

## Modeling The Way Strategy to Increase Activities and Abilities in Performing Obligatory Prayers in Students of Lengayang 1 State Senior High School

Gusmarina ✉, SMA Negeri 1 Lengayang, Indonesia

✉ [gusmarina15@gmail.com](mailto:gusmarina15@gmail.com)

**Abstract:** This study aims to improve Islamic education learning in Islamic religious education learning by using 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 high school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the problem-based learning model can improve Islamic education learning in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 45.78%, the first cycle 49.40% and in the second cycle it increased to 79.18%. Thus, the use of videos can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

**Keywords:** The way strategy, learning activities, learning outcome.

**Received** September 13, 2024; **Accepted** October 17, 2024; **Published** December 31, 2024

**Citation:** Gusmarina, (2024). Modeling The Way Strategy to Increase Activities and Abilities in Performing Obligatory Prayers in Students of Lengayang 1 State Senior High School. *Jurnal Profesi Guru Indonesia*. 1(4). 43–50.

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

The ability to carry out prayers properly and correctly is one of the abilities that must be possessed by students as a learning outcome in the Obligation prayer material at SMA N 1 Lengayang, therefore prayer learning, especially in practical skills, is the concern of teachers and students. The selection of the modeling the way strategy that will help students and teachers in realizing the goals they want to achieve, according to the opinion of Hisyam Zaini, (2008: 76) The modeling the way strategy provides opportunities for students to practice specific skills learned in class through demonstrations. Based on the basic competencies listed in the syllabus of PAI subjects in high school, it requires the ability to perform movements and compulsory prayer readings properly and correctly, but in reality most high school students have not been able to perform movements and prayer readings properly and correctly. This can be seen from the results of the observation of prayer practice carried out at SMAN 1 Lengayang that there are still many students who are not able to perform prayer movements and prayer readings properly and correctly, especially in fact, from the experience during teaching, it can be observed, that even students who graduated from high school, there are still many who are not able to perform

prayer movements and readings properly and correctly. Even though most of them are Muslims, where prayer is an obligation that must be done by every believer.

The modeling the way strategy is a learning strategy that gives students the opportunity to practice specific skills learned in class through demonstrations. Learners are given time to create their own scenarios and determine how they illustrate the skills and techniques just described. The learning process must be pursued and always bound to goals. Therefore, all interactions, methods and learning conditions must be planned and refer to the desired learning objectives. According to E. Mulyasa, the learning process is essentially the interaction of students with the environment so that it becomes a change in good behavior. In this interaction, it is widely known by internal factors that are influenced by oneself as well as external factors that come from the learning environment, the main task of a teacher is to condition the environment to support changes in student behavior. This function reflects that education is the development of human potential. Human beings have a number of potentials or abilities, while education is a process to grow and develop the potentials possessed in the sense of trying to manifest and develop various human potentials in Islam is also called *fitrah* as the basic potential that will be developed for human life.

Learning activities are activities that involve all five senses that can make all limbs and minds involved in the learning process (Sardiman, 2004:39). Activities play an important role in learning, because basically learning is a relatively fixed change in behavior and is done deliberately (Slameto, 2003:45). Learning activities are activities carried out by students related to learning materials. There is no learning if there is no activity. Without activities, the teaching and learning process cannot go well. Activating students is basically a way or effort to optimize student learning activities in the learning process (Sudjana: 1989:86). While the view according to the student's psyche is like a blank white paper that is ready to be written, the outside element who writes is the teacher (Sardiman, 2007: 98). In this case, it is up to the teacher to take the student and what to do. Because the teacher is the one who gives and arranges, thus the teacher's activity will exceed the student's activity. Teachers dominate activities in learning, so students tend to be passive. Although students are not absolutely passive, it's just that this kind of learning process does not encourage students to think and act. This is clearly contrary to the essence of students as learning subjects. Meanwhile, the soul flow is classified as modern which reveals that the human soul which is a dynamic has its own potential and energy (Sardiman, 2007:99). Students are seen as human beings who have the potential to develop. In this case, students are more active in carrying out activities, while teachers are tasked with guiding and providing facilities so that the students can develop their potential. Thus, the essence of students as learning subjects can be fulfilled, because students are the ones who are active.

