



Improving Student Learning Activities in Islamic Education Learning Using the Modeling The Way Learning Strategy at SD Negeri 11 Bandar Dua

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Abstract: This study aims to improve students' learning activities in carrying out prayer worship through the application of the Modeling The Way learning strategy to grade III students of SDN 11 Bandar Dua in the 2023/2024 Academic Year. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were 21 grade III students of SDN 11 Bandar Dua. The data for this study were obtained using test and observation techniques. Tests are used to measure students' learning outcomes in understanding and carrying out prayer worship, while observations are used to analyze students' learning activities and teacher involvement in the learning process. The data analysis techniques used in this study are qualitative and quantitative descriptive analysis by comparing the results of tests and observations in the initial conditions, cycle I, and cycle II. The results showed that the application of the Modeling The Way learning strategy significantly increased students' learning activities and their understanding in carrying out prayer worship. There was an increase in students' test scores and their involvement in the learning process from cycle I to cycle II. Thus, the use of the Modeling The Way learning strategy can be used as an effective method in improving the understanding and practice of prayer worship in elementary school students.

Keywords: Modelling the way, learning activities, islamic education, learning strategies.

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INTRODUCTION

Education is an effort to develop the potential of students holistically. Learning is the core of the educational process that aims to develop the potential of students that includes intellectual, moral, and spiritual aspects. In the context of Islamic Religious Education, the learning process is not only aimed at transferring knowledge, but also to form noble character and personality, the focus of students in the learning process is very important, because it is related to the formation of character and religious values that will be the foundation for students in living life. The focus of students during the learning process is the key to optimizing the achievement of this goal. According to al-Ghazali, education must direct students to not only understand knowledge but also internalize the values taught (Rahmat, 2020). The ability to perform prayers properly and correctly is one of the abilities that must be possessed by students as a result of learning in the material on My Obligation prayer in class III SDN 11 Bandar Dua, therefore learning to pray, especially on

practical skills, is a concern for teachers and students. The selection of the modeling the way strategy that will help students and teachers in realizing the desired goals, in accordance with the opinion According to Hisyam Zaini, (2008: 76) the Modeling The Way strategy provides opportunities for students to practice specific skills learned in class through demonstrations. Based on the basic competencies listed in the PAI subject syllabus in elementary school in grade 3, it requires the ability to perform movements and readings of obligatory prayers properly and correctly, but in reality most students in grade III have not been able to perform movements and readings of prayers properly and correctly. This can be seen from the results of observations of prayer practices carried out in Class III of SDN 11 Bandar Dua, it can be seen that there are still many students who have not been able to perform prayer movements and readings of prayers properly and correctly, especially in reality, from experience during teaching, it can be observed that students who graduate from elementary school even to high school level, there are still many who have not been able to perform movements and readings of prayers properly and correctly, even though most of them are Muslim, where prayer is an obligation that must be carried out by every follower. This is stated in the Qur'an in surah Al-Baqarah verse 43

These gaps are what led researchers to conduct this research, in order to improve learning activities and the ability to perform obligatory prayer movements properly and correctly in Class III students of SDN 11 Bandar Dua, 2023/2024 academic year. The effort to increase student learning activities in performing prayer rituals is an essential aspect of Islamic education. Religious practices, particularly prayer, play a crucial role in shaping students' character, discipline, and spiritual awareness. However, many students at SDN 11 Bandar Dua face challenges in maintaining consistency and enthusiasm in performing their daily prayers. These challenges often stem from a lack of understanding, motivation, and role models who demonstrate the correct prayer practices. This study aims to address these challenges by implementing the "Modelling The Way" learning strategy, which emphasizes learning through observation and imitation of exemplary behaviors. The research focuses on third-grade students at SDN 11 Bandar Dua during the 2023/2024 academic year. The "Modelling The Way" strategy is expected to enhance students' active participation in learning about prayer by providing clear examples, structured guidance, and motivational reinforcement. In the context of Islamic education, prayer is not only a religious obligation but also a fundamental practice that instills values such as discipline, responsibility, and mindfulness. However, many young students struggle to develop a consistent habit of prayer due to limited practical exposure and engagement. Traditional teaching methods, which rely heavily on theoretical explanations, often fail to capture students' interest and motivation. Therefore, an alternative approach that prioritizes active learning and direct modeling is necessary.

