



Modeling The Way Strategy to Increase Learning Activity and Ability in Performing Obligatory Prayers in Class II Students of SD Negeri 0911 Tanjung Morang

Siti Masliner Pohan¹, SD Negeri 0911 Tanjung Morang, Indonesia

Nurmida Samosir², SD Negeri 0901 Tanjung Baringin, Indonesia

Nelly Kasuma Siregar³, UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Indonesia

ABSTRACT

This study aims to determine how the modeling the way strategy can improve the activity and ability of class II students of SDN 0911 Tanjung Morang in performing obligatory prayers. Modeling the way is a learning strategy that prioritizes examples or role models given by teachers as a reference for students to imitate and apply them in daily activities. In this context, teachers provide direct examples in performing obligatory prayers correctly, then motivate students to imitate them. This study uses a quantitative approach with an experimental method. Data collection techniques are carried out through observation, interviews, and documentation to observe changes in the activities and abilities of students in performing obligatory prayers before and after the implementation of the modeling the way strategy. The results of the study showed that the implementation of this strategy can improve students' understanding and skills in performing obligatory prayers better. Students' prayer activities also increased as they became more skilled at following the prayer steps that had been modeled by the teacher. Thus, modeling the way has proven effective in improving students' activities and abilities in performing obligatory prayers at SDN 0911 Tanjung Morang.

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Corresponding Author:

Siti Masliner Pohan

SDN 0911 Tanjung Morang, Indonesia

sitipohan52@guru.sd.belajar.id

Introduction

Obligatory prayer is a form of worship that is obligatory for every Muslim, including children who are in the process of learning religion. Prayer is a very important pillar of religion, and the correct implementation of prayer must be taught from an early age. In elementary school, especially in grade II, children begin to learn the basics of worship, including the procedures for obligatory prayer. Therefore, this age is very strategic for building good and correct worship habits, which will continue to be carried into adulthood.

However, in practice, there are still many students who have not been able to perform obligatory prayers correctly. Some of them have difficulty in following the correct sequence of movements and readings of the prayer, which are an important basis for carrying out this worship. Lack of understanding of the procedures for obligatory prayer can be caused by various factors, one of which is the lack of learning that leads to practical and direct teaching.

In addition, the unfamiliarity with performing prayer is also one of the reasons why many students have not been able to perform obligatory prayers correctly. Prayer habits that have not been formed properly at an early age make children tend to find it difficult or even lazy to carry out this worship. This is often exacerbated by the lack of direct examples from adults that they can follow in their daily lives.

To overcome this problem, an approach is needed that can optimize learning to pray for children. One effective method for teaching obligatory prayers is to use the modeling the way approach. This approach prioritizes direct examples given by teachers or educators as role models for students in performing prayers correctly. With this approach, it is hoped that students can more easily understand prayer movements and follow them properly.

Modeling the way is a very important learning strategy, because through direct examples, students can see and imitate how prayer procedures should be carried out. Teachers, as role models, play a key role in providing good and correct examples of prayer procedures. By imitating the movements and readings of prayers carried out by teachers, students will find it easier to understand and be more motivated to perform prayers routinely and correctly.

Learning obligatory prayers using the modeling the way strategy can be implemented in a fun and interactive way. In addition to showing the movements and readings of prayer, teachers can also explain the meaning of each movement and reading of prayer, so that students do not just follow it, but also understand the purpose of the worship. This is very important to form a complete and deep understanding of prayer.

As a first step, the modeling the way strategy will be applied to class II students of SDN 0911 Tanjung Morang. By implementing this approach, it is hoped that students' prayer abilities and activities can improve. Children will be more confident and accustomed to performing obligatory prayers correctly, both at school and at home, which in turn will form good prayer habits from an early age.

Through this proposal, we hope to contribute to Islamic religious learning at SDN 0911 Tanjung Morang, especially in improving the ability to perform obligatory prayers for class II students. With the modeling the way approach, it is hoped that students will not only be able to perform prayers correctly, but also appreciate the importance of prayer in their daily lives.

The purpose of this study was to improve the ability and activity of class II students of SDN 0911 Tanjung Morang in performing obligatory prayers. More specifically, the purpose of this study is to improve understanding and prayer skills by helping students

understand the procedures and movements of obligatory prayers correctly through the application of the modeling the way strategy. Increasing obligatory prayer activities by encouraging students to be more active and consistent in performing obligatory prayers in the school environment and at home. Providing examples to students with teachers will be direct examples in the correct implementation of obligatory prayers, giving students a clear picture of how to pray properly.

Building good worship habits by forming good habits in worship that can continue into adulthood. With the application of the modeling the way strategy, it is hoped that students can better understand and perform obligatory prayers correctly. However, there are still many challenges that need to be faced, such as the lack of initial understanding of students and limitations in practical training, which require more attention in this learning effort.

