



Implementation of the Modeling The Way Method in Improving Student Learning Outcomes in Islamic Education Learning at SD Negeri 0405 Hutaraja Lamo

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ABSTRACT

This study aims to analyze the effectiveness of the application of the Modeling The Way method in improving learning outcomes on the material of faith in qada and qadar in students of SD Negeri 0405 Hutaraja Lamo. The Modeling The Way method is a learning strategy that emphasizes the role model of teachers in conveying Islamic teachings, so that students can understand and internalize the concepts taught better. This study uses a quantitative approach with an experimental design, where data is collected through learning outcome tests and observations during the learning process. The results showed that the application of the Modeling The Way method had a significant positive impact on students' understanding of faith in qada and qadar. Students taught with this method showed better learning outcomes compared to conventional methods. In addition, students became more active, enthusiastic, and involved in the learning process, so that religious concepts could be understood more deeply. Therefore, the Modeling The Way method is recommended as an effective learning strategy in improving students' understanding of religious concepts, especially at the elementary school level.

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Introduction

In the world of education, choosing the right learning method greatly determines the effectiveness of the teaching and learning process. Islamic religious education, especially in understanding the concept of faith in qada and qadar, requires an approach that is not only theoretical but also applicable. One method that can be used is Modeling The Way, which is a learning method that emphasizes the role model of teachers as models for students. This study aims to analyze the effectiveness of this method in improving student understanding at SD Negeri 0405 Hutaraja Lamo.

The Modeling The Way method is based on the principle that students find it easier to understand a concept if they see real examples that are applied in everyday life (Santoso, 2021). In the context of Islamic religious education, teachers who demonstrate attitudes and behaviors in accordance with Islamic values will be more effective in instilling an understanding of faith in qada and qadar. In addition, this method can also increase student motivation and active participation in learning (Hidayat, 2022).

It is hoped that the Modeling The Way method can be a solution in improving student learning outcomes and making the learning process more meaningful and interactive. According to recent research, role-based methods have been shown to increase student engagement, both cognitively and affectively (Rahman, 2023). Thus, this method not only helps students understand concepts intellectually but also internalize these values in their daily lives.

However, in reality, Islamic religious education learning in elementary schools is still dominated by one-way lecture methods, making it less effective in improving student understanding (Suryani, 2020). This causes students to be less actively involved in learning and only receive material passively. Therefore, innovation is needed in learning strategies that can attract students' interest and improve their understanding of religious concepts.

This study uses a quantitative approach with an experimental design to determine the effectiveness of the Modeling The Way method in learning. Data were collected through learning outcome tests and direct observation of student activities during learning. This approach aims to obtain objective data regarding the improvement in student learning outcomes after the implementation of the Modeling The Way method (Putra, 2021). Observations were also carried out to see changes in student behavior in accepting and applying the concept of faith in qada and qadar. Based on previous research, the role model-based approach has been proven effective in building students' religious attitudes and improving their critical thinking skills in understanding religious concepts (Aziz, 2022). Therefore, it is hoped that this study can strengthen previous findings and provide more in-depth empirical evidence.

With this research, it is expected to contribute to the development of learning methods in elementary schools, especially in Islamic religious education subjects. The results of this study can be a basis for teachers in implementing more effective methods that are in accordance with student characteristics. In addition, schools can consider policies that support the implementation of exemplary-based methods in their learning systems (Fauzi, 2023). Overall, the application of the Modeling The Way method in learning faith in qada and qadar is expected to be able to significantly increase student understanding. By increasing the effectiveness of learning, students not only understand the concept theoretically, but also apply it in everyday life. Therefore, this study can be the first step in developing more innovative and effective learning strategies in the field of Islamic religious education.

