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Modeling The Way Strategy to Improve Learning Activities of Students of SMA Negeri 1 Pancung in Islamic Education Learning

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Abstract: This study aims to improve students' learning activities in Islamic religious education learning by using 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 Modeling the way strategy can improve students' learning activities 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 48.71%, the first cycle 66.39% and in the second cycle it increased to 89.66%. Thus, the use of Modeling the way strategy can be used as an alternative to improve students' learning activities in Islamic religious education learning.

Keywords: Modeling the way strategy, learning activities, islamic education learning.

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INTRODUCTION

The ability to perform prayers properly and correctly is one of the abilities that must be possessed by students as a learning outcome in the Obligation Prayer material in class X of SMA Negeri 1 Pancung, therefore learning to pray, 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 in class X, it requires the ability to perform mandatory prayer movements and readings properly and correctly, but in reality most students in class X 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 in Class X of SMA Negeri 1 Pancung Soal It can be seen that there are still many students who have not been able to perform prayer movements and prayer readings properly and

correctly, especially in fact, from experience during teaching, it can be observed, that students who graduate from elementary school and even at the high school level, There are still many who have not been able to perform the movements and recitation of prayers properly and correctly, even though most of them are Muslims, where prayer is an obligation that must be done by every believer. This is stated in the Qur'an in surah Al-Baqarah verse 43: "And establish prayers, pay zakat and ruku'lah with those who are ruku" (Al-Baqarah: 43). These gaps are what led the researcher, to conduct this research, in order to improve learning activities and the ability to perform mandatory prayer movements properly and correctly in Class X students of SMAN 1 Pancung Soal, 2022/2023 school year. Based on the description of the background above, a research problem can be formulated: Can using the modeling the way strategy increase students' activities and abilities in performing compulsory prayers in Class X of SMAN 1 Pancung Soal for the 2022/2023 school year.

The purpose of this class action research is to describe the activities and abilities in performing mandatory prayers through the modeling strategy in Class X students of SMAN Pancung Soal for the 2022/2023 school year. For students, this research can increase activities and abilities in performing mandatory prayers. In addition, through the use of the modeling the way strategy, students are motivated to participate in Islamic religious education learning, especially prayer materials. Eliminate the assumption that learning PAI is difficult. For teachers, this research can help teachers improve the learning methods of Islamic religious education subjects, as an input to increase students' interest and attention to Islamic religious education subjects and can increase teachers' confidence in the learning process of Islamic religious education subjects in class X of SMAN 1 Pancung Soal. For Schools and Education in general, this study makes a positive contribution to the learning method of Islamic religious education in class X of SMAN 1 Pancung Soal , overcoming the difficulties of learning Islamic religious education in class X and creating a conducive cooperation between teachers as researchers and schools for the progress of schools in Islamic religious education lessons..

METHODS

The research was carried out for 3 months, from October to December 2019. The research was carried out in class X of SMAN 006 Sekupang, Sekupang Regency District, Riau Islands Province. The subject of the study was the activity and ability to perform compulsory prayers for grade X students of SMAN 006 Sekupang, with a total of 32 students. There are two sources of data in this class action research, namely data from research subjects (primary) and from non-subjects (secondary). The data collection techniques in this study are in the form of test techniques, and non-test techniques. Meanwhile, data collection tools include documents, tests and observations. The document is used to obtain data on the ability to perform mandatory prayers before the research, namely in the form of a list of grades/assessment reports, processing and analysis. The test is used to obtain data on students' ability to perform mandatory prayers in the form of question items. Observation using an assessment sheet is to find out students' activities in performing mandatory prayers in the form of: 1) Reading and understanding various literature to know the pillars of prayer; 2) reading and memorizing the legal conditions and mandatory prayer requirements; 3) reading and memorizing about things that cancel prayer; 4) the practice of compulsory prayer.

To obtain valid data regarding activities and abilities in performing compulsory prayers in grade X students of SMAN 1 Pancung Soal for the 2022/2023 school year, namely: 1) learning activities (observations) are validated through source triangulation, namely data from students, teachers and collaborators which is 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 question items with content

validity required question grids. Data in the form of numbers (quantitative data) were 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 consisted of 4 stages, namely the planning stage, the action stage, the observation/observation and reflection stages. The increase in activity is an increase in activity from good to good. The improvement of students' ability to perform mandatory prayers is an indicator of daily test scores that reach the Minimum Completeness Criteria.

RESULTS

The learning outcomes of students in Islamic Religious Education learning before the research can be seen in the following analysis. Based on data on the results of the daily test scores of Islamic Religious Education before the study was conducted on grade X students for the 2022/2023 school year, there were 32 students (75.00%) who were declared incomplete, with the lowest student score of 50, the highest score of 70 and the average grade score of 60.16. Based on data on the results of observations of learning activities for the first cycle of the Obligation prayer material in grade X students of SMAN 1 Pancung Soal for the 2022/2023 school year, which includes aspects 1) Reading and understanding various literature to know the pillars of prayer; 2) reading and memorizing the legal conditions and mandatory prayer requirements; 3) reading and memorizing about things that cancel prayer; 4) Compulsory prayer practice, obtained an average score of activities in the good category. Based on the table and graphic figures above, it is known that the results of the daily test scores of PAI prayer material for the first cycle of the Obligation prayer material in grade X students of SMAN 1 Pancung Questions for the 2021/2022 school year are still 4 students (12.5%) who are declared incomplete, with the lowest student score of 60, the highest score of 100 and the average grade of 74.69.

The results of observations about student learning activities in learning PAI compulsory prayer material in Cycle II can be seen in the following explanation. Based on the data, it is known that the results of the observation of PAI learning activities for the Compulsory Prayer Material cycle II in grade X students of SMAN 1 Pancung Questions for the 2022/2023 school year, which include aspects 1) Reading and understanding various literature to know the pillars of prayer; 2) reading and memorizing the legal conditions and mandatory prayer requirements; 3) reading and memorizing about things that cancel prayer; 4) Compulsory prayer practice, obtained an average score of activities in the very good category. Based on the data, it is known that the results of the PAI daily test scores for the Compulsory Prayer Material Cycle II in grade X students of SMAN 1 Pancung Questions for the 2022/2023 school year. All students totaling 32 children (100%) were declared complete, with the lowest student score of 65, the highest score of 100 and the average grade of 80.6.

The results of the discussion in this study are 3 things, including actions, activities, and students' ability to perform mandatory prayers. Data shows that in the initial condition, the implementation of learning to perform mandatory prayers in grade X students of SMAN 1 Pancung Soal for the 2022/2023 school year has not used the modeling strategy the way. In cycle I, the modeling the way strategy was used without teacher guidance. Continued cycle II using the modeling the way strategy with teacher guidance. This is intended to combine the use of methods so that students understand better. The data showed that from the initial condition to the final condition, there was an increase in learning activities. Learning activities from cycle I to cycle II there was an increase. The aspect of reading the pillars of prayer (the average score increased by 1.1; the percentage increased by 21.8%; from the good category to very good), the aspect of reading the prayer requirements (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 prayer (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).

The data shows that the learning outcomes of students from the initial condition to the second cycle have increased, from 7 students (30%) who received a complete score to 23 students (100%). There was an increase of 16 students (70%) and the average grade of the class from 60.2 to 85.0, an increase of 24.8.

Modeling the Way is a leadership strategy that can be applied in education to improve student learning activities. This strategy emphasizes the importance of a leader, in this case a teacher, to be a good example for his students. By providing a positive example in attitudes, values, and learning habits, students will be more motivated to imitate and develop effective learning patterns. When teachers demonstrate discipline, hard work, and a positive attitude towards learning, students tend to follow in the same footsteps.

One way Modeling the Way improves student learning activities is by displaying a strong work ethic in the learning process. Teachers who always show enthusiasm in teaching, make thorough preparations, and show dedication in providing materials will inspire students to study harder. They will feel that learning is not just an obligation, but a fun and valuable process. In addition, this strategy also helps build a positive learning culture in the classroom. When teachers consistently demonstrate good learning habits, such as reading additional books, doing research before teaching, and using technology in learning, students will be more encouraged to adopt these habits. This positive learning culture creates a dynamic and interactive classroom environment, where students are more active in seeking information and understanding the subject matter.

Students' self-confidence also increases when they see their teachers acting in accordance with the values they teach. For example, if a teacher teaches the importance of critical thinking and always questioning the information received, he or she should also demonstrate the same in his or her approach to learning. By seeing real-life examples, students will be more courageous in developing their critical thinking patterns and be more active in class discussions. Furthermore, Modeling the Way can increase student engagement in learning. When teachers show enthusiasm and patience in explaining material, students will be more motivated to participate in the learning process. They will feel that their efforts are appreciated and that they have the opportunity to grow, so they will be more active in asking questions, discussing, and expressing their opinions.

This strategy also encourages collaborative learning. Teachers who demonstrate an open attitude in working with students and fellow teachers will teach students the value of cooperation. They will learn how to work in a team, share ideas, and respect the opinions of others, which ultimately improves their social and academic skills. In addition, Modeling the Way helps students develop self-discipline. When teachers consistently demonstrate discipline in time, completing assignments, and adhering to class rules, students will understand the importance of responsibility in their learning. Thus, they are more likely to manage their study time well and complete assignments on time. In the long run, this strategy also helps shape students' character. Values such as integrity, hard work, curiosity, and perseverance can be instilled through real examples given by teachers. Students who are accustomed to seeing and imitating positive behavior from their teachers will carry these values into their lives, both inside and outside of school.

