

Islamic Religious Education Learning Strategy based on Modelling in Fostering Student Independence

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Abstract

This study aims to explain the modelling-based Islamic Religious Education (PAI) learning strategy applied at Sabilus Sholihin Socah Bangkalan Junior High School to foster student independence. The research method used is qualitative with a phenomenological approach. The results showed that the modeling-based Islamic Religious Education learning strategy in this school is based on values such as exemplary independence, creativity, and self-confidence. Through this approach, students are given relevant examples related to independence, creativity, and responsibility. The results of this study provide important insights into the importance of modeling-based learning strategies in the context of Islamic religious education in Indonesia, as well as identifying factors that support or hinder the implementation of these strategies in schools. Supporting factors in this learning strategy include school facilities and infrastructure, such as the musholla and hall, which provide support for the formation of students' independence in activities. Students are also given the opportunity to develop their independence in terms of knowledge and skills. However, the inhibiting factor lies in the lack of awareness of students and parents toward education, primarily due to economic pressure. In addition, television shows, smartphones, and social media are also inhibiting factors in the effort to foster students' independence.

Keyword: Islamic Religious Education, Learning Strategy, Modelling

Introduction

Education plays a crucial role in the development of a country, particularly in the era of globalization characterized by technological advancements. It is widely recognized that education is a key determinant of the Human Development Index (HDI), which measures human development based on factors such as purchasing power, health, and education levels.¹ The level of education in a country has a significant impact on its economic growth, as it improves the skills and knowledge of the workforce, leading to increased productivity and innovation.

In developing countries, education is crucial for improving the economy and raising living standards.² It empowers individuals to work towards and achieve their country's development, both economically and politically.³ Education also plays a vital role in the socioeconomic

¹ Parvez Pirzado, "Teaching Human Rights in Pakistani Schools: What Are the Potential Barriers?," *People International Journal of Social Sciences*, 2019, <https://doi.org/10.20319/pijss.2019.43.17411760>.

² "Latest Interactive Learning Devices Available in Rural Schools," *International Journal of Innovative Technology and Exploring Engineering*, 2019, <https://doi.org/10.35940/ijitee.b1157.1292s419>.

³ Jordan Hale, "A Comparative Analysis of Education in Ghana and Cuba: Identifying Relevant Education

development of a country.⁴ It helps to reduce poverty and inequality by providing individuals with the necessary skills and knowledge to participate in the labor market and contribute to economic growth.⁵

Education also has a broader impact on society and culture. It promotes intercultural understanding and cooperation, which is essential in the era of globalization.⁶ Inter-religious education, for example, has become a major concern as globalization proceeds. It helps to foster tolerance, respect, and cooperation among different religious and cultural groups.⁷

Islamic religious education has a strategic role in building a generation that is faithful, noble, and independent. However, to achieve better education, relevant learning strategies are needed. The right learning strategy will help students think independently, creatively, and adaptively to various situations. Conversely, inappropriate strategies can hinder the achievement of educational goals.⁸

The importance of selecting appropriate learning strategies emphasizes the need for teachers to have a strong understanding of learning strategies that are in line with learning objectives, both in terms of achieving objectives that have been explicitly formulated and in terms of desired effects, such as the ability to think critically, creatively, openly, and others.

In this context, Noeng Muhadjir identifies three main functions of education, namely developing students' creativity, passing on values, and improving students' productive workability. Therefore, Islamic religious education needs to have appropriate learning strategies to achieve these goals.⁹

Islamic boarding schools and madrasahs play an essential role in Islamic religious education, but changing times require collaboration between religious institutions and formal education. The introduction of the boarding school concept that combines Islamic religious education with general education is a relevant solution.

Sabilus Sholihin Junior High School in Socah Sub-district is one of the schools that implement the boarding school concept, which allows students to live in the school dormitory during the education process. The boarding school concept aims to develop students' character

Reforms for Developing Countries,” *Journal of Information Technologies and Lifelong Learning*, 2018, <https://doi.org/10.20533/jitll.2633.7681.2018.0001>.

⁴ Amadou Boubacar, “Addressing the Early School Leaving Issue in Niger: An Improvement of Teachers’ Status From Contract to Permanent,” *Journal of Political Science and International Relations*, 2022, <https://doi.org/10.11648/j.jpsir.20220504.17>.

⁵ Ruhma Khan, Imran S Chaudhry, and Fatima Farooq, “Impact of Human Capital on Employment and Economic Growth in Developing Countries,” *Review of Economics and Development Studies*, 2019, <https://doi.org/10.26710/reads.v5i3.701>.

⁶ Sulaiman Sulaiman, “Review of Freedom of Religion or Belief (KBB) in the Implementation of the Inter-Religious Education Model at the Defense University,” *Endless International Journal of Future Studies*, 2022, <https://doi.org/10.54783/endllessjournal.v5i3.156>.

⁷ Brendan Carmody, “Pedagogy for Inter-Religious Education,” *The Heythrop Journal*, 2013, <https://doi.org/10.1111/heyj.12051>.

⁸ Muhammad Anas Ma’arif, Muhammad Husnur Rofiq, and Akhmad Sirojuddin, “Implementing Learning Strategies for Moderate Islamic Religious Education in Islamic Higher Education,” *Jurnal Pendidikan Islam*, 2022, <https://doi.org/10.15575/jpi.v8i1.19037>; Nur Azizah, “Implementing the Value of Character Education in Islamic Religious Education in State Elementary School (SDN) Ciranjang 02 Cianjur,” *International Journal of Science and Society*, 2022, <https://doi.org/10.54783/ijssoc.v4i2.455>.

⁹ N Muhajir, *Ilmu Pendidikan & Perubahan Sosial: Teori Pendidikan Pelaku Sosial Kreatif (Cet. V)* (Yogyakarta: Rake Sarasin, 2000).

through habituation, disciplinary rules, and independence in students' daily lives.

Independence is one of the important aspects of students' education. Boarding schools encourage students to organize their own lives and develop high self-confidence. The independence instilled in boarding schools can help students in the management of learning and taking exams with high integrity.

In this context, this study will explore the modelling-based Islamic Religious Education learning strