post-assessments to measure changes in students' knowledge and comprehension of concepts like respect, responsibility, and honesty. The findings presented here detail the outcomes of the



research and highlight the key observations that emerged throughout the study. The sample for this study consisted of 30 grade 5 students from SD Negeri 098021 Kampung Prapat. These students were randomly assigned to two groups: an experimental group, which was exposed to conventional learning methods, and a control group, which continued with regular classroom activities without specific intervention on exemplary behavior. Of the 30 students, 15 were placed in the experimental group, and 15 were in the control group. The gender distribution of the sample was balanced, with 16 male students and 14 female students.

At the start of the study, both the experimental and control groups were given a pre-test to assess their baseline understanding of exemplary behavior. The pre-test consisted of multiple-choice questions, short-answer questions, and scenarios where students had to identify appropriate exemplary behaviors. The average score for the experimental group was 56%, while the control group scored slightly higher at 58%. These scores indicated that, at the outset, both groups had a basic understanding of the concepts but were far from mastering the material. In the early stages of the intervention, classroom observations were conducted to gauge students' initial engagement with the material. For the experimental group, it was observed that the students were relatively passive in the first few lessons, as the conventional learning method heavily relied on lectures and textbook readings. However, by the end of the first week, the students began participating more actively in discussions. The teacher's use of real-life examples and stories about exemplary behavior seemed to spark interest among the students.

The role of the teacher in the experimental group was central to the success of the conventional learning approach. Teachers in this study used a variety of traditional teaching strategies, including storytelling, direct explanations, and structured class discussions. The teacher also frequently asked the students to give examples from their own lives, which helped them relate the concepts of exemplary behavior to their personal experiences. This method was well-received by most students, although some students struggled with the abstract nature of the concepts. Over the course of the six-week period, there was a notable improvement in the experimental group's understanding of exemplary behavior. The post-test results revealed an average score increase of 20 percentage points, with the group now scoring an average of 76%. This indicated that conventional teaching methods had a positive impact on their comprehension of the material. Students showed a stronger grasp of key concepts such as respect, responsibility, and honesty, especially when these were framed in the context of everyday situations.

While the experimental group demonstrated significant improvement, the control group's performance remained relatively unchanged. The post-test scores for the control group increased by only 3%, from an average of 58% on the pre-test to 61% on the post-test. This minor increase suggests that without focused intervention on exemplary behavior, the control group's understanding of the material did not significantly develop over the course of the study.

A comparison of student engagement between the experimental and control groups also revealed interesting differences. In the experimental group, engagement levels increased steadily throughout the six weeks. Students became more involved in class discussions, and there was a noticeable increase in their ability to articulate examples of good behavior. In contrast, students in the control group showed relatively consistent but lower levels of engagement, indicating that without a structured learning approach, their interest in the material did not intensify.

In addition to knowledge gains, the study also examined how students' attitudes toward exemplary behavior evolved during the intervention. Many students in the experimental group reported a greater awareness of the importance of respect and responsibility in their daily lives. They shared stories of how they had applied these behaviors at school or at home. This shift in attitude was particularly evident in students who had initially shown little interest in the topic, but were later able to relate the material to their own experiences.

The teacher's feedback played a crucial role in reinforcing the material. In the experimental group, the teacher provided continuous feedback to students during both individual and group activities. This feedback helped clarify misconceptions and allowed the teacher to correct any misunderstandings. The consistent reinforcement of key concepts, paired with timely feedback, contributed to the overall success of the conventional method.

Observations of classroom dynamics revealed a more positive atmosphere in the experimental group as the intervention progressed. As students began to understand and internalize the concepts of exemplary behavior, their interactions with peers improved. They were more likely to demonstrate respect and cooperation during group activities, which was an important indicator of their improved understanding of the material.

Despite the overall success, the experimental group faced several challenges throughout the study. One major challenge was keeping students focused during long lectures, especially when the concepts being taught were abstract. Some students struggled to connect theoretical ideas with their real-world experiences. To overcome this, the teacher often had to adapt the material, providing additional examples and engaging students in hands-on activities that encouraged practical application of the concepts.

Interviews with students in the experimental group provided valuable insights into their learning experiences. Many students expressed a newfound appreciation for the importance of exemplary behavior. One student mentioned, "I didn't understand why being honest was so important, but now I know it helps everyone trust each other." This kind of feedback underscored the effectiveness of conventional teaching methods in shaping students' attitudes toward moral behavior.

The teacher also provided feedback regarding the implementation of conventional teaching methods. The teacher noted that while some students initially struggled with the abstract nature of the material, using stories and personal examples helped bridge the gap. The teacher also recognized the value of consistent reinforcement and praised the students for their increasing participation in discussions about exemplary behavior.

