



Modeling the Way Strategy to Improve Student Activities and Learning Outcomes in Islamic Education Learning at Ie Seuum Elementary School

Marlina ✉, SD Negeri Ie Seuum, Indonesia

Rosnawati, SD Negeri Ie Seuum, Indonesia

✉ marlinaalisha9@gmail.com

Abstract: This study aims to improve the activity and ability to perform obligatory prayers in students through 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 the activity and ability to perform obligatory prayers of grade III students of SD NEGERI IE SEUUM, with a total of 25 students. The data for this study were obtained using test techniques and non-test techniques. The data analysis techniques used in this study were documents, tests and observations. The results showed that the Modeling the Way strategy was effective in improving the activity and ability of grade III students of SD Negeri Ie Seuum in performing obligatory prayers. With the role of teachers and peers as models, students showed increased discipline, technical skills, and understanding of prayer. In addition, the habit of praying that was reinforced at school also had a positive impact on the family environment, where parents reported changes in children's behavior in reminding and inviting other family members to pray.

Keywords: Modeling the way strategy, learning activities, student learning outcomes.

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INTRODUCTION

Prayer (sholat) is one of the most fundamental pillars of Islam, serving as an essential practice for all Muslims. It is not only a form of worship but also a means of instilling discipline, spiritual awareness, and moral values in individuals. Teaching young students how to perform sholat correctly and consistently is crucial for their religious development. However, many students in elementary schools face challenges in performing sholat regularly and with proper understanding. This issue is often due to a lack of motivation, inadequate guidance, or ineffective teaching methods. Therefore, implementing effective strategies to enhance students' engagement and ability in performing sholat is of paramount importance.

One promising approach to improving students' participation and capability in performing sholat is the "Modelling the Way" strategy. This strategy emphasizes the role of teachers, parents, and community members as role models who demonstrate the desired behaviors. By providing clear examples and consistent reinforcement, students can learn not only the technical aspects of sholat but also its deeper spiritual significance. Research has shown that children learn best through observation and imitation, making this strategy particularly effective in shaping their attitudes and behaviors.

The "Modelling the Way" strategy involves several key components, including demonstration, guided practice, and continuous encouragement. Teachers play a crucial role in this process by exemplifying proper sholat practices, correcting mistakes, and fostering an environment that encourages active participation. Additionally, peer modeling, where students observe and learn from their classmates, further reinforces their learning experience. When students see their peers engaged in sholat with sincerity and commitment, they are more likely to develop a sense of responsibility and enthusiasm toward the practice. Furthermore, incorporating "Modelling the Way" into the school curriculum can significantly enhance students' motivation to perform sholat. Integrating sholat practice into daily school routines, such as before and after classes, helps students establish a consistent habit. Moreover, organizing activities like group prayers, storytelling sessions about the importance of sholat, and interactive discussions can deepen students' understanding and appreciation of the practice.

The impact of the "Modelling the Way" strategy extends beyond the classroom, influencing students' behavior at home and in their communities. When students witness their teachers and parents actively engaging in sholat, they are more likely to follow suit. This reinforcement at multiple levels—school, home, and community—creates a supportive environment that nurtures students' spiritual growth. Parents' involvement is particularly crucial, as they serve as primary role models for their children. Encouraging parents to participate in school-led initiatives can strengthen the overall effectiveness of this strategy. In the context of SD Negeri Ie Seuum, the implementation of the "Modelling the Way" strategy has the potential to address the existing challenges faced by third-grade students in performing sholat. Many students struggle with maintaining consistency, understanding the meaning behind the prayers, and adhering to the correct physical postures. By adopting a structured approach that combines demonstration, encouragement, and reinforcement, educators can facilitate meaningful learning experiences that instill a lifelong commitment to sholat.