Methods

The method used in this study is a qualitative descriptive method with a classroom action research approach. This approach was chosen because it aims to observe and develop learning strategies through direct action in the classroom to improve students' abilities in performing obligatory prayers. Modeling the way as a teaching method will be applied by the teacher providing direct examples in each step of the correct prayer, both in terms of movement and reading. The steps that will be taken in implementing this method include: Preparation Stage: Identifying problems and needs of students related to obligatory prayers. Preparing teaching materials and media used to support prayer learning, such as pictures or videos of prayer demonstrations. Learning Stage: The teacher conducts learning using the modeling the way approach, namely the teacher becomes a direct example in performing prayers, both movements and readings. Students are asked to imitate the movements made by the teacher. Evaluation Stage: Assessing students' abilities in performing obligatory prayers after the learning process takes place. Assessment is carried out both through direct observation and written tests to determine students' understanding of prayer procedures. This approach is expected to create more effective learning and make it easier for students to understand the procedures for praying in a fun and interactive way.

The data sources in this study consist of: Students: The main source of research data is class II students of SDN 0911 Tanjung Morang. Data was obtained through direct observation of their activities while performing prayers, both in class and in the school environment. Teachers/Educators: Data was also obtained from interviews and observations of teachers involved in the learning process. Teachers will provide information about the challenges faced in teaching obligatory prayers and how the modeling the way method is applied. Documentation: Data will also be obtained from documentation that includes evaluation results, student development records, and results of observations of learning obligatory prayers. This documentation will help to see the extent to which students' abilities have developed after implementing this method.

The data obtained will be analyzed using descriptive qualitative analysis. The steps for data analysis carried out are Direct observation: During the learning process, teachers will observe students' activities while participating in the modeling the way process. Then, the observation results will be recorded and analyzed to see to what extent students can imitate the movements and readings of the prayer correctly. Evaluation of Prayer Ability: After several meetings, students' ability to perform prayers will be evaluated through practical tests and written tests. The results of these tests will be analyzed to determine the improvement in students' ability to perform obligatory prayers. Interviews with Teachers: Interviews with teachers will be conducted to obtain their opinions and reflections on the effectiveness of the modeling the way method in learning to pray.

The results of this interview will help in evaluating the strengths and weaknesses of implementing this method in the classroom. Comparison Before and After Learning: Data obtained before and after learning using the modeling the way method will be compared to see if there is a significant improvement in students' ability to perform obligatory prayers correctly. The analyzed data will be used to compile a final report containing conclusions about the effectiveness of the modeling the way method in improving the ability of class II students of SDN 0911 Tanjung Morang in performing obligatory prayers.

Result

The findings are the results of the application of the modeling the way method in learning obligatory prayers for class II students of SDN 0911 Tanjung Morang. Based on observations and evaluations carried out during the learning process, several findings that can be concluded are as follows:

1. Improvement in Prayer Practice Ability: Most students showed an increase in their ability to practice prayer, both in terms of movement and reading. They found it easier to follow the movements and readings exemplified by the teacher in the learning process.
2. Level of Student Involvement: Student activity in participating in prayer learning increased after using the modeling method. Many students showed higher enthusiasm in performing prayers independently after seeing direct examples from the teacher.
3. Better Understanding of Prayer: Several students who previously had difficulty remembering the sequence of movements and readings of prayer began to better understand the meaning and purpose of obligatory prayers. They are also more confident in performing prayers both at school and at home.
4. Difficulty in Certain Movements: Despite improvements, some students still have difficulty in performing certain prayer movements, such as bowing and prostrating correctly. This indicates that further practice is needed to master these movements perfectly.

In this study, the data collected consisted of the results of observations of prayer practices, written tests on prayer procedures, and interviews with teachers and parents of students. The data were used to measure the extent to which students were able to perform obligatory prayers correctly, both in terms of reading, movements, and their understanding of the meaning of prayer.

Most students experienced an increase in their ability to perform prayer movements after using the modeling the way method. In the first observation, many students had difficulty in movements such as bowing and prostrating, but after several learning sessions, the majority of students were more fluent in following these movements.

A practical test was conducted to measure students' ability to perform obligatory prayers in the correct order. The test results showed that most students experienced a significant increase in remembering. The results of the study showed that there was a significant increase in students' abilities after learning using the modeling the way method. The average increase in students' abilities in prayer practice and written tests reached 25-30%. This shows that this method is effective in helping students learn and master the procedures for obligatory prayers. However, there are still some students who need further assistance to master certain movements in prayer.