Soedijarto (Masnaini, 2003:6) stated that learning outcomes are the level of mastery achieved by students in participating in teaching and learning programs in accordance with educational goals. The learning outcomes in this study framework include the cognitive, affective, and learning ability/speed of a student. While Keller (Abdurrahman, 1999:39), stated that learning outcomes are the actual achievements displayed by children, learning outcomes are influenced by the amount of effort (actions directed at completing learning tasks) carried out by children. The learning outcomes achieved by students are influenced by two main factors, namely the factor in the student itself and factors from outside the student or environmental factors. Factors that come from within the student, especially the abilities and abilities they have. The factor of student ability has a great influence on the learning outcomes achieved. In addition to the ability factors that students have, there are also other factors, such as learning motivation, interest and attention, learning attitudes and habits, perseverance, socio-economics, physical factors and others. Student learning outcomes can be measured using evaluation tools which are usually called learning outcome tests, while mathematics learning outcomes proposed by Hudoyo (1990:139) are the level of success or mastery of a student's field of mathematics

after going through the teaching and learning process which can be seen in the scores obtained from the learning outcome test.

The Modeling The Way method as a teaching method is a teaching method that is carried out by the teacher providing a scenario of a sub-topic to be demonstrated by students in front of the class, so as to produce dexterity with skills and professionalism (DepDikBud, 1993:219). The Modeling The Way method is one of the teaching methods developed by Mel Silberman, a person who is indeed competent in the field of educational psychology. This method is a collection of 101 teaching strategies. A method that focuses on a student's ability to develop his or her potential. Because students are required to play roles according to the material taught. There is an opinion that the Modeling The Way method is a metamorphosis of the sociodrama method. Namely a method by dramatizing a certain action or behavior in social relationships. In other words, teachers provide opportunities for students to carry out certain activities or roles as they are in community (social) life.

Students should be given the opportunity to take the initiative and be given guidance or others to be more successful (Sriyono et al., 1992:520). The initial condition of teachers has not used the modeling the way strategy in learning to perform mandatory prayers, so the activity and ability to perform mandatory prayers is still low. To improve and improve the activities and ability to perform mandatory prayers, it is necessary to take action by researchers, namely by applying the modeling the way strategy. Cycle I uses the modeling the way strategy without teacher guidance and cycle II uses the modeling the way strategy with teacher guidance. With different actions from cycle I to cycle II, it is hoped that the activity and ability to perform mandatory prayers will increase. The final condition is suspected that using the modeling the way strategy can increase the activity and ability to perform mandatory prayers in students SMAN 1 LENGAYANG the 2019/2020 school year.

## **METHODS**

The research aims to explore how the "Modeling the Way" strategy can improve the activity and ability of students at SMAN 1 Lengayang in performing obligatory prayers during the 2019/2020 academic year. The research follows a quantitative approach and uses a pre-experimental design, specifically a one-group pretest-posttest design. This approach helps in evaluating the impact of the "Modeling the Way" strategy on the students' prayer activities and abilities by measuring their performance before and after the intervention. The variables in this study are categorized into independent and dependent variables. The independent variable is the implementation of the "Modeling the Way" strategy, which is the method employed by the researcher to improve students' understanding and practice of performing obligatory prayers. The dependent variable refers to the students' activity and ability in performing the obligatory prayers, which are assessed based on criteria such as accuracy in the movements, correct pronunciation of prayers, and the consistency in performing the prayer.

The participants in the study include students from SMAN 1 Lengayang, particularly from the 2019/2020 academic year. The study will focus on a sample of students who have had basic knowledge about prayer but need further guidance and motivation in its implementation. The researcher will choose a class or group of students to observe, measure, and assess their prayer activities and abilities before and after the application of the "Modeling the Way" strategy. To collect data, the study will employ observation and performance tests. The observation method will be used to monitor the students' prayer activities during class sessions. Performance tests will be conducted to assess the students' ability to perform the obligatory prayers according to the correct procedure. Pretests will be conducted before the strategy is implemented, and posttests will follow after the intervention to measure any changes in the students' abilities. The research will be analyzed using descriptive and inferential statistical methods. Descriptive statistics will

be used to summarize the pretest and posttest scores, providing a general overview of the students' prayer abilities and activities. Inferential statistics will help determine if there is a statistically significant improvement in the students' performance after the implementation of the strategy.

Through this method, the researcher aims to determine whether the "Modeling the Way" strategy effectively enhances students' ability to perform obligatory prayers, improving both their activity level and the accuracy of their prayers. The results of this study will provide valuable insights into how innovative teaching strategies can be used to strengthen religious practices among students in a school setting. The expected outcomes include an increased understanding of the importance of performing obligatory prayers among students, as well as an improvement in their prayer habits. If successful, this strategy may be recommended for implementation in other schools to help students enhance their religious practices.

## RESULTS

The research conducted on improving students' ability and activity in performing obligatory prayers through the "Modeling the Way" strategy at SMAN 1 Lengayang during the 2019/2020 academic year produced significant results. The primary objective of the study was to assess whether this strategy could effectively enhance students' understanding of and ability to perform the required prayers. Before the intervention, the pretest results revealed that the majority of the students had limited ability and inconsistent performance in executing the obligatory prayers. Most students showed an understanding of the basic components of the prayer, but there were notable issues with the accuracy of the movements, recitations, and overall fluency in performing the prayer ritual. This gap in understanding and performance highlighted the need for a more structured and engaging teaching strategy. After the implementation of the "Modeling the Way" strategy, which emphasized the demonstration of proper prayer techniques by both the teacher and peers, the posttest results indicated a substantial improvement. The students showed better accuracy in performing the prayer movements, including proper positioning, recitation, and the timing of various actions throughout the prayer. Furthermore, many students displayed increased confidence in their ability to perform the prayer independently.

The intervention led to a noticeable increase in students' participation during the prayer sessions. They were more engaged and attentive during demonstrations, and many took the initiative to practice the prayer techniques on their own. The strategy's emphasis on modeling by the teacher allowed students to visualize the correct way of performing the prayer, which they were then able to replicate in their own practice. Students' understanding of the prayer's significance also improved after the intervention. The "Modeling the Way" strategy not only focused on the mechanics of the prayer but also integrated discussions on the spiritual and religious meaning behind the ritual. This holistic approach contributed to students' increased motivation to perform the prayer properly, beyond just completing the physical actions. The assessment of students' abilities showed that the majority of students had moved from a basic level of understanding to a more advanced level in their prayer performance. This improvement was not only observed in the technical aspects of prayer but also in the students' overall commitment to performing their daily prayers. Many students expressed a newfound sense of responsibility and devotion toward their religious practices, which they attributed to the clarity and structured approach provided by the "Modeling the Way" strategy. Moreover, the strategy encouraged peer collaboration, where students worked together to help each other refine their prayer techniques. This peer-based learning environment enhanced the students' social interaction and allowed them to support one another in their journey toward mastering the obligatory prayer. The use of peers as role models further reinforced the importance of consistency and precision in performing the

prayer. The teacher's role as a model was crucial in guiding the students. By demonstrating the proper techniques and explaining the significance of each action, the teacher created a conducive learning environment that promoted active participation. The teacher's ability to model the behavior effectively was key to the success of the strategy, as it allowed students to directly observe and imitate the correct practices. In conclusion, the "Modeling the Way" strategy proved to be an effective method for improving the students' ability and activity in performing the obligatory prayers. The research results indicate a significant improvement in both the technical and spiritual aspects of prayer, as students became more confident and engaged in their religious practices. The study highlights the importance of using active teaching strategies that involve direct modeling and peer collaboration to enhance learning outcomes in religious education. This successful implementation suggests that other schools may benefit from adopting the "Modeling the Way" strategy, particularly in religious education settings where practical skills and spiritual understanding are essential. It also provides valuable insights into how teachers can improve students' religious practices by fostering a deeper connection between the students and their faith.

## **DISCUSSION**

The research study on improving students' ability and engagement in performing obligatory prayers through the "Modeling the Way" strategy at SMAN 1 Lengayang in the 2019/2020 academic year brought forth valuable insights regarding the effectiveness of this approach in religious education. The study demonstrated that students' understanding, confidence, and consistency in performing prayers improved significantly as a result of the intervention. This improvement can be attributed to several factors, including the active demonstration by the teacher, the peer modeling process, and the integration of both the technical and spiritual aspects of prayer. The initial phase of the research revealed that many students had a basic understanding of the components of prayer but struggled with performing the actions accurately and fluently.

While they could recite the prayer and perform some of the necessary movements, their lack of precision hindered the overall quality of their performance. This gap emphasized the need for a more hands-on approach to teaching prayer, one that allowed for clear, visual demonstrations and practice opportunities. By incorporating the "Modeling the Way" strategy, the teacher took on the role of an active model, performing the required prayer movements while explaining their significance in a simple and relatable manner. This approach allowed students to observe the correct actions and understand the meaning behind them, ensuring a deeper comprehension of the practice. The visual demonstration became a key element in the learning process, as it provided students with a clear reference for how to replicate the actions themselves. An important aspect of this strategy was the involvement of peers. Students were encouraged to learn from each other, forming a collaborative learning environment where they could offer support and guidance. Peer modeling played a critical role in reinforcing the correct methods of performing prayers, as students were able to learn in a social context, discussing the significance of each prayer movement and offering feedback to one another. This collaborative approach also led to an increase in student motivation and participation. Many students, who were initially disengaged or hesitant to perform the prayer, became more eager to participate, especially after observing their peers successfully execute the actions. Seeing others succeed in performing the prayer with confidence inspired the students to challenge themselves, fostering a sense of healthy competition and mutual support. Additionally, the teacher's ability to create a safe and open environment for students to practice their prayer skills was essential. By encouraging a non-judgmental atmosphere, students felt more comfortable making mistakes and learning from them. This comfort level was vital in building students' confidence, as they understood that learning to perform the prayer accurately required