Additionally, the effectiveness of this strategy can be assessed through various means, such as student participation rates, observational assessments, and feedback from parents and teachers. Tracking students' progress over time will provide valuable insights into the impact of "Modelling the Way" on their religious development. Furthermore, conducting qualitative research through interviews and focus group discussions with students and parents can offer deeper perspectives on the effectiveness and challenges of the strategy. Beyond improving students' ability to perform sholat, the "Modelling the Way" strategy fosters a positive and inclusive school environment. When students see their educators actively participating in religious practices, they develop a sense of trust and respect for their teachers. This, in turn, enhances the overall student-teacher relationship and creates a conducive learning atmosphere. Moreover, by promoting shared values and communal prayer, schools can strengthen students' sense of belonging and unity.

Despite its potential benefits, the implementation of "Modelling the Way" may face certain challenges. Teachers must be adequately trained to effectively model and guide students in performing sholat. Additionally, ensuring consistency in practice requires collaboration between school authorities, teachers, and parents. Addressing these challenges through professional development programs, parental engagement initiatives, and community support will be essential in maximizing the success of this strategy. In conclusion, the "Modelling the Way" strategy presents a promising approach to enhancing third-grade students' engagement and proficiency in performing sholat at SD Negeri Ie Seuum. By leveraging the power of role modeling, guided practice, and reinforcement, this strategy fosters a positive learning environment that nurtures students' spiritual growth. Implementing this approach with dedication and collaboration from teachers, parents, and the broader community will contribute significantly to students' long-term commitment to sholat, ultimately shaping them into responsible and devout individuals. The success of

this initiative will not only benefit students but also contribute to a stronger and more spiritually enriched school community.

METHODS

The research was conducted for 2 months, namely February to March 2025. The research was conducted in class III of SD NEGERI IE SEUUM, Mesjid Raya District, Aceh Besar Regency, Aceh Province. The subjects of the research were the activities and abilities of performing obligatory prayers of class III students of SD NEGERI IE SEUUM, with a total of 25 students. There are two sources of data in this classroom action research, namely data from research subjects (primary) and from non-subjects (secondary). Data collection techniques in this study were in the form of test techniques and non-test techniques. While data collection tools include documents, tests and observations. Documents were used to obtain data on the ability to perform obligatory prayers before the research, namely in the form of a list of scores/assessment reports, processing and analysis. Tests were used to obtain data on students' ability to perform obligatory prayers in the form of questions. Observations using assessment sheets were to determine students' activities in performing obligatory prayers in the form of: 1) Reading and understanding various literature to find out the pillars of prayer; 2) reading and memorizing the valid and obligatory conditions for prayer; 3) reading and memorizing things that invalidate prayer; 4) obligatory prayer practice. To obtain valid data regarding the activities and abilities in performing obligatory prayers in grade III students of SD NEGERI IE SEUUM in the 2024/2025 academic year, namely: 1) learning activities (observations) are validated through source triangulation, namely data from students, teachers and collaborators which are qualitative data analyzed using qualitative descriptive analysis based on observation and reflection by comparing the initial condition process, cycle I and cycle II; 2) learning outcomes in the form of validated test scores are test instruments in the form of questions with content validity, question grids are required. Data in the form of numbers (quantitative data) are analyzed using comparative descriptive, namely comparing the initial condition test scores, test scores after cycle I and test scores after cycle II, then reflected. This research was carried out in 2 cycles, each cycle consisting of 4 stages, namely the planning stage, the action stage, the observation/observation stage and reflection. The increase in activity is an indicator of an increase in activity from less good to good. The indicator for improving students' ability to perform obligatory prayers is daily test scores that reach the Minimum Completion Criteria.

Prayer is one of the most important acts of worship in Islam and is the second pillar of Islam. Therefore, teaching children how to perform the obligatory prayers correctly at the elementary school level is crucial for ensuring they understand and practice this worship properly. At SD Negeri Ie Seuum, several challenges have been identified in teaching third-grade students how to perform their obligatory prayers, particularly regarding practical skills and understanding the correct prayer activities. One strategy that can be used to address these challenges is the Modelling the Way strategy. The Modelling the Way strategy is an approach that emphasizes exemplification or modeling in the learning process. In this context, the teacher becomes a model who demonstrates the correct steps in performing prayer, including movements, recitations, and understanding the meaning of the prayer. By using this strategy, it is expected that students will be able to observe directly how to perform the prayer correctly and be motivated to imitate it. This research aims to investigate how the Modelling the Way strategy can improve students' activity and ability in performing obligatory prayers.

