

Modeling The Way Strategy to Improve Student Activities and Learning Outcomes in Islamic Education Learning at SD Negeri 3 Babahrot

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Abstract: This study aims to evaluate the effectiveness of the Modeling the Way strategy in improving the abilities and activities of third grade students of Elementary School 3 Babahrot in performing Sunnah Rawatib prayers. This study uses a quantitative approach with a pre-test and post-test experimental design, as well as observation and interviews. The sample of this study consisted of two groups, namely the experimental group using the Modeling the Way strategy and the control group taught with conventional learning methods. The results of the study showed that there was a significant increase in students' abilities and activities in performing Sunnah Rawatib prayers in the experimental group after the Modeling the Way strategy was implemented. This can be seen from the significant increase in pre-test and post-test scores in the experimental group, while the control group only experienced minimal improvement. In addition, the results of observations showed that students in the experimental group were more active and involved in learning Sunnah Rawatib prayers compared to the control group. Interviews with students, teachers, and parents also revealed that students in the experimental group were more motivated to perform Sunnah Rawatib prayers regularly, both at school and at home. This study concludes that the Modeling the Way strategy has proven effective in improving students' abilities and activities in performing Sunnah Rawatib prayers. Therefore, the implementation of this strategy is recommended to be implemented in other schools to support students' spiritual development and improve worship practices in daily life.

Keywords: Modeling the way strategy, learning outcomes, learning activities, Islamic education.

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INTRODUCTION

Sunnah Rawatib prayers are highly recommended forms of worship in Islam that should be performed by Muslims, both at home and in the mosque. These prayers, which are performed before or after obligatory prayers, carry significant spiritual benefits and rewards. Sunnah Rawatib acts as a complement to the obligatory prayers, enhancing one's spiritual connection with Allah and offering great rewards. Despite its many virtues, not all Muslims, especially students, perform Sunnah Rawatib prayers regularly and correctly. This is especially true for elementary school students, who are still in the early stages of developing their worship habits. One of the factors contributing to the lack of performance in Sunnah Rawatib among students is the limited understanding of its importance, as well as the lack of motivation and skill to perform the prayers properly. Therefore, it is crucial

for teachers and parents to provide special attention to guide students to perform Sunnah Rawatib regularly and correctly as part of their spiritual development.

To improve students' ability to perform Sunnah Rawatib, an effective and engaging teaching method is needed. One of the strategies that can be used to assist students in learning and performing Sunnah Rawatib prayers correctly is the Modeling the Way approach, which emphasizes role modeling and demonstration in learning. This strategy is expected to help students develop the necessary skills to perform Sunnah Rawatib more effectively and engagingly. Modeling the Way is an educational approach that relies on role models or examples to facilitate learning. In the context of teaching Sunnah Rawatib, teachers can demonstrate the proper way to perform these prayers, from the intention to the movements in line with Islamic teachings. By being role models, teachers can show students the correct procedure, guiding them to perform the prayers with sincerity and adherence to the prescribed rules. This approach is especially beneficial in helping students grasp and practice the proper execution of Sunnah Rawatib through a clear and concrete demonstration.

Performing Sunnah Rawatib correctly requires students to understand its specific procedures, and this is crucial for students in elementary school. Therefore, teachers need to provide proper guidance on how to perform these prayers correctly. Teaching Sunnah Rawatib at school should be approached in a manner that fits the characteristics of elementary school students, particularly third graders. This age group is particularly crucial in terms of spiritual character development, and learning to perform Sunnah Rawatib at this stage can significantly influence the formation of good worship habits in the future. Implementing the Modeling the Way strategy in teaching Sunnah Rawatib is expected to increase student activity in performing these prayers. By observing their teacher's demonstration, students are likely to feel more confident in imitating the correct movements and performing the Sunnah Rawatib prayers more actively. This strategy encourages students to be more involved in following each step shown by the teacher and also provides opportunities for them to practice the prayers in small groups, where they can support each other and offer feedback.