The "Modelling The Way" strategy involves teachers, parents, and peers serving as role models for students. By observing and imitating the correct prayer practices, students gain a deeper understanding of both the technical and spiritual aspects of prayer. This approach aligns with the principles of experiential learning, where students learn best through direct involvement and real-life examples. This research employs a classroom action research (CAR) design consisting of four phases: planning, implementation, observation, and reflection. The study is conducted in two cycles to assess the effectiveness of the "Modelling The Way" strategy in improving students' learning activities and engagement in prayer rituals. Data collection methods include observations, interviews, and learning assessments to evaluate students' progress and participation levels. The significance of this study lies in its potential to provide practical insights for educators seeking to enhance religious learning experiences. By integrating a modeling-based strategy, teachers can create a more engaging and meaningful learning environment that fosters both cognitive and affective development in students. Furthermore, this study aims to highlight the importance of active participation in religious education and its impact on students' moral and spiritual growth. The implementation of the "Modelling The

Way" strategy requires a collaborative effort between teachers, students, and parents. Teachers play a pivotal role in demonstrating the correct prayer movements and recitations, ensuring that students receive proper guidance. Additionally, parental involvement is crucial in reinforcing the habit of prayer at home. When students see consistent examples of prayer in their surroundings, they are more likely to develop a strong and lasting commitment to their religious practices.

The research findings are expected to contribute to the existing literature on active learning strategies in religious education. By examining the effectiveness of the "Modelling The Way" strategy in a primary school setting, this study provides valuable recommendations for improving the teaching and learning of prayer rituals among young students. Moreover, the study seeks to address the broader implications of religious education in shaping students' behavior, values, and overall character development. In conclusion, the "Modelling The Way" strategy presents a promising approach to enhancing student engagement and participation in prayer learning. By focusing on role modeling and active learning, this study aims to bridge the gap between theoretical knowledge and practical application. The results of this research will not only benefit educators and students at SDN 11 Bandar Dua but also contribute to the broader discourse on innovative teaching methods in religious education. Future research may explore the long-term impact of modeling strategies on students' religious commitment and character formation in different educational contexts.

METHODS

The research was conducted for 3 months, namely from October to December 2023. The research was conducted in class III SDN 11 Bandar Dua, Bandar Dua District, Pidie Jaya Regency, Aceh Province. The subjects of the research were the activities and abilities of performing obligatory prayers of class III students of SDN 11 Bandar Dua, with a total of 21 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 are 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 are used to obtain data on students' ability to perform obligatory prayers in the form of questions. Observations using assessment sheets are 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 requirements for prayer; 3) reading and memorizing about things that invalidate prayer; 4) practicing obligatory prayers. To obtain valid data regarding the activities and abilities in performing obligatory prayers in grade III students of SDN 11 Bandar Dua in the 2023/2024 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 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.

The research was conducted over three months, from October to December 2023, at SDN 11 Bandar Dua, Bandar Dua District, Pidie Jaya Regency, Aceh Province. The study focused on third-grade students, with a total of 21 participants, examining their activities and abilities in performing obligatory prayers. This research follows a classroom action research (CAR) approach, which involves cycles of planning, implementation, observation, and reflection. There are two primary sources of data in this research: primary data obtained directly from research subjects (students) and secondary data collected from non-subject sources such as teachers and school documents. Data collection techniques include test and non-test methods, utilizing documents, assessments, and observations as data collection tools. The documents provide baseline data on students' prayer abilities before the research, including score lists and assessment reports. Tests are employed to evaluate students' proficiency in performing obligatory prayers through structured questions. Observations are conducted using assessment sheets to measure student engagement in prayer activities, including: 1) Reading and understanding various literature sources to identify the pillars of prayer; 2) Reading and memorizing the valid and obligatory requirements for prayer; 3) Reading and memorizing aspects that invalidate prayer; 4) Practicing obligatory prayers in a structured manner.