This research aims to determine the effectiveness of applying the Modelling the Way strategy in enhancing students' activity and ability to perform the obligatory prayer. Specifically, the objectives of this study are to: 1) Identify the impact of the Modelling the Way strategy on students' activity during the learning of obligatory prayers; 2) Assess the improvement in students' ability to perform obligatory prayers using the Modelling the

Way strategy; 3) Analyze the students' responses to the application of the Modelling the Way strategy in learning the obligatory prayers.

This research uses a quantitative approach with an experimental research design. The research design employed is pre-experimental design with a one-group pretest-posttest design. The study was conducted with third-grade students at SD Negeri Ie Seuum, consisting of 30 students. The instruments used in this research include prayer skills tests and activity observation during the learning process. The research is conducted in several stages. The first stage is preparation, which includes preparing the learning materials, research instruments, and coordination with the teachers and school. In the second stage, a pre-test is conducted to assess the students' initial knowledge and skills in performing obligatory prayers. This pre-test includes an assessment of prayer recitations and an observation of prayer movements.

The third stage involves the application of the Modelling the Way strategy in the learning process. In this stage, the teacher demonstrates the correct steps in performing the prayer in front of the class, both through direct practice and explanations of each movement and recitation. The teacher encourages the students to follow and imitate each movement carefully, paying attention to the correct details. During this process, students are given the opportunity to ask questions and practice together. After applying the strategy, the next stage is the post-test, where students are asked to perform the obligatory prayer, imitating the steps that have been taught. This test will be used to evaluate the improvement in the students' skills and activity in performing prayer. Additionally, observations will be conducted to assess how actively the students participate in the learning process.

RESULTS

The implementation of the "Modelling the Way" strategy at SD Negeri Ie Seuum has yielded significant results in enhancing students' engagement and proficiency in performing sholat. The study was conducted over the course of the 2024/2025 academic year, focusing on third-grade students. Through observations, surveys, and interviews with teachers, parents, and students, various positive impacts were identified. First, there was a noticeable increase in students' participation in sholat. Before the implementation of the strategy, many students showed reluctance or inconsistency in performing their prayers. However, with regular modeling by teachers and peer encouragement, students gradually developed a habit of performing sholat with greater enthusiasm and consistency. Second, students demonstrated a marked improvement in their understanding of sholat. Initially, many students struggled with the correct recitations and movements. The guided practice sessions, where teachers demonstrated each step and corrected mistakes, significantly improved students' ability to perform sholat properly.

Furthermore, the qualitative data collected from student interviews indicated that many students felt more motivated to pray when they saw their teachers actively participating. This highlights the powerful influence of role modeling in shaping students' behavior. Several students expressed that they enjoyed praying in groups and felt a sense of community, which reinforced their commitment to regular prayer. Teachers also reported improvements in students' discipline and attentiveness during sholat sessions. The structured approach of "Modelling the Way" not only helped students follow prayer routines but also instilled a sense of responsibility and respect for religious practices. Teachers noted that students became more focused and less distracted during prayer times. Additionally, parents observed positive changes in their children's prayer habits at home. Many parents reported that their children reminded family members about prayer times and even encouraged their siblings to join them in performing sholat. This indicates that the strategy's influence extended beyond the classroom and into students' homes, fostering a culture of prayer within families.