Data verification is carried out to ensure the validity of the information obtained from observations, tests, and interviews. The data verification process is carried out in the following manner:

1. Cross-check between Observation and Test Results: The observation results during prayer learning are compared with the results of the practical test and written test to see the consistency of the data. If students are seen to be able to follow the movements well in the observation, they are expected to be able to do the practical test correctly. This verification helps ensure that the data obtained from the observation is in line with the test results given.
2. Interviews with Teachers and Parents: In addition to interviews with teachers, parents of students were also interviewed to find out the extent to which prayer learning was implemented at home after the modeling the way method was implemented at school. The results of this interview provide additional perspectives on the sustainability of prayer learning outside of school.
3. Re-observation: Verification is carried out by conducting re-observations of students who previously still had difficulty performing prayers. The results of the re-observation are used to verify whether they have improved in movement and reading after more practice and attention from the teacher.

This verification process aims to ensure that the data collected truly reflects the development of students and the effectiveness of the modeling the way method in learning obligatory prayers.

Discussion

Based on the findings and description of the data that has been obtained, it can be concluded that the application of the modeling the way method has an impact on increasing students' abilities in performing obligatory prayers. One of the main results found is the increase in students' skills in imitating prayer movements and readings better. This shows that the modeling the way approach, which prioritizes direct examples from teachers, is effective in teaching children how to perform obligatory prayers.

However, despite significant improvements, some challenges remain. Some students still have difficulty in performing certain movements, such as bowing and prostrating, which require concentration and precision. This can be caused by differences in the level of understanding and precision of each student in imitating movements, as well as obstacles in the consistency of practice.

The success of the modeling method is also not only seen from the ability of students to perform prayers, but also from their increased understanding of the meaning and purpose of prayer. The results of the written test showed that most students began to understand the pillars of prayer and the meaning of readings in obligatory prayers, which reflects changes in the cognitive aspect.

However, despite the good progress, teachers also noted differences in the level of success between one student and another. Some students needed more time and practice to truly master the prayer movements, so a more personalized approach and more intensive practice time were needed for those who needed it.

Data validation was carried out to ensure the validity and accuracy of the data collected during the study. To this end, the following validation steps were taken:

1. **Data Source Triangulation:** To validate the data, triangulation was carried out between the results of classroom observations, interviews with teachers, and test results given to students. By comparing data from various sources, we can ensure that the results obtained are consistent and unbiased.
2. **Test Validity Test:** The practical test and written test given to students were also validated to ensure that the test truly measured students' ability to perform obligatory prayers. Test validity was carried out by examining whether the test covered all relevant aspects of obligatory prayers (readings, movements, and understanding the meaning).
3. **Expert Verification:** To verify the accuracy of the information and findings, observation and evaluation data are also checked by religious experts or teachers who are competent in their fields. This is done to ensure that the methods applied are in accordance with the correct teachings of prayer.
4. **Re-Observation by Teachers:** In addition, observations and assessments are carried out repeatedly by teachers after each learning session. Teachers are also asked to

provide feedback to students who are still having difficulty, and this process is repeated to see if there is a significant improvement in their abilities.

After validating the data, the following are the results obtained, Accuracy of Observation Data: Observation data collected from the results of teaching and learning activities show a high level of conformity between student activities and their abilities in performing prayers. Validation of observation data shows that 85% of students can follow the movements and readings of prayer correctly after several learning sessions using the modeling the way method. Success of Practical and Written Tests: The results of the practical prayer test showed that 70% of students successfully performed the obligatory prayers correctly, while 15% of students still needed further assistance, especially in terms of certain movements such as bowing and prostrating. The written test showed that more than 80% of students were able to answer the questions correctly, indicating that they had understood the procedures and meaning of the readings in prayer.

Teachers' Opinions: Interviews with teachers revealed that the modeling the way method was very effective in making it easier for students to understand the procedures for prayer. However, teachers also suggested that this technique be followed by more intensive practice, especially for students who still had difficulty with some movements.

Parental Feedback: The results of interviews with parents showed that there was an increase in students' prayer practices at home. Many parents reported that their children became more diligent in performing obligatory prayers at home after participating in learning with the modeling method at school.

With these validation results, it can be concluded that the data collected in this study are valid and consistent, and support the conclusion that the use of the modeling the way method is effective in improving the abilities of class II students at SDN 0911 Tanjung Morang in carrying out obligatory prayers.

Conclusion

Based on the results of the study conducted by applying the modeling the way method in learning obligatory prayers to class II students of SDN 0911 Tanjung Morang, it can be concluded that this approach has proven effective in improving students' abilities and activities in performing obligatory prayers correctly. Learning with the modeling method helps students to better understand the procedures for praying, both in terms of movements, readings, and understanding the meaning of prayer. A significant increase was seen in the aspect of practical ability, where most students were able to imitate the movements and readings of prayer better. The written test also showed that students began to understand the order of readings and the meaning of prayer. However, some students still need more time to master certain movements such as bowing and prostrating. Overall, the modeling the way method has contributed to the development of worship skills in students, with a clear increase in their understanding of the procedures for obligatory prayers. Thus, this study shows that modeling the way is a very effective method in improving students' prayer abilities and providing significant

academic and social contributions, both within schools and in the family and community environment.

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