To ensure data validity, the study implements triangulation techniques. Learning activities are validated through source triangulation, gathering qualitative data from students, teachers, and collaborators. These data are analyzed using qualitative descriptive analysis based on observations and reflections, comparing the initial condition, Cycle I, and Cycle II. Learning outcomes are validated through test scores, using content-valid test instruments with structured question grids. Quantitative data in the form of test scores are analyzed using comparative descriptive analysis, comparing initial test scores, post-Cycle I scores, and post-Cycle II scores before reflection. This research was conducted in two cycles, each comprising four stages: 1) Planning stage, Developing a structured lesson plan and preparing observation sheets and assessment tools; 2) Action stage, Implementing the learning process using the "Modelling The Way" strategy, where students observe and imitate prayer practices demonstrated by teachers and peers; 3) Observation stage, Monitoring student engagement, prayer performance, and participation levels during the learning process; 4) Reflection stage, Evaluating student progress and making necessary improvements for the following cycle. The study measures improvements in both student activity and prayer performance. An increase in student activity is indicated by their engagement levels, progressing from minimal to active participation. The improvement in students' ability to perform obligatory prayers is measured through daily test scores, which are expected to reach the Minimum Completion Criteria (MCC). By applying this method, the research aims to enhance students' understanding and commitment to performing prayers correctly and consistently.

In the planning stage, researchers worked with teachers to design instructional materials and strategies tailored to student needs. This included setting objectives, structuring lesson plans, and preparing assessment tools to measure student engagement and performance. The materials were designed to provide clear guidance on prayer procedures and the significance of each prayer component. During the action stage, the "Modelling The Way" strategy was employed to enhance students' comprehension and practice of obligatory prayers. Teachers demonstrated prayer steps while emphasizing proper movements and recitations. Students were encouraged to observe, ask questions, and imitate the teacher's actions. Group discussions and peer collaborations were also incorporated to reinforce learning. The observation stage involved systematically recording student participation, attentiveness, and skill acquisition in performing obligatory prayers. Teachers and researchers closely monitored students, providing real-time feedback and support. Students who struggled with certain prayer aspects received additional guidance through peer mentoring and individualized instruction. The reflection stage allowed researchers and teachers to analyze findings, identify challenges, and refine instructional strategies for subsequent cycles. This iterative process helped optimize

learning outcomes and student engagement. Feedback from students and teachers was also gathered to improve instructional techniques and resource materials. As the research progressed, notable improvements were observed in student participation and competency in obligatory prayers. Many students initially lacked confidence and proper technique, but through repeated cycles of modeling, observation, and practice, they developed stronger skills and a more profound understanding of prayer's significance.

Assessment of student learning outcomes revealed a steady increase in test scores. By Cycle II, most students achieved scores above the Minimum Completion Criteria, demonstrating substantial growth in their ability to perform prayers correctly. Classroom engagement also improved, with more students actively participating in discussions, asking insightful questions, and showing enthusiasm in practicing prayer movements. Through the systematic application of "Modelling The Way," this research highlights the effectiveness of structured modeling in enhancing student learning experiences. By integrating observation, imitation, and hands-on practice, students develop confidence and competence in performing obligatory prayers, leading to lasting improvements in their religious practice. This study emphasizes the importance of interactive and guided learning in religious education. The findings suggest that modeling and peer collaboration play crucial roles in fostering student engagement and knowledge retention. The iterative nature of classroom action research ensures continuous enhancement of teaching methods and student learning experiences. Moving forward, educators can apply similar modeling techniques to other aspects of religious education, ensuring a holistic and effective learning environment. By fostering a supportive and engaging classroom atmosphere, students can develop not only technical skills but also a deeper appreciation for religious practices. The insights gained from this research can inform future pedagogical approaches and curriculum development in religious studies. Teachers and researchers are encouraged to explore additional interactive strategies that complement modeling techniques, further enriching student learning experiences and outcomes. By continuously refining instructional methods and incorporating student feedback, educators can create dynamic and effective learning environments that support student growth in religious education. The success of this study underscores the transformative potential of structured modeling in shaping students' understanding and practice of religious obligations. Ultimately, the implementation of "Modelling The Way" as a teaching strategy offers a promising framework for enhancing student engagement and learning outcomes. Through structured modeling, guided practice, and iterative improvements, students can develop a strong foundation in performing obligatory prayers, fostering both skill development and spiritual growth.