The effectiveness of Modeling the Way in improving students' learning activities is also supported by the reflective approach taken by teachers. Teachers who actively evaluate themselves and continue to learn to improve their teaching methods will become role models for students. They will learn that learning is an ongoing process and that there is always room for improvement. Overall, Modeling the Way is a very effective strategy in improving students' learning activities. By providing good examples, building a positive learning culture, increasing student engagement, and shaping their character and discipline, this strategy contributes greatly to creating an inspiring and productive

learning environment. Therefore, teachers should apply this strategy consistently in order to help students achieve their best potential in learning.

DISCUSSION

Metode diskusi kelompok adalah salah satu strategi pembelajaran aktif yang melibatkan siswa dalam proses tukar pikiran, analisis, dan pemecahan masalah secara bersama-sama. Pembahasan metode ini meliputi beberapa aspek penting yang mendukung peningkatan hasil belajar siswa di tingkat menengah atas: 1) Mendorong Partisipasi Aktif. Diskusi kelompok memungkinkan siswa untuk terlibat langsung dalam pembelajaran. Mereka tidak hanya mendengarkan penjelasan guru, tetapi juga aktif menyampaikan ide, mengajukan pertanyaan, dan memberikan tanggapan. Proses ini memperkuat keterlibatan siswa dengan materi pembelajaran, meningkatkan daya ingat, dan memperdalam pemahaman mereka. 2) Mengembangkan Pemikiran Kritis, dalam diskusi kelompok, siswa diajak untuk mengevaluasi berbagai sudut pandang dan mendiskusikan alternatif solusi terhadap suatu masalah. Misalnya, dalam pelajaran sejarah, siswa dapat menganalisis sebab-akibat dari suatu peristiwa sejarah dengan berbagai perspektif. Proses ini melatih mereka untuk berpikir logis, kritis, dan analitis, yang merupakan keterampilan penting di tingkat pendidikan menengah atas. 3) Diskusi kelompok memberikan ruang bagi siswa untuk melatih kemampuan berbicara, mendengarkan, dan menyampaikan pendapat dengan cara yang jelas dan santun. Mereka belajar bagaimana mengartikulasikan ide-ide mereka dengan baik, merespon argumen orang lain, dan membangun komunikasi yang efektif. Keterampilan ini akan berguna tidak hanya di sekolah tetapi juga dalam kehidupan sehari-hari. 4) Dalam kelompok, siswa belajar untuk bekerja sama dengan orang lain, memahami sudut pandang yang berbeda, dan menghormati perbedaan pendapat. Hal ini membantu mereka mengembangkan empati dan kemampuan untuk beradaptasi dengan dinamika tim. Sebagai contoh, ketika bekerja dalam kelompok yang terdiri dari berbagai latar belakang, siswa belajar menghargai keberagaman dan membangun rasa solidaritas. 5) Diskusi kelompok menciptakan suasana belajar yang interaktif dan menyenangkan. Ketika siswa merasa terlibat secara aktif, mereka menjadi lebih termotivasi untuk belajar. Selain itu, keberhasilan dalam menyelesaikan tugas kelompok atau memahami materi melalui diskusi dapat meningkatkan rasa percaya diri mereka. 6) Memperkuat pemahaman materi, Melalui diskusi, siswa dapat saling mengajarkan dan memperbaiki pemahaman mereka terhadap materi yang dipelajari. Jika ada kesalahpahaman, teman-teman dalam kelompok atau guru dapat memberikan klarifikasi, sehingga pemahaman siswa menjadi lebih baik. Proses ini juga mempercepat pembelajaran karena siswa belajar dari berbagai sudut pandang. 7) Mempersiapkan Siswa untuk dunia nyata, metode diskusi kelompok melatih siswa menghadapi situasi nyata di mana mereka harus bekerja sama, berkolaborasi, dan menyelesaikan masalah bersama orang lain.

Keterampilan ini sangat relevan untuk kehidupan profesional dan sosial mereka di masa depan. Pembahasan metode diskusi kelompok menekankan pentingnya pendekatan ini dalam menciptakan pembelajaran yang berpusat pada siswa. Dengan memaksimalkan partisipasi aktif, kolaborasi, dan refleksi, diskusi kelompok menjadi alat yang efektif untuk meningkatkan hasil belajar siswa menengah atas secara holistik..

CONCLUSION

Based on the results of the study, it can be concluded that through the modeling the way strategy, it can increase the activity and ability to perform mandatory prayers in CLASS X students for the 2022/2023 school year. Learning activities from cycle I to cycle II there was an increase: the aspect of reading the pillars of prayer (the average score increased by

1.1; the percentage increased by 21.8%, from the good category to very good), the aspect of reading the prayer requirements (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 prayer (average score increased by 0.7, percentage increased by 15.7%, from good category to very good), and aspect of prayer practice (average score increased by 0.9, percentage increased by 18.3%, from good category to very good).

The learning outcomes of students from the initial condition to the second cycle have increased, from 7 students (30%) who received a complete score to 23 students (100%). There was an increase of 16 students (70%) and the average grade of the class from 60.2 to 85.0, an increase of 24.8. 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.

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