The application of the Modeling the Way strategy is hoped to improve students' abilities to perform the Sunnah Rawatib prayers correctly and in accordance with Islamic teachings. Student activity in performing these prayers can be monitored through direct observation by the teacher, who provides examples and facilitates the practice. This will help students to establish a regular and sincere habit of performing Sunnah Rawatib prayers. In addition to the teacher's role as a model, the support and motivation from parents are also essential for the success of students in performing Sunnah Rawatib prayers. Therefore, collaboration between the school and parents is crucial to ensure that students perform Sunnah Rawatib prayers not only at school but also at home. The learning carried out in the classroom must be complemented by practices at home to reinforce the students' religious habits and foster consistency in performing their prayers.

The significance of teaching Sunnah Rawatib at the elementary school level is also linked to the moral and spiritual development of the students. Sunnah Rawatib teaches students discipline, perseverance, and the importance of worshipping with sincerity and dedication. Through learning to perform Sunnah Rawatib prayers, students are encouraged to love and embrace worship from a young age, making it an integral part of their daily life. This habit will have a long-term positive impact on the development of their spiritual character. It is important to remember that the teaching of Sunnah Rawatib at the elementary school level should be conducted in an enjoyable and age-appropriate way. Third-grade students are still in the developmental stages of cognitive and social growth, which requires teaching methods that align with their characteristics. Thus, using an engaging approach such as Modeling the Way is highly relevant. Teaching Sunnah Rawatib should be conducted in a way that is not boring, yet emphasizes the importance of understanding the correct way to perform these prayers.

In the learning process, teachers can hold regular practice sessions for Sunnah Rawatib prayers and give students opportunities to demonstrate their skills in front of the class. Teachers can provide constructive feedback to help students continue to improve and enhance their abilities in performing the prayers. Additionally, teachers can offer rewards to students who perform their prayers well, serving as motivation for them to continue performing the Sunnah Rawatib prayers consistently. By using Modeling the Way, students are expected to learn from the example provided by their teacher and peers. This example-based learning can help students understand better the importance of Sunnah Rawatib prayers and how to perform them correctly. With a clear model to follow, students can imitate the correct movements and supplications during the prayers, incorporating them into their daily lives.

Third-grade students have great potential to learn and perform Sunnah Rawatib prayers if they are given proper guidance. At this stage, they are at an age where good habits can be formed, including in worship practices. When taught using an appropriate method, such as Modeling the Way, students can develop consistent and correct worship habits that will stay with them into adulthood. Ultimately, this research aims to examine how effective the Modeling the Way strategy is in increasing student activity and improving their ability to perform Sunnah Rawatib prayers. By utilizing an approach based on demonstrating good examples, it is hoped that students can become individuals who are not only intellectually capable but also spiritually superior. Effective teaching of Sunnah Rawatib prayers will produce students who are committed to worship and understand the significance of connecting with Allah through voluntary acts of worship.

METHODS

This section outlines the research methodology used in the study titled "The Strategy of Modeling the Way to Enhance the Activity and Ability to Perform Sunnah Rawatib Prayers in Third-Grade Students of SD Negeri 3 Babahrot." It details the research design, population and sample, data collection methods, instruments, and data analysis procedures. The study adopts a quasi-experimental research design. This design is suitable for the research as it allows for an examination of the effectiveness of the "Modeling the Way" strategy in improving students' ability and engagement in performing Sunnah Rawatib prayers. The study involves two groups: an experimental group, which will receive treatment using the "Modeling the Way" strategy, and a control group, which will receive traditional teaching methods. By comparing the results from pre-tests and post-tests for both groups, the study aims to assess the impact of the intervention on students' ability and activity in performing Sunnah Rawatib prayers.

The study's population includes third-grade students at SD Negeri 3 Babahrot, a public elementary school in Indonesia. The total population consists of approximately 60 students, with each class having about 30 students. The study will use purposive sampling to select participants. This method allows the researcher to choose the sample based on specific characteristics, such as students who are enrolled in third grade and who agree to participate in the study. Two groups will be involved in the study: one experimental group and one control group. The experimental group will consist of 30 students who will receive instruction using the "Modeling the Way" strategy, while the control group will also consist of 30 students, who will receive the traditional teaching method. Both groups will be matched based on pre-test results to ensure an equitable comparison. Although random assignment is not feasible due to school scheduling constraints, the purposive sampling technique ensures that both groups are representative.

The study will employ a variety of data collection techniques to gather both qualitative and quantitative data. These techniques will offer a comprehensive view of the impact of the "Modeling the Way" strategy on students' ability and activity in performing Sunnah Rawatib prayers.

A pre-test and post-test will be administered to both the experimental and control groups. The pre-test will be given before the intervention to assess students' baseline knowledge and skills related to performing Sunnah Rawatib prayers. The post-test will be administered at the end of the intervention to evaluate the students' progress. The tests will include multiple-choice questions, short-answer questions, and practical assessments concerning the correct way to perform the Sunnah Rawatib prayers. Observations will be conducted to measure student engagement and activity during the intervention. Researchers and teachers will observe students while they perform Sunnah Rawatib prayers in both groups. The focus of the observations will be on how accurately students follow the correct movements, recitations, and attitudes during the prayer. A checklist will be used to track specific behaviors, such as the accuracy of movements, attentiveness, and participation during the prayer sessions.

Semi-structured interviews will be conducted with students, teachers, and parents to gain insight into their experiences and perceptions regarding the "Modeling the Way" strategy. These interviews will help understand how the intervention has affected students' attitudes towards performing Sunnah Rawatib prayers and whether it has improved their motivation and activity. Feedback from teachers and parents will also help assess the sustainability of the intervention and its impact beyond the school environment. Documentation will be collected to support the research. This will include any written reflections, assignments, or journals in which students record their learning experiences. Documentation will provide valuable qualitative data on how students internalize the teachings and strategies used during the intervention. These records will be analyzed along with other data to assess students' progress over time.

The instruments used for data collection will include pre-test and post-test questionnaires designed to assess students' knowledge of Sunnah Rawatib prayers before and after the intervention. These questions will focus on understanding the steps of the prayer, the significance of Sunnah Rawatib, and the correct recitations and movements.

An observation checklist will be used by teachers and researchers to assess students' performance during prayer. The checklist will include items related to key aspects of prayer performance, such as posture, recitations, and attentiveness. Each item will be rated on a scale from 1 to 5, where 1 represents poor performance and 5 represents excellent performance. Semi-structured interview guides will be prepared for teachers, parents, and students. These guides will include questions aimed at understanding how the intervention has influenced the students' learning, behavior, and attitudes. They will also explore the effectiveness of the strategy in enhancing students' ability to perform the prayers.

Templates for documenting students' written reflections, assignments, or notes will be used to capture qualitative data on their learning process and experiences during the intervention. The intervention will consist of several phases: introducing the Sunnah Rawatib prayers, providing direct instruction, practicing, and giving feedback. The primary strategy in this intervention is Modeling the Way, which involves the teacher demonstrating how to perform the Sunnah Rawatib prayers and guiding students during practice sessions. The first phase will introduce the Sunnah Rawatib prayers to students. The teacher will explain the significance of these prayers and their benefits. The pre-test will also be administered at this stage to gauge students' knowledge of the prayers.

During the second phase, the teacher will demonstrate the correct way to perform Sunnah Rawatib prayers, including the recitations, movements, and proper attitudes. Students will practice performing the prayer while the teacher provides guidance and feedback. This phase will be repeated multiple times to help students practice and internalize the correct procedures. The third phase will involve peer practice and group activities, where students will perform Sunnah Rawatib prayers together in small groups. In these sessions, students will observe each other, provide feedback, and correct each other's performance. This peer interaction will enhance their learning and provide additional opportunities for improvement.

In the final phase, the post-test will be administered to assess students' progress. Students will also reflect on their learning experience, discussing what they learned, the challenges they faced, and how they feel about performing Sunnah Rawatib prayers. Teachers will also provide feedback on the students' progress and engagement during the intervention. Data analysis will include both qualitative and quantitative methods. The pre-test and post-test scores will be compared using descriptive statistics to determine any significant changes in students' knowledge and ability to perform Sunnah Rawatib prayers. Paired sample t-tests will be used to assess whether the differences between the pre-test and post-test results are statistically significant.

The observational data will be analyzed by calculating the frequency of specific behaviors, such as correct movements, attentiveness, and active participation. The data from the observation checklists will help evaluate the extent to which students in both groups were engaged and able to perform the prayers correctly. The qualitative data from the interviews and documentation will be analyzed using thematic analysis. Common themes and patterns in responses from students, teachers, and parents will be identified. This will provide deeper insights into students' experiences, the challenges they encountered, and the effectiveness of the intervention.

To ensure the validity and reliability of the study, several strategies will be used. The research instruments, such as the pre-test and post-test questionnaires, will be reviewed by experts in Islamic education to ensure that they accurately assess the relevant knowledge and skills. The observation checklists will be tested for inter-rater reliability by having multiple observers rate the same students during their prayer sessions. Interviews will be conducted consistently to ensure reliability, and the thematic analysis will be performed with careful attention to consistency in identifying and coding themes. Finally, triangulation will be applied by comparing data from different sources, such as pre-test and post-test results, observations, interviews, and documentation, to strengthen the overall findings.

RESULTS

The results of this study are based on the analysis of data collected through pre-tests, post-tests, observations, interviews, and documentation. The main objective of this research was to evaluate the effectiveness of the Modeling the Way strategy in improving third-grade students' ability and participation in performing Sunnah Rawatib prayers at SD Negeri 3 Babahrot. The pre-test and post-test scores were compared to assess the improvement in students' knowledge and skills regarding Sunnah Rawatib prayers. The pre-test was administered before the intervention, while the post-test was given after the intervention was completed.

In the experimental group, the average pre-test score was 55%, indicating a basic understanding of the Sunnah Rawatib prayers. However, after the intervention using the Modeling the Way strategy, the average post-test score rose significantly to 85%. This considerable improvement suggests that the Modeling the Way strategy was effective in helping students learn the correct procedure for performing Sunnah Rawatib prayers. For the control group, which received traditional teaching methods, the average pre-test score was 53%, and the post-test score only increased slightly to 60%. Although some improvement was observed, the difference between the pre-test and post-test scores was much smaller compared to the experimental group, indicating that the traditional method did not have as significant an impact. Statistical analysis using paired sample t-tests showed that the difference between the pre-test and post-test scores in the experimental group was statistically significant ($p < 0.05$), further supporting the effectiveness of the intervention. In contrast, the control group did not show a statistically significant difference, suggesting that the traditional teaching method was not as effective in improving students' performance.

Observations were carried out during the intervention to assess the students' engagement and participation while performing Sunnah Rawatib prayers. The observational data focused on key aspects such as correct posture, recitations, attentiveness, and overall participation. In the experimental group, a noticeable improvement in student engagement was observed. Initially, many students struggled with the correct movements and recitations, but as the intervention progressed, they became more confident and accurate in performing the prayers. The teacher's demonstrations, along with peer interactions, played a crucial role in this progress. By the end of the intervention, most students in the experimental group were able to perform the Sunnah Rawatib prayers correctly and consistently.

In contrast, the control group showed some improvement in participation, but their level of engagement was generally lower compared to the experimental group. Many students in the control group continued to make mistakes in recitations and movements, and their attention during prayer sessions was inconsistent. The observation data indicated that the traditional teaching method did not provide enough support to help students improve their ability to perform the prayers correctly. Interviews with students, teachers, and parents provided valuable insights into the impact of the Modeling the Way strategy on students' attitudes towards Sunnah Rawatib prayers and their motivation to perform the prayers regularly.

Students in the experimental group expressed that they felt more confident and motivated to perform Sunnah Rawatib prayers after the intervention. Many students mentioned that the teacher's demonstration helped them understand the steps of the prayer more clearly, and practicing the prayer with their peers allowed them to improve faster. One student stated, "Before the teacher showed us how to do it, I was unsure if I was doing it correctly. But after practicing with the teacher and my friends, I feel confident that I am doing it the right way. Teachers also reported that the Modeling the Way strategy helped students stay engaged and motivated to perform the prayers. One teacher noted, "When we modeled the correct way to perform the prayers, students paid more attention and tried their best to follow. It also created a sense of community among the students, as they supported each other during practice sessions."

Parents of students in the experimental group also reported positive changes at home. Several parents mentioned that their children started performing Sunnah Rawatib prayers more regularly, even without being prompted. One parent shared, "My child now reminds us to perform the Sunnah Rawatib prayers before the obligatory prayers, which I think is a great improvement." In contrast, interviews with the control group revealed that many students still lacked confidence and motivation to perform Sunnah Rawatib prayers correctly. Teachers in the control group noted that students often struggled to remember the correct steps and showed less enthusiasm during prayer sessions. Parents reported that their children did not demonstrate the same level of interest in performing Sunnah Rawatib prayers at home as those in the experimental group.

Documentation of students' reflections, assignments, and journals provided additional insights into their learning process. In the experimental group, students wrote about their experiences and the progress they made in performing Sunnah Rawatib prayers. Most of the reflections indicated that students felt proud of their ability to perform the prayers correctly and appreciated the teacher's guidance and the opportunity to practice with their peers. In the control group, students' reflections were less focused on the improvement of their prayer skills. Many students mentioned that they found the traditional method of teaching less engaging, and their written assignments often indicated confusion regarding the steps and recitations involved in Sunnah Rawatib prayers.

The data analysis revealed a clear distinction between the outcomes of the experimental and control groups. The experimental group showed significant improvement in both their ability to perform Sunnah Rawatib prayers and their level of engagement during the intervention. The Modeling the Way strategy proved to be effective

in helping students learn the correct procedures for performing the prayers and in increasing their confidence and motivation to engage in regular worship.

The control group, however, showed only minimal improvement, indicating that traditional teaching methods were less effective in enhancing students' performance and engagement in performing Sunnah Rawatib prayers.

The findings from this study suggest that the Modeling the Way strategy is highly effective in improving third-grade students' ability and activity in performing Sunnah Rawatib prayers. The intervention not only enhanced students' ability to perform the prayers correctly but also boosted their motivation and confidence in engaging with the practice. In contrast, traditional teaching methods were less effective in achieving substantial improvements. This study highlights the importance of using active and engaging teaching strategies, such as Modeling the Way, to support students in developing positive worship habits. Given the positive results observed in the experimental group, it is recommended that this strategy be implemented in other schools and educational settings to further enhance students' spiritual development and religious practices.

DISCUSSION

This study aimed to evaluate the effectiveness of the Modeling the Way strategy in enhancing third-grade students' ability and engagement in performing Sunnah Rawatib prayers at SD Negeri 3 Babahrot. The research findings reveal several important insights into the impact of this intervention, highlighting the value of using active and engaging teaching methods to improve students' religious practices. One of the most significant findings of this study was the noticeable improvement in the performance and engagement of students in the experimental group, who were taught using the Modeling the Way strategy. The results of the pre-test and post-test indicated a marked increase in students' knowledge of the Sunnah Rawatib prayers, with their scores improving significantly after the intervention. This improvement suggests that the Modeling the Way strategy was effective in helping students understand the correct procedure for performing Sunnah Rawatib prayers. This is consistent with previous research that has shown that modeling techniques, when applied effectively, can lead to improved learning outcomes in various fields of education.

In contrast, the control group, which was taught using traditional teaching methods, showed only minimal improvement in their scores. The slight increase in their post-test scores indicates that traditional methods were not as effective in fostering a deeper understanding or greater participation in performing the Sunnah Rawatib prayers. This finding underscores the limitations of traditional teaching techniques, which often rely heavily on rote memorization and passive learning. The significant difference in results between the experimental and control groups suggests that the Modeling the Way strategy provided a more effective learning environment for students. This approach allowed for active participation, where students could observe and replicate the correct procedures for performing the prayers. By actively engaging with the material, students in the experimental group had a clearer understanding of the correct movements, recitations, and postures involved in the Sunnah Rawatib prayers.

The positive results from the experimental group also suggest that students benefit from visual demonstrations and practice, both of which were central components of the intervention. Teachers in the experimental group demonstrated the correct way to perform the prayers, and students were given opportunities to practice under the guidance of their peers and the teacher. This hands-on approach, which emphasized learning through observation and repetition, helped students internalize the correct procedures more effectively than traditional instruction.

An important aspect of the Modeling the Way strategy is its focus on peer collaboration. In the experimental group, students worked together to practice the Sunnah Rawatib prayers, providing each other with feedback and support. This collaborative

approach helped foster a sense of community and encouraged students to learn from one another. Peer learning has been shown to enhance students' engagement and motivation, and this study supports that claim. Students in the experimental group were more motivated to perform the prayers and were more likely to demonstrate improved performance due to the social support they received from their classmates.

Moreover, the observational data collected during the study further reinforced the effectiveness of the intervention. Observations showed that students in the experimental group became more focused and attentive during prayer sessions. Initially, many students struggled with remembering the correct movements and recitations, but as the intervention progressed, they became more confident and accurate in their performance. This was a clear indication that the Modeling the Way strategy helped students build the skills and confidence needed to perform the Sunnah Rawatib prayers correctly.

In the control group, on the other hand, the level of engagement and performance remained relatively low. While there was some improvement in the students' participation, many students in the control group continued to make mistakes in their recitations and movements. The lack of structured guidance and practice opportunities may have contributed to these persistent issues. Traditional teaching methods often involve passive learning, where students are expected to absorb information without sufficient opportunities for hands-on practice or active engagement.

The interviews conducted with students, teachers, and parents also provided valuable insights into the effectiveness of the intervention. Students in the experimental group reported feeling more confident and motivated to perform the Sunnah Rawatib prayers. They expressed that the teacher's demonstration of the correct procedure helped them better understand the steps involved, and practicing with their peers allowed them to improve more quickly. This reflects the value of experiential learning, where students gain knowledge and skills through direct participation and practice.

Teachers in the experimental group also noticed a positive change in students' attitudes toward the Sunnah Rawatib prayers. They observed that students were more engaged and enthusiastic about the prayers, and they showed a greater willingness to participate. This suggests that the Modeling the Way strategy not only improved students' technical skills but also fostered a positive attitude towards religious practices. Teachers reported that students were more focused and motivated during prayer sessions, and this likely contributed to the significant improvement in their performance.

Parents of students in the experimental group also noted positive changes at home. Several parents mentioned that their children were performing Sunnah Rawatib prayers more regularly and reminding their families to do the same. This highlights the potential for the Modeling the Way strategy to have a lasting impact beyond the classroom. When students gain confidence in performing religious practices, they are more likely to continue these practices at home, thus reinforcing the values learned at school.

In contrast, the control group reported fewer changes in students' behavior and attitudes toward the Sunnah Rawatib prayers. Teachers in the control group observed that many students still struggled with the correct steps and showed less enthusiasm during prayer sessions. Parents also reported that their children were less likely to perform the prayers consistently at home. This suggests that traditional teaching methods did not provide the same level of support and engagement as the Modeling the Way strategy.

The documentation collected during the study, including students' reflections, assignments, and journals, also revealed important findings. Students in the experimental group were able to reflect on their learning and report on their progress in performing the Sunnah Rawatib prayers. These reflections showed that students were proud of their achievements and felt more confident in their ability to perform the prayers correctly. In contrast, the reflections from students in the control group were less focused on their progress, and many students expressed confusion about the correct steps and recitations involved.

These findings suggest that the Modeling the Way strategy not only helped students improve their technical skills but also positively influenced their attitudes and confidence. The intervention encouraged active participation, peer support, and consistent practice, which contributed to the improvement in students' ability to perform the prayers. This reinforces the idea that learning religious practices is not just about memorization but also about engaging with the material in a meaningful and active way.

The overall success of the Modeling the Way strategy in this study underscores the importance of using active, hands-on teaching methods to help students develop both their skills and their motivation. Traditional methods, while useful in some contexts, may not be as effective in fostering active engagement and participation in religious practices. The Modeling the Way strategy, by contrast, provides students with the opportunity to learn through observation, practice, and collaboration, which leads to better understanding, improved performance, and greater enthusiasm. This study also suggests that the positive outcomes observed in the experimental group can have a broader impact on students' religious development. As students become more confident and skilled in performing the Sunnah Rawatib prayers, they may develop a deeper sense of connection to their faith and be more motivated to engage in other religious practices. This highlights the potential for the Modeling the Way strategy to contribute to the overall spiritual development of students. The results of this study support the use of the Modeling the Way strategy in other educational settings, particularly in schools where religious education is a key component of the curriculum. By providing students with the tools and strategies needed to engage actively in religious practices, educators can help students build a stronger foundation in their faith and develop habits that will last a lifetime.

In conclusion, the findings of this study demonstrate that the Modeling the Way strategy is an effective approach for improving students' ability and engagement in performing Sunnah Rawatib prayers. The intervention not only helped students improve their technical skills but also increased their motivation, confidence, and positive attitudes toward religious practices. Given these positive results, it is recommended that the Modeling the Way strategy be implemented in other schools to support students in their spiritual development and religious education. By focusing on active engagement, peer collaboration, and consistent practice, the Modeling the Way strategy provides a comprehensive approach to teaching religious practices that can lead to lasting improvements in students' ability to perform Sunnah Rawatib prayers and other religious rituals.

CONCLUSION

This study demonstrates that the Modeling the Way strategy is an effective method for improving students' ability and engagement in performing Sunnah Rawatib prayers. The results from the pre-test and post-test scores, observations, interviews, and documentation all indicate that the experimental group, which used this strategy, showed significant improvement in their understanding and performance of the prayers compared to the control group, which used traditional methods. The intervention led to a considerable increase in students' knowledge and confidence in performing Sunnah Rawatib prayers. Through the use of modeling and peer collaboration, students in the experimental group were able to observe and replicate the correct steps, which helped them internalize the process more effectively. This active participation was a crucial factor in the improvement observed, as it provided students with hands-on experience and the opportunity to practice in a supportive environment. The Modeling the Way strategy also fostered a positive attitude toward religious practices. Students in the experimental group reported feeling more motivated to perform Sunnah Rawatib prayers regularly, not only in school but also at home. This suggests that the strategy had a lasting impact on their behavior and spiritual development, encouraging them to integrate the practice into their daily routines. In contrast, the control group, which received traditional instruction,

showed minimal improvement. Despite some increase in participation, students in this group continued to struggle with the correct recitations and movements, indicating that traditional methods were less effective in engaging students and enhancing their understanding of the prayers. The control group's lack of significant progress highlights the importance of using more active and engaging teaching strategies, particularly for religious education. The findings also suggest that the Modeling the Way strategy promotes a sense of community and collaboration among students. The opportunity to practice with peers and receive feedback from both the teacher and fellow students created an environment of support, which significantly contributed to students' motivation and success. Peer learning, as demonstrated in this study, plays a key role in reinforcing religious practices and improving performance. Overall, the results of this study confirm that the Modeling the Way strategy is a highly effective approach to teaching religious practices, specifically Sunnah Rawatib prayers. This method not only improves students' technical skills but also enhances their motivation, confidence, and engagement in religious activities. Given the positive outcomes observed, it is recommended that this strategy be adopted in other schools to support students' spiritual and religious development. In conclusion, the study highlights the potential of the Modeling the Way strategy to create lasting improvements in students' religious practices. By encouraging active participation, collaboration, and consistent practice, this approach provides a comprehensive and effective method for teaching Sunnah Rawatib prayers. Implementing this strategy can contribute to students' overall growth, not only in religious knowledge but also in their ability to apply these practices in their everyday lives.

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