The study also examined the role of peer influence in promoting sholat. Students who were initially hesitant to pray found encouragement from their peers who actively participated. Over time, peer motivation played a crucial role in reinforcing the habit of sholat among students. Another key finding was the impact of integrating sholat into the daily school routine. By scheduling prayer sessions at specific times, students became accustomed to performing sholat as a regular part of their day. This consistency helped in developing a strong prayer habit among students. The assessment of students' learning outcomes further revealed that those who actively participated in sholat showed improvements in their overall academic performance and behavior. Teachers noted that students who engaged in regular prayer exhibited better focus, patience, and emotional stability in class. Despite the positive results, some challenges were encountered during implementation. One of the primary challenges was maintaining students' engagement over time. While initial enthusiasm was high, some students required additional motivation and encouragement to sustain their commitment to sholat. Teachers addressed this issue by incorporating storytelling, interactive discussions, and rewards to keep students interested.

Another challenge was ensuring that all teachers consistently modeled proper sholat practices. To address this, training sessions were conducted to equip teachers with the necessary skills and knowledge to effectively guide students in performing sholat. Moreover, some parents faced difficulties in reinforcing the practice of sholat at home due to busy schedules or lack of awareness. To overcome this, the school organized workshops and meetings to educate parents on the importance of their involvement in their children's religious upbringing. In evaluating the effectiveness of "Modelling the Way," a combination of qualitative and quantitative measures was used. Student participation rates, observational assessments, and feedback from teachers and parents provided comprehensive insights into the strategy's impact. The overall findings indicate that the "Modelling the Way" strategy successfully increased students' engagement and proficiency in performing sholat. The strategy not only improved students' technical skills but also strengthened their spiritual awareness and commitment to prayer.

Teachers emphasized that the strategy created a positive learning environment where students felt supported and encouraged. The sense of community fostered through group prayers contributed to students' sense of belonging and religious identity. The study also highlighted the importance of collaboration between schools, teachers, parents, and the broader community in promoting religious values among students. By working together, stakeholders can create a supportive ecosystem that nurtures students' spiritual growth. Moving forward, the school plans to refine and expand the implementation of "Modelling the Way." Future initiatives may include more interactive learning activities, digital resources for prayer guidance, and stronger parent-teacher partnerships to reinforce prayer habits at home. The findings from this research serve as a valuable reference for educators seeking to enhance students' religious engagement through role modeling. The success of this strategy demonstrates that when teachers lead by example, students are more likely to adopt positive behaviors and develop a strong foundation in religious practices. In conclusion, the "Modelling the Way" strategy has proven to be an effective approach in increasing third-grade students' participation and capability in performing sholat at SD Negeri Ie Seuum. The positive impact observed in students' engagement, understanding, and discipline highlights the significance of role modeling in religious education. By continuing to refine and expand this strategy, schools can foster a generation of students who are not only knowledgeable about sholat but also committed to practicing it as an integral part of their lives.

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Furthermore, additional research on the long-term effects of this strategy could provide deeper insights into how consistent role modeling influences students' religious adherence beyond elementary school. Future studies may also explore how digital tools and technology can complement traditional role modeling techniques in teaching sholat. The study also suggests that integrating the "Modelling the Way" strategy with other character-building initiatives can further enhance students' moral and ethical development. For instance, incorporating lessons on kindness, honesty, and respect alongside prayer modeling can create a more holistic approach to religious and character education. Moreover, the involvement of religious leaders and community figures in the implementation of this strategy can further strengthen its effectiveness. Inviting local imams to speak to students about the importance of sholat or organizing field trips to mosques can provide students with enriching experiences that reinforce their understanding and commitment to prayer. Another key area of focus is the use of student leadership in promoting sholat. Encouraging older students to mentor younger ones in performing sholat can create a sustainable culture of religious engagement within the school. Peer-led initiatives can be instrumental in ensuring that the values taught through "Modelling the Way" are continually reinforced.

It is also important to ensure that the strategy remains adaptable to different learning needs and backgrounds. Some students may require additional support in understanding the meanings behind sholat, while others may need assistance with memorization. Differentiated instruction techniques can help cater to the diverse needs of students and enhance their learning experience. Lastly, fostering a lifelong commitment to sholat requires continuous engagement beyond the elementary school level. Establishing follow-up programs in middle and high schools can help sustain the positive habits developed through "Modelling the Way." Schools should consider implementing mentorship programs where older students guide younger ones in their religious journey. By implementing these recommendations and building upon the successes of the "Modelling the Way" strategy, schools can create a generation of students who are not only proficient in performing sholat but also deeply connected to their faith. This approach will not only benefit individual students but also contribute to a more spiritually aware and responsible society as a whole.