RESULTS

The research conducted at SDN 11 Bandar Dua aimed to examine the effectiveness of the "Modelling The Way" strategy in improving students' engagement and ability in performing obligatory prayers. Over three months, observations, tests, and evaluations were carried out in two cycles to assess student progress and the impact of the implemented teaching strategy. Initially, student engagement in prayer activities was relatively low. Observations before the intervention revealed that many students struggled with basic prayer movements and recitations. Some students showed hesitation, while others lacked confidence in performing prayers correctly. The pre-test results indicated that a significant portion of students had not yet met the Minimum Completion Criteria (MCC), with only a few demonstrating proficiency. During the first cycle, students were introduced to the "Modelling The Way" strategy, where teachers demonstrated prayer steps with clear explanations. The modeling sessions allowed students to observe proper techniques, followed by guided practice sessions where they mimicked the teacher's actions. Although initial participation was hesitant, gradual improvement was observed as students gained familiarity with the method. Observations during Cycle I

indicated increased student enthusiasm. More students engaged in discussions about prayer requirements, movements, and supplications. Teachers provided continuous guidance and corrections, ensuring students followed the correct prayer procedures. However, despite the improvements, some students still faced difficulties, particularly in memorizing prayer recitations and maintaining focus during practice sessions.

The post-test results from Cycle I reflected a moderate increase in student performance. A higher percentage of students achieved scores above the MCC, yet some still struggled with consistency in performing the prayer movements and recitations accurately. The results highlighted the need for additional reinforcement and structured practice in Cycle II. In the second cycle, adjustments were made based on reflections from Cycle I. The instructional approach was refined to provide more interactive sessions, including peer mentoring, where proficient students assisted their peers in prayer practice. The emphasis was placed on repetition and reinforcement to enhance memorization and mastery of prayer steps. Observations in Cycle II demonstrated a significant transformation in student behavior. Many students who initially lacked confidence became more proactive in their learning. They participated actively in discussions, asked questions, and demonstrated better posture and pronunciation in their prayers. The incorporation of peer mentoring proved effective, as students felt more comfortable practicing with their classmates in a supportive environment. The post-test results from Cycle II showed a notable improvement in student scores. A majority of students successfully met or exceeded the MCC, reflecting their enhanced ability to perform obligatory prayers correctly. The structured modeling, combined with hands-on practice and peer support, contributed to these positive outcomes. Further analysis of student engagement revealed that the "Modelling The Way" strategy fostered a more interactive and participatory learning atmosphere. Students developed a deeper understanding of prayer significance, and their motivation to perform prayers increased. Teachers also reported that students exhibited greater discipline and focus during prayer lessons, indicating a positive behavioral shift.

Overall, the research findings confirmed that applying the "Modelling The Way" strategy significantly improved both student engagement and proficiency in obligatory prayers. The structured approach of modeling, observation, guided practice, and reinforcement proved effective in enhancing student learning outcomes. The results suggest that this teaching method can be a valuable instructional strategy for religious education, helping students internalize and practice fundamental religious obligations with confidence and accuracy. By implementing structured modeling techniques, educators can foster a more engaging and supportive learning environment, ensuring students develop essential religious skills in a meaningful and effective manner. Future research could explore additional applications of this strategy in other religious education contexts to further validate its effectiveness and adaptability.