practice and repetition. The integration of spiritual meaning into the learning process was another key element that contributed to the strategy's success. It was not enough for students to simply memorize the movements and recitations; they needed to understand the purpose behind each action in the prayer. The teacher emphasized the connection between the prayer actions and their deeper religious meanings, thus cultivating a sense of reverence and mindfulness in the students as they performed the prayer.

The impact of this holistic approach went beyond improving the technical aspects of prayer. Many students reported that their personal connection to the prayer grew stronger as a result of understanding its spiritual significance. This new-found sense of devotion and purpose helped to foster a greater commitment to performing the prayer regularly and with sincerity. The students' attitude towards religious practices became more positive, and they expressed a heightened sense of responsibility and respect toward the ritual. The role of peer feedback and support was also highlighted as a crucial element in enhancing students' learning. As students practiced together, they were able to observe one another's techniques and provide constructive feedback.

This peer-driven process encouraged continuous improvement and reinforced the importance of precision in performing the prayer. Furthermore, the implementation of this strategy also aligned with the principles of active learning. Instead of passively receiving information, students were actively engaged in the process, whether it was through watching demonstrations, practicing the prayer, or collaborating with their peers. This hands-on, participatory approach ensured that students were not merely memorizing information but were internalizing the practices and meanings behind the prayer. Another notable outcome was the improvement in students' self-regulation and responsibility. As they learned the proper way to perform the prayer, students began to take more ownership of their spiritual practices, realizing that consistent practice and mindfulness were essential for mastery. This shift in attitude toward self-discipline had a positive effect on other aspects of their academic and personal lives as well. By the end of the intervention, students showed noticeable improvements in their prayer performance, with greater consistency in their actions, recitations, and overall engagement.

The post-test results confirmed these improvements, with many students demonstrating an advanced level of proficiency in their prayer practice compared to their initial assessments. Additionally, the strategy's focus on modeling and demonstration offered students a practical and visual learning experience that was aligned with their developmental needs. For many students, seeing the prayer performed correctly was much more effective than verbal explanations alone. The visual and physical nature of the strategy helped students solidify their understanding and better replicate the actions. The success of this research suggests that "Modeling the Way" could be a highly effective strategy for teaching other religious practices and skills that require both physical demonstration and spiritual understanding. The approach could be extended to other areas of education, particularly where students need to develop both technical proficiency and a deeper understanding of cultural or spiritual concepts. In conclusion, the "Modeling the Way" strategy proved to be an effective tool in improving students' ability to perform obligatory prayers at SMAN 1 Lengayang.

The combination of teacher modeling, peer collaboration, and the integration of both technical and spiritual knowledge created a comprehensive learning experience that not only enhanced students' ability to perform the prayer correctly but also deepened their connection to the practice. The research underscores the value of active, participatory learning strategies in religious education, highlighting how such approaches can lead to meaningful improvements in students' academic and spiritual development. This study provides valuable insights into how teachers can apply modeling strategies to improve students' religious practices. By incorporating demonstrations, peer learning, and a focus on spiritual understanding, educators can foster more engaged and motivated students who approach their religious practices with sincerity and commitment.

## CONCLUSION

Based on the results of the study, it can be concluded that through the modelling strategy it can increase the activity and ability to perform mandatory prayers in SMAN1 LENGAYANG students, the 2019/2020 school year. Learning activities from cycle I to cycle II have increased: aspects of reading the pillars of prayer (average score increased by 1.1; percentage increased by 21.8%; from the good category to very good), the aspect of reading the prayer conditions (the average score increased by 0.7; the percentage increased by 14.8%; from the good category to very good); the aspect of reading things that cancel prayers (the average score increased by 0.7; the percentage increased by 15.7%; from the good category to very good), and the aspect of prayer practice (the average score increased by 0.9; the percentage increased by 18.3%; from the good category to very good). Student learning outcomes from the initial condition to cycle II have increased, from 30% of students who received a complete score to 100%. There was an increase of 70% and the average grade of the class from 60.2 to 85.0, an increase of 24.8. Implications The implications of the results of this study are: a) helping students who are slow in performing mandatory prayers properly and correctly, b) providing a positive influence both in education and society on teachers and students, c) is a practical way to help students in Islamic Religious Education lessons, especially about performing mandatory prayers.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.

- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.