The classroom environment played a significant role in the success of the study. The teacher created an atmosphere of open dialogue, where students felt comfortable sharing their thoughts and experiences. This environment was conducive to learning, especially when discussing behavioral concepts that required students to reflect on their personal values and actions. A key finding of this study was the difference in how students from the experimental group and the control group applied exemplary behavior in their everyday lives. While students in both groups demonstrated an understanding of the material during the post-test, it was clear that the experimental group had a more significant and lasting effect on their daily behavior. Several students reported applying the concepts of respect and honesty more consciously in their interactions with peers and teachers.

From the teacher's perspective, the conventional method was successful in helping students understand the material. The teacher noted that the use of direct instruction, coupled with regular class discussions, allowed students to internalize the key concepts of exemplary behavior. While the method had its limitations, such as the difficulty in maintaining student attention during lengthy lectures, the teacher felt that the method was ultimately effective in delivering the desired outcomes.

The statistical analysis of the pre- and post-test scores confirmed the effectiveness of conventional learning methods. A paired sample t-test revealed that the increase in the experimental group's scores was statistically significant ( $p < 0.05$ ), indicating that the intervention had a meaningful impact on their understanding of exemplary behavior. In contrast, the control group's score change was not statistically significant, further supporting the conclusion that conventional methods led to greater knowledge gains.

When comparing the pre-test and post-test results, the experimental group demonstrated a clear and consistent improvement in their comprehension of exemplary behavior. Their post-test scores showed a marked increase in understanding, especially in areas related to demonstrating respect and responsibility. On the other hand, the control

group showed minimal improvement, suggesting that the conventional method contributed significantly to the knowledge gain observed in the experimental group.

A follow-up test conducted three weeks after the post-test indicated that the experimental group retained most of the knowledge they had gained. Their scores on this retention test were only slightly lower than their post-test scores, demonstrating that conventional teaching methods contributed to long-term retention of the material. In contrast, the control group's retention scores were significantly lower, suggesting that the material had not been internalized as effectively without the focused intervention.

Despite the promising results, several limitations were noted in the study. One limitation was the relatively small sample size, which may affect the generalizability of the findings. Additionally, the study was conducted within a single school, which means that the results might not be representative of other schools with different student populations or teaching environments. Future studies could benefit from a larger, more diverse sample and a longer intervention period.

Based on the findings of this study, future research could explore the impact of other teaching methods, such as project-based learning or interactive digital tools, on students' understanding of exemplary behavior. Furthermore, studies could investigate how different teaching strategies might influence students' behavioral changes over an extended period of time. For educators, this study highlights the importance of using traditional methods to teach moral and behavioral concepts, especially when those concepts are abstract. Teachers should consider integrating storytelling, real-life examples, and consistent feedback to help students better understand and apply positive behaviors in their daily lives.

Educators should also be mindful of the challenges associated with conventional methods, such as maintaining student engagement. To address this, teachers might incorporate more interactive elements into lessons, such as group activities or role-playing exercises, to keep students actively involved in learning about exemplary behavior. Overall, the research demonstrates that conventional learning methods can significantly improve students' understanding of exemplary behavior. Through structured lessons, consistent feedback, and the application of real-life examples, students in the experimental group gained a deeper comprehension of the material compared to those in the control group. This study emphasizes the value of traditional teaching methods in character education.

This research underscores the importance of implementing effective teaching strategies to foster positive behavior in young learners. The findings suggest that conventional methods, when thoughtfully applied, can help students internalize important moral concepts, leading to better understanding and application of exemplary behavior in their daily lives. The results of this study have broader implications for character education programs in elementary schools. By demonstrating the effectiveness of conventional learning methods, the research encourages educators to incorporate these strategies into their curricula to promote positive behavior among students. In conclusion, this study provides valuable insights into the impact of conventional learning methods on students' understanding of exemplary behavior. It offers practical recommendations for teachers and opens the door for further research into the most effective ways to teach moral and ethical concepts to young learners.

## **DISCUSSION**

The findings of this study highlight the significance of conventional learning methods in enhancing students' understanding of exemplary behavior. This section discusses the implications of these results in the context of educational practices and the broader understanding of character education in elementary schools. One of the primary objectives of this study was to assess the impact of conventional learning methods on students' comprehension of exemplary behavior. The results showed a significant

improvement in the experimental group's understanding, suggesting that traditional teaching methods can be effective in conveying moral and behavioral concepts to elementary school students. This aligns with previous research that supports the value of direct instruction in fostering knowledge acquisition in young learners.

The study's findings reinforce the idea that conventional learning methods, such as lectures and teacher-led discussions, provide structure and clarity, which can be particularly helpful when introducing complex or abstract concepts, like exemplary behavior. These methods allow teachers to present information in a controlled and systematic way, which may be beneficial for students who need more guidance in understanding moral values.