The research aimed to investigate the efforts to improve student learning activity in the implementation of Sholat (Islamic prayers) through the application of the "Modeling The Way" learning strategy at SD Negeri 11 Bandar Dua. The main focus was to explore whether this particular teaching strategy could encourage active participation, increase understanding, and improve the performance of students during Sholat. The application of this strategy was prompted by the challenge of ensuring that students, particularly young learners, not only understood the correct way to perform Sholat but also developed a deeper connection to the practice. The "Modeling The Way" strategy is an instructional approach that involves the teacher demonstrating a skill or concept before guiding students through the process. It emphasizes active learning, where the teacher models the desired behavior or task, and students are then given opportunities to practice under the teacher's guidance. In the context of Sholat, the strategy entails the teacher first demonstrating the complete prayer process, including all the physical movements and recitations, followed by students practicing the steps themselves with guidance and feedback from the teacher.

The study was conducted in the classroom of SD Negeri 11 Bandar Dua, with a focus on the sixth-grade students who were learning about the proper ways to perform Sholat. The teacher introduced the Modeling The Way strategy by first providing an overview of the significance of Sholat, followed by a demonstration of each step involved in the prayer. The teacher ensured that students could observe every movement and recitation involved in performing the prayer correctly, thus providing a visual and practical understanding of the procedure. After the demonstration, students were given the opportunity to practice the movements themselves, with the teacher providing support and feedback. This step was crucial because it allowed students to apply the knowledge they had just learned in a supportive, guided environment. The teacher walked around the classroom, observing the students' movements and offering corrections where necessary. This active participation and real-time feedback aimed to help students develop a sense of mastery over the practice of Sholat. The study employed a mixed-methods approach, which included pre- and post-tests, classroom observations, and interviews with students and teachers. The pre-test assessed students' initial knowledge and skills related to Sholat, while the post-test measured improvements in their performance and understanding of the prayer. Classroom observations were conducted to monitor students' engagement, participation, and the effectiveness of the Modeling The Way strategy. Interviews with students and teachers were conducted to gather insights into the overall experience of implementing the strategy.

The results of the study indicated a significant improvement in students' active participation and learning outcomes after the implementation of the Modeling The Way strategy. The post-test results revealed that students performed better in understanding the sequence of Sholat steps and the proper way to recite the prayers. Many students reported feeling more confident and knowledgeable about performing Sholat correctly after experiencing the strategy, and they expressed an increased interest in performing the prayer. Classroom observations further confirmed the positive impact of the Modeling The Way strategy. Students were observed to be more engaged during the lessons, demonstrating greater attentiveness and involvement when they had the opportunity to practice the steps of Sholat. The teacher's demonstration created a clear model for students to follow, and the hands-on approach allowed them to physically engage with the material. This not only improved their skills but also helped students internalize the correct way to perform Sholat, making them more likely to practice it regularly.

Additionally, students were able to ask questions and clarify doubts during the practice sessions, which helped them feel more comfortable and supported. The interactive nature of the strategy encouraged communication between the students and teacher, fostering a learning environment where students felt empowered to actively participate and improve. This collaborative atmosphere was vital in enhancing their learning experience and fostering a sense of community in the classroom. The students' increased confidence in performing Sholat was also reflected in their attitudes toward the practice. Prior to the implementation of the strategy, some students had expressed uncertainty about performing the prayer correctly, especially when it came to the physical movements or the precise recitation of the prayers. After practicing with the Modeling The Way strategy, students expressed feeling more at ease with the process and were eager to perform Sholat regularly. This newfound confidence not only improved their understanding of the ritual but also encouraged them to develop a greater sense of spiritual discipline.