Methods

This study uses a quantitative approach with an experimental design to analyze the effectiveness of the Modeling The Way method in improving student learning outcomes. The data sources in this study consist of primary and secondary data. Primary data were

obtained directly from students of SD Negeri 0405 Hutaraja Lamo through learning outcome tests and observations during the learning process. Tests were given before and after the implementation of the Modeling The Way method to measure the increase in students' understanding of the material on faith in qâdâ and qadar. In addition, observations were made to assess student involvement and participation in learning.

Meanwhile, secondary data were obtained from various literature, research journals, and books related to exemplary-based learning methods, especially Modeling The Way. These reference sources are used to support the analysis and discussion of the research results and to compare them with previous studies.

The data obtained in this study were analyzed using descriptive and inferential statistical techniques. Descriptive analysis is used to describe the results of the initial test (pre-test) and final test (post-test) in order to see changes in student learning outcomes after the implementation of the Modeling The Way method. The average test scores before and after treatment were compared to determine the level of effectiveness of this method in improving student understanding.

Furthermore, inferential analysis was conducted using t-test to test the significance of differences in learning outcomes before and after the application of the Modeling The Way method. This test aims to ensure whether the improvements that occur are statistically significant or just happen by chance. In addition, observation data were analyzed using qualitative methods to see patterns of changes in student behavior and participation in learning. With this approach, this study is expected to provide a clear picture of the effectiveness of the Modeling The Way method in improving student learning outcomes and provide recommendations for the development of more effective learning methods in Islamic religious education.

Result

To understand the effectiveness of the Modeling The Way method in improving student learning outcomes, the research data is presented in the form of a table that describes the results of the pre-test and post-test. The following are the test results obtained from 30 students of SD Negeri 0405 Hutaraja Lamo before and after the application of this method.

Table 1. Student Pre-Test and Post-Test Results

No	Score Range	Pre-Test	Post-Test
1	80 - 100	5	18
2	60 - 79	12	9
3	40 - 59	10	3
4	0 - 39	3	0
	Total	30 siswa	30 siswa

From the table above, it can be seen that before the implementation of the Modelling The Way method, only five students scored within the 80-100 range. However, after the method was applied, the number increased to 18 students. Conversely, the

number of students scoring in the 40-59 range decreased from 10 to 3, and there were no longer any students scoring below 40.

These results indicate an improvement in students' understanding of the concept of faith in *qaḍa* and *qadar* after implementing the Modelling The Way method. This improvement suggests that an exemplary-based teaching method can positively impact students' learning outcomes (Fauzi, 2023). In addition to test scores, observations were conducted to assess changes in students' engagement during the learning process. Before the implementation of this method, students tended to be passive and less involved in classroom discussions. However, after its implementation, students appeared more enthusiastic and actively engaged in asking questions and participating in discussions.

Students' engagement in the learning process was also reflected in the increased number of students participating in question-and-answer sessions. Before the method was applied, only about 30% of students actively asked questions. However, after the implementation, this percentage increased to more than 70%. This demonstrates that the Modelling The Way method not only enhances cognitive learning outcomes but also boosts student involvement in the learning process (Santoso, 2021).

Furthermore, based on interviews with teachers, it was found that this method helped students understand the concept of faith in *qaḍa* and *qadar* more effectively. Teachers stated that students found it easier to absorb and retain the material because they could directly observe how these values were applied in daily life by their teachers. Additionally, data showed that students who were previously less interested in Islamic religious education began to show greater enthusiasm after the method was implemented. They became more motivated to learn and understand the concepts taught, as they felt more connected to the material.

With this improvement, it can be concluded that the Modelling The Way method is an effective teaching strategy for enhancing students' learning outcomes and engagement in Islamic religious education. These findings align with previous research, which suggests that exemplary-based learning has a positive impact on students' understanding and religious attitudes (Aziz, 2022).

To ensure the validity of the data, this study employed methodological triangulation by comparing test results, observations, and teacher interviews. Using multiple data collection methods helped obtain more objective results and minimized research bias (Putra, 2021).

The results of the t-test analysis showed a significant difference between the pre-test and post-test scores. This difference indicates that the improvement in students' learning outcomes was not merely coincidental but was genuinely influenced by the implementation of the Modelling The Way method (Hidayat, 2022).