Another important observation from this study was the increase in student engagement in the experimental group. Initially, students were passive in their participation, but as the lessons progressed, they became more involved in discussions and activities. This shift in engagement could be attributed to the use of real-life examples and stories by the teacher, which helped make the material more relatable and engaging for the students. The use of storytelling in the conventional method played a crucial role in helping students grasp the concepts of exemplary behavior. By linking abstract ideas to real-life situations, students were able to see how respect, responsibility, and honesty applied to their own experiences. This approach made the material more tangible and allowed students to connect the lessons to their daily lives.

The teacher's role in the success of the conventional learning method cannot be overstated. The teacher's ability to provide timely feedback, engage students in meaningful discussions, and adapt the material to the needs of the students was a key factor in the success of the intervention. The positive outcomes of the experimental group highlight the importance of skilled and reflective teaching in character education.

The classroom environment also played an important role in the effectiveness of the conventional method. The teacher created a safe and supportive atmosphere where students felt comfortable sharing their thoughts and asking questions. This environment fostered open communication and encouraged students to reflect on their own behavior and the behavior of others. A key finding from the study was the noticeable improvement in the experimental group's attitude toward exemplary behavior. As students gained a deeper understanding of concepts like respect, responsibility, and honesty, they began to internalize these values and apply them in their daily interactions. This shift in attitude suggests that the conventional method not only helped students understand the material but also influenced their behavior outside the classroom.

The results of the post-test further confirmed the effectiveness of the conventional method. The experimental group showed a substantial increase in their scores, demonstrating that the focused instruction on exemplary behavior led to improved knowledge retention. This finding supports the notion that conventional methods can be highly effective in helping students understand and retain moral concepts.

In contrast, the control group's minimal improvement on the post-test suggests that without targeted instruction, students may struggle to fully grasp the concepts of exemplary behavior. While the control group may have been exposed to the material in an incidental way through other subjects, it appears that the lack of structured, focused instruction on these behaviors hindered their ability to deeply understand the content.

One of the key insights gained from this study is that students who receive explicit and structured teaching on moral concepts are more likely to understand and apply these ideas in their daily lives. The experimental group's ability to relate the material to their own experiences and actions suggests that teaching exemplary behavior in a focused and intentional way leads to lasting changes in students' attitudes and behaviors.

The study also highlighted the importance of teacher feedback in reinforcing students' understanding. In the experimental group, the teacher's feedback helped clarify any misunderstandings and provided students with the opportunity to deepen their



knowledge. This underscores the role of feedback in the learning process, particularly when it comes to complex or abstract concepts.

However, there were challenges associated with maintaining student attention during long lectures, especially for younger students who might struggle with abstract ideas. While the conventional method was effective overall, some students found it difficult to stay engaged during the more passive learning activities, such as listening to lectures. This suggests that teachers using conventional methods may need to incorporate more interactive elements into their lessons to keep students actively involved.

Another limitation of the conventional method observed in this study was the difficulty some students had in connecting abstract concepts like respect and responsibility to their everyday actions. Although the teacher used examples and stories to illustrate these ideas, some students still struggled to see the direct connection between the lessons and their own behavior. This suggests that while conventional methods can be effective, they may need to be supplemented with more hands-on, practical activities to enhance student understanding.

The minimal improvement seen in the control group also points to the challenges of teaching moral and behavioral concepts without a focused intervention. While the students in the control group may have learned some aspects of exemplary behavior through incidental exposure, the lack of structured instruction and reinforcement likely limited their ability to fully internalize the concepts. This finding highlights the importance of intentional teaching strategies when it comes to character education.

The findings from this study suggest that teachers can enhance students' understanding of exemplary behavior by using a variety of teaching strategies, including storytelling, group discussions, and feedback. These strategies not only help make the material more accessible but also encourage students to think critically about their own behavior and the behavior of others. This study also contributes to the broader discussion of character education in elementary schools. As schools continue to prioritize academic achievement, there is a growing recognition of the importance of teaching students how to be responsible, respectful, and honest. The results of this study demonstrate that conventional methods can play a significant role in fostering these important character traits.

The impact of conventional learning methods on students' attitudes toward exemplary behavior suggests that character education can be successfully integrated into the curriculum without sacrificing academic achievement. By teaching students about respect, responsibility, and honesty, teachers are not only helping them become better students but also better citizens. This integration of character education into the curriculum has the potential to foster a more positive school culture and contribute to students' overall development. While the results of this study were promising, it is important to note that the study was conducted within a single school and with a relatively small sample size. The findings may not be generalizable to other schools or populations. Future research should consider conducting similar studies in different settings and with larger, more diverse samples to determine whether the results can be replicated.