Interviews with the teachers also revealed that the Modeling The Way strategy was highly effective in addressing the challenges they faced in teaching Sholat. Teachers reported that the strategy allowed them to provide clear demonstrations, which were especially useful for students who had difficulty grasping abstract instructions or verbal explanations. By showing the correct way to perform the prayer, teachers were able to provide a concrete model for students to follow, which helped make the lesson more tangible and easier to understand. Furthermore, the study highlighted the importance of

continuous feedback and guidance during the practice phase. Teachers emphasized that offering feedback while students practiced Sholat allowed them to correct mistakes in real time, leading to better retention and accuracy. This ongoing support ensured that students were able to refine their understanding and performance of the prayer, which was crucial for mastering the correct procedure.

One of the challenges that emerged during the implementation of the Modeling The Way strategy was ensuring that all students were able to engage fully in the practice sessions. While some students were quick to grasp the movements and recitations, others required more time and attention. To address this, teachers made sure to provide individualized support, offering additional guidance to students who needed extra assistance. This personalized attention ensured that all students had the opportunity to improve, regardless of their initial skill level. Despite these challenges, the overall impact of the Modeling The Way strategy was overwhelmingly positive. The strategy not only helped improve students' practical skills in performing Sholat but also enhanced their overall interest in learning about religious practices. The hands-on, interactive nature of the approach made the lessons more enjoyable and engaging, which in turn fostered a deeper connection to the subject matter. In conclusion, the application of the Modeling The Way strategy in teaching Sholat at SD Negeri 11 Bandar Dua resulted in a significant improvement in students' active participation and learning outcomes. The strategy provided students with clear demonstrations of the prayer process, allowing them to practice and internalize the steps more effectively. Students showed increased confidence, improved skills, and a greater interest in performing Sholat regularly. The study suggests that incorporating active, demonstration-based teaching strategies can be a valuable method for improving religious education, particularly for young learners.

DISCUSSION

The findings from this study highlight the effectiveness of the "Modelling The Way" strategy in improving student engagement and proficiency in performing obligatory prayers. This discussion will analyze the observed trends, improvements, and challenges encountered during the implementation of this teaching strategy in two cycles of classroom action research. Before the intervention, students displayed limited knowledge and engagement in prayer activities. Many struggled with the correct sequence of movements and recitations, which was reflected in their initial test scores. The low confidence levels among students indicated a need for a more structured and interactive learning approach. The "Modelling The Way" strategy was introduced as a solution to address these issues, allowing students to observe and mimic proper prayer procedures in a guided setting. During Cycle I, the teacher played a central role in demonstrating prayer movements and explaining their significance. This modeling approach encouraged students to follow along, though initial participation was cautious. Observations revealed that some students hesitated in replicating the movements correctly due to a lack of confidence or prior practice. The first cycle helped lay the foundation for better understanding, but the results indicated that further reinforcement was necessary. Test scores at the end of Cycle I showed a moderate improvement in students' ability to perform prayers. While some students achieved the Minimum Completion Criteria (MCC), others still struggled with memorization and precision. This finding highlighted the need for an adaptive instructional approach that incorporated additional student interaction and repetition.

In Cycle II, modifications were made to enhance the learning process. Peer mentoring was introduced, where students who had mastered certain aspects of prayer guided their peers. This adjustment proved highly beneficial, as students felt more comfortable practicing with classmates rather than solely relying on teacher demonstrations. The collaborative aspect of learning increased student engagement, fostering a more supportive and interactive classroom environment. Observations in Cycle

II revealed a significant shift in student participation. Students displayed increased enthusiasm, actively engaging in discussions about prayer requirements and asking questions for clarification. The structured repetition of movements and recitations contributed to better retention, allowing students to demonstrate a higher level of proficiency by the end of the cycle. The post-test results from Cycle II confirmed the positive impact of these instructional adjustments. A greater number of students met or exceeded the MCC, indicating substantial improvement in their ability to perform obligatory prayers. The combination of teacher modeling, guided practice, and peer collaboration created a more effective learning environment compared to traditional instructional methods. Additionally, qualitative observations suggested that students developed a deeper appreciation for the significance of prayer. Their increased participation and confidence in performing prayers suggested not only cognitive improvements but also a shift in their attitudes towards religious practice. Teachers noted that students demonstrated greater discipline, attentiveness, and motivation to learn, reinforcing the idea that engaging instructional strategies can foster meaningful learning experiences.