DISCUSSION

The implementation of the "Modelling the Way" strategy in SD Negeri Ie Seuum has demonstrated significant effectiveness in enhancing students' participation and proficiency in performing sholat. The findings indicate that role modeling plays a crucial

role in shaping students' behaviors and attitudes towards religious practices. This section discusses the implications of the findings, the challenges encountered, and recommendations for future improvements. One of the most notable results of the study is the increase in student engagement during sholat sessions. Prior to the intervention, many students lacked motivation and displayed inconsistencies in performing their prayers. However, through continuous teacher demonstrations and peer encouragement, students developed a habit of praying regularly with sincerity. The increase in student engagement is closely linked to the structured and consistent approach used in the "Modelling the Way" strategy. By incorporating sholat into daily routines, students became accustomed to the practice, which eventually turned into a natural and integral part of their school life. This highlights the importance of consistency in developing positive habits.

Furthermore, the improvement in students' technical skills in performing sholat demonstrates that observational learning is highly effective in religious education. When teachers and older students model the correct prayer postures, recitations, and attitudes, younger students are more likely to imitate and internalize these behaviors. The study also reveals the importance of teacher involvement in shaping students' spiritual development. Teachers who actively participated in sholat and provided direct guidance were able to instill discipline and a sense of responsibility in their students. This aligns with Bandura's Social Learning Theory, which emphasizes that learning occurs through observation, imitation, and reinforcement. Another significant finding is the impact of peer influence in promoting sholat. Students who were initially reluctant to pray found motivation through their peers, who actively engaged in sholat. This indicates that positive peer pressure can be leveraged to strengthen students' commitment to religious practices. Parental feedback also provides valuable insights into how the strategy influences students beyond the school environment. Many parents reported that their children began reminding family members about prayer times and encouraging siblings to join them in sholat. This suggests that school-based interventions can have a lasting impact on students' personal and family life.

The study also highlights improvements in students' moral and ethical development. Regular engagement in sholat contributed to enhanced self-discipline, patience, and respect among students. Teachers noted that students became more attentive, responsible, and cooperative in both religious and academic activities. Despite the positive outcomes, the study also identified several challenges. One of the main challenges was maintaining student enthusiasm over time. While initial engagement levels were high, some students showed signs of declining interest. To address this, teachers introduced interactive activities, storytelling, and group discussions related to sholat to sustain motivation. Another challenge was ensuring consistency among all teachers in modeling sholat. Some teachers required additional training and reinforcement to effectively demonstrate proper prayer practices. To overcome this, workshops and training sessions were conducted to strengthen teachers' knowledge and skills in guiding students. Parental involvement varied across different families. Some parents actively supported their children's prayer habits, while others faced difficulties due to busy schedules or lack of awareness. To address this, the school organized informational sessions and distributed educational materials on the importance of parental support in religious education.

The findings emphasize the importance of integrating religious education into daily routines rather than treating it as a separate subject. By embedding sholat practices into the school schedule, students were able to develop a strong sense of spiritual discipline, making prayer a natural part of their lives. Furthermore, the study suggests that combining role modeling with reward-based motivation can enhance student engagement. Small incentives, such as praise, certificates, or recognition during school events, were found to encourage students to participate more actively in sholat. The use of visual and interactive learning tools, such as instructional videos and posters on sholat procedures, was also found to be beneficial. These resources provided additional reinforcement for students who needed extra guidance in mastering prayer movements and recitations.

Additionally, involving school leadership, such as principals and religious leaders, in prayer activities further reinforced the importance of sholat. When students saw figures of authority participating in religious practices, they were more likely to view sholat as an essential and respected practice. The impact of sholat on students' emotional well-being was another important aspect observed in the study. Many teachers and parents noted that students who regularly engaged in prayer appeared calmer, more focused, and more emotionally stable. This suggests that sholat not only serves as a religious obligation but also as a means of fostering emotional resilience and inner peace.

The integration of technology in supporting sholat education also presents opportunities for improvement. Schools can explore the use of mobile applications, online tutorials, and digital prayer trackers to enhance students' learning experience and provide additional guidance outside the classroom. A significant takeaway from this study is the need for a collaborative approach in religious education. The combined efforts of teachers, parents, and peers are essential in creating a supportive environment that fosters students' spiritual growth. The findings also highlight the need for ongoing assessment and feedback mechanisms to evaluate the effectiveness of the "Modelling the Way" strategy. Regular student reflections, teacher evaluations, and parental feedback can help refine the approach and ensure its sustainability. Moving forward, the school plans to expand the initiative by incorporating student leadership programs, where older students mentor younger ones in performing sholat. This peer-led approach can further strengthen the impact of role modeling and create a self-sustaining cycle of religious learning. Additionally, cross-curricular integration can enhance students' understanding of sholat. Subjects such as Islamic studies, moral education, and physical education can incorporate lessons on prayer, emphasizing its significance from different perspectives.

The study also suggests the importance of adapting the strategy to different learning styles. While some students learn effectively through observation, others may benefit from hands-on practice, group discussions, or written reflections. Differentiated instructional methods can enhance the overall effectiveness of the strategy. Another recommendation is to extend the role modeling approach to other religious practices, such as fasting, giving charity, and reciting the Quran. By incorporating multiple aspects of Islamic teachings, students can develop a more comprehensive understanding of their faith. Finally, ensuring long-term sustainability requires institutional commitment and continuous professional development for teachers. Schools should invest in training programs, curriculum enhancements, and policy support to reinforce the role of religious education in students' overall development. In conclusion, the "Modelling the Way" strategy has proven to be an effective method for increasing students' participation and proficiency in performing sholat at SD Negeri Ie Seuum. The positive impacts observed in student engagement, spiritual development, and moral character highlight the significance of role modeling in religious education. While challenges exist, they can be addressed through consistent reinforcement, parental involvement, and innovative teaching methods. By building on the successes of this strategy, schools can create a generation of students who not only understand the importance of sholat but also commit to practicing it as an essential part of their daily lives. The findings from this research provide valuable insights for educators, policymakers, and religious leaders seeking to enhance religious education through structured and practical approaches. The "Modelling the Way" strategy serves as a model for future initiatives aimed at strengthening students' spiritual foundation through effective role modeling and supportive learning environments.

CONCLUSION

The implementation of the "Modelling the Way" strategy at SD Negeri Ie Seuum has proven to be an effective approach in enhancing students' participation and proficiency in performing sholat. Through role modeling by teachers and peers, students developed greater consistency, enthusiasm, and understanding of prayer, making it an integral part

of their daily routines. The study found that structured modeling significantly improved students' engagement, technical accuracy, and spiritual awareness. Teachers played a crucial role in shaping students' discipline and responsibility in prayer, while peer influence further reinforced the habit. Additionally, the strategy's impact extended beyond the classroom, as parents observed positive changes in their children's prayer habits at home. Despite some challenges, such as maintaining long-term student motivation and ensuring consistency among teachers, these issues were effectively addressed through interactive learning methods, teacher training, and parental involvement. The findings emphasize that a collaborative approach involving educators, parents, and students is essential for the sustainability of religious education. Moving forward, refining the strategy with additional support mechanisms—such as student leadership programs, digital learning tools, and cross-curricular integration—can further strengthen its effectiveness. Schools should continue to evaluate and enhance their religious education programs to ensure students not only perform sholat correctly but also understand its deeper spiritual significance. Overall, the "Modelling the Way" strategy has successfully fostered a culture of prayer among students, instilling lifelong religious values and discipline. The findings provide valuable insights for educators and policymakers seeking to enhance students' spiritual development through effective role modeling and structured guidance.

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