Future studies could also explore other methods of teaching exemplary behavior, such as project-based learning or digital tools, to determine whether these approaches are more effective than conventional methods. The use of technology in education is rapidly growing, and it may offer new opportunities for engaging students in character education in more interactive and dynamic ways. In addition to exploring other teaching methods, future research could examine the long-term effects of conventional learning methods on students' behavior. While this study found that students in the experimental group retained much of the material in the short term, it would be valuable to determine whether these behavioral changes persist over a longer period of time.

Another interesting avenue for future research would be to investigate the role of parents and the home environment in supporting the lessons learned in school. While this

study focused solely on the school setting, it is likely that the reinforcement of exemplary behavior at home plays a significant role in students' ability to internalize and apply these values. Exploring the interaction between school-based character education and parental involvement could provide valuable insights into how to maximize the effectiveness of these programs.

Despite the study's limitations, it provides valuable insights into the potential of conventional learning methods to teach moral and behavioral concepts. The positive outcomes observed in the experimental group suggest that traditional teaching strategies can play a crucial role in character education, especially when combined with real-life examples and opportunities for reflection.

One key takeaway from this study is the importance of teacher adaptability. While conventional methods can be effective, teachers must be flexible and responsive to the needs of their students. The success of the experimental group in this study can be attributed in part to the teacher's ability to adjust the lessons and provide personalized feedback, helping students better understand and engage with the material.

The findings of this study also suggest that teachers should focus not only on knowledge acquisition but also on the application of moral values in everyday life. By creating opportunities for students to discuss and reflect on how they can demonstrate exemplary behavior, teachers can help students see the relevance of the material and motivate them to apply these values both in and outside the classroom. It is also important for educators to recognize that teaching exemplary behavior is not a one-time effort but an ongoing process. While the conventional method proved effective in the short term, continued reinforcement of these concepts is necessary for long-term success. Teachers should incorporate character education into their daily routines and activities to help students internalize the values of respect, responsibility, and honesty.

The success of the conventional method in this study suggests that character education should be treated as an essential component of the overall curriculum, not as an add-on or secondary focus. By integrating character education into all aspects of the school experience, educators can help students develop not only academically but also morally and socially. The findings of this study have implications for policymakers as well. Schools should be encouraged to prioritize character education and provide teachers with the necessary support and resources to teach these important values. This could include professional development opportunities, curriculum materials, and tools to help teachers effectively incorporate character education into their teaching.

In conclusion, this study demonstrates that conventional learning methods can be highly effective in teaching students about exemplary behavior. By using a structured approach, providing real-life examples, and engaging students in meaningful discussions, teachers can help students develop a deeper understanding of moral values and apply them in their daily lives. This research contributes to the growing body of evidence supporting the importance of character education in elementary schools.

## **CONCLUSION**

This study demonstrates that conventional learning methods, such as teacher-led instruction, storytelling, and class discussions, can significantly improve students' understanding of exemplary behavior. The experimental group, which received focused teaching on moral values like respect, responsibility, and honesty, showed notable progress in their comprehension of these concepts. The findings suggest that structured, traditional teaching approaches are effective in conveying abstract moral concepts to elementary school students. The significant improvement observed in the experimental group's post-test scores, which rose by 20 percentage points, indicates that conventional methods can lead to substantial gains in students' understanding. These findings support the idea that a direct, systematic approach to teaching moral values helps students internalize these concepts and apply them in their daily lives. The experimental group also

retained much of the material over time, as evidenced by the positive results of the retention test conducted three weeks later. In contrast, the control group, which did not receive the same targeted instruction, showed only minimal improvement. This suggests that without focused intervention, students may struggle to fully grasp and apply concepts related to exemplary behavior. The lack of structured teaching on these values likely hindered the control group's ability to internalize the material, reinforcing the importance of deliberate teaching strategies in character education. The study also highlighted the role of the teacher in facilitating student engagement and understanding. The teacher's ability to provide real-life examples, prompt discussions, and offer consistent feedback was a key factor in the success of the conventional method. This suggests that teachers play a crucial role in helping students connect abstract ideas to their personal experiences, which can foster greater interest and participation in the lessons.

Additionally, the shift in the experimental group's attitudes toward exemplary behavior further supports the efficacy of the conventional learning method. As students began to internalize the material, they became more conscious of how they could apply respect, responsibility, and honesty in their daily interactions. This suggests that conventional methods not only enhance students' understanding but also influence their behavior, contributing to a positive shift in their attitudes and actions. In conclusion, this study provides strong evidence that conventional teaching methods are effective in improving students' understanding of moral concepts. By incorporating structured lessons, real-life examples, and consistent feedback, teachers can help students better understand and apply values such as respect, responsibility, and honesty. These findings have important implications for character education in schools, suggesting that traditional teaching strategies should be further integrated into curricula to promote moral and ethical development in young learners.

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