The "Modelling The Way" strategy proved effective in addressing the primary challenges identified in the initial stages of the research. The structured approach allowed students to move from passive observation to active participation, gradually building their confidence and competence. The introduction of peer mentoring further enhanced student interactions and reinforced learning outcomes through collaborative practice. From an instructional perspective, this study underscores the importance of using visual and interactive teaching methods, particularly in subjects that require procedural mastery like prayer. Traditional lecture-based approaches may not be sufficient for skills-based learning, making modeling and guided practice more effective alternatives. Educators implementing similar strategies should ensure that students have ample opportunities to observe, practice, and receive feedback to solidify their learning. Overall, the research findings suggest that the "Modelling The Way" strategy is a valuable tool for religious education, particularly in teaching fundamental practices such as prayer. The improvements observed in student engagement and performance indicate that structured modeling, combined with reinforcement and peer collaboration, creates an optimal learning environment. Future studies could explore additional modifications, such as integrating multimedia resources or extending peer mentoring programs, to further enhance student learning outcomes in religious education.

CONCLUSION

This study concludes that the implementation of the "Modelling The Way" strategy significantly enhances students' engagement and proficiency in performing obligatory prayers. Through structured modeling, guided practice, and peer collaboration, students demonstrated marked improvements in their ability to follow prayer procedures accurately and confidently. Before the intervention, students exhibited limited understanding and confidence in performing prayers. Many struggled with memorization and execution, leading to inconsistent performance. The initial assessment revealed a need for a structured learning approach to address these challenges effectively. The application of the "Modelling The Way" strategy in Cycle I provided students with a solid foundation for learning. Observations indicated that students benefited from teacher demonstrations, though some hesitancy in participation was noted. Test results showed moderate improvement, but further refinements were necessary to enhance student engagement and mastery. Adjustments made in Cycle II, including peer mentoring and collaborative practice, significantly strengthened student involvement. The presence of peer support encouraged active participation, allowing students to gain confidence in their abilities. This approach fostered a supportive learning environment that contributed to greater overall success. The comparative analysis of test scores from pre-test to post-test

confirmed that the strategy was effective. A higher number of students met or exceeded the Minimum Completion Criteria (MCC) in Cycle II, demonstrating substantial progress in their ability to perform obligatory prayers accurately and consistently. Beyond skill acquisition, the research findings suggest a positive shift in students' attitudes towards prayer. Observations indicated increased motivation, attentiveness, and enthusiasm for learning, which extended beyond the classroom setting. Teachers noted that students showed greater discipline and interest in practicing prayers outside structured lessons. The study highlights the importance of interactive and visually guided instructional methods in religious education. Traditional lecture-based teaching, while informative, may not be sufficient for subjects that require procedural mastery. The "Modelling The Way" strategy provides a hands-on approach that allows students to observe, practice, and receive feedback, reinforcing their learning process. From a pedagogical perspective, incorporating modeling techniques and collaborative learning in religious education can enhance student comprehension and long-term retention. The findings suggest that structured repetition, peer involvement, and teacher guidance are key elements in fostering meaningful learning experiences. Teachers and educators implementing similar strategies should consider integrating a variety of instructional tools, including multimedia resources, to further enrich the learning experience. Future research could explore the long-term impact of this strategy on students' prayer habits and religious understanding. Overall, this study affirms that the "Modelling The Way" strategy is an effective approach for improving students' engagement and competence in performing obligatory prayers. By combining structured demonstrations, guided practice, and peer collaboration, students not only enhance their skills but also develop a deeper appreciation for the significance of prayer in their daily lives.

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