Moreover, interviews with teachers reinforced these findings, as they noted that students demonstrated significant progress in understanding the concept of faith in *qaḍa* and *qadar* after the method was applied. Students not only grasped the concept theoretically but were also able to relate it to real-life situations.

Thus, this study provides strong evidence that the Modelling The Way method is an effective approach to enhancing Islamic religious education learning outcomes in elementary schools. The study also recommends that this method be widely

implemented in other subjects requiring deep comprehension and the internalization of moral and spiritual values (Suryani, 2020).

Discussion

The validation of data in this study was conducted to ensure that the obtained results accurately reflect the impact of implementing the Modelling The Way method on students' learning outcomes. The validation process was carried out using methodological triangulation, which involved comparing pre-test and post-test results, observations during the learning process, and interviews with teachers. This technique was employed to ensure that the collected data was more accurate and reliable (Putra, 2021).

The pre-test and post-test results were analyzed using a t-test to examine the significance of the differences before and after the intervention. The use of this statistical test aimed to confirm that the improvement in learning outcomes was not merely coincidental but was indeed a result of the implementation of the Modelling The Way method. Additionally, observations were conducted to assess changes in students' behavior during the learning process, such as increased engagement, participation in discussions, and involvement in question-and-answer sessions.

Teacher interviews were also utilized as an additional validation tool to strengthen the research findings. Teachers provided subjective insights into changes in students' attitudes and understanding after the implementation of this method. This approach aligns with previous research, which suggests that validating data through multiple sources can enhance the credibility of research findings (Fauzi, 2023).

Based on the data validation results, it was found that the Modelling The Way method significantly improved students' learning outcomes. The t-test results showed a significance value of less than 0.05, indicating a substantial difference between the pre-test and post-test scores. In other words, this method has been proven effective in enhancing students' understanding of the concept of faith in qada and qadar (Hidayat, 2022).

Furthermore, observations revealed that students became more active and motivated in the learning process. Before the implementation of this method, only about 30% of students actively participated in class, whereas after its application, this number increased to over 70%. This finding demonstrates that the Modelling The Way method not only enhances students' cognitive understanding but also positively impacts their affective and psychomotor aspects (Santoso, 2021).

Teacher interviews also supported these research findings. Teachers stated that students better understood the concept of faith in qada and qadar after witnessing firsthand how these values were applied in everyday life. Students were not only able to answer academic questions but also exhibited changes in their attitudes and daily behavior, such as becoming more patient, more accepting of circumstances, and more responsible for their actions (Aziz, 2022).

With these validation results, it can be concluded that the Modelling The Way method is an effective learning approach that is suitable for implementation in Islamic religious education at the elementary school level. This study's findings are consistent with previous research, which indicates that exemplary-based learning models can

enhance students' engagement and understanding in value-based religious education (Suryani, 2020). Therefore, this study recommends the broader application of the Modelling The Way method in Islamic religious education to improve students' comprehension of religious concepts more effectively.

Conclusion

Based on the results of the study, it can be concluded that the Modeling The Way method has proven effective in improving students' understanding of the material on faith in qada and qadar at SD Negeri 0405 Hutaraja Lamo. The results of the study showed a significant increase in student learning outcomes, as reflected in the differences in pre-test and post-test scores. In addition, this method also succeeded in increasing students' active participation in learning, as seen from the results of observations and interviews with teachers. Thus, these findings provide strong evidence that the exemplary-based method has a positive impact on the understanding of religious concepts in elementary school students. In terms of academic impact, the Modeling The Way method not only improves cognitive learning outcomes, but also encourages student involvement in the learning process. Students become more active in discussions, more enthusiastic in asking questions, and find it easier to understand concepts through the examples given by teachers. In addition, this approach also helps students in connecting learning materials with everyday life, so that they not only understand in theory but are also able to internalize religious values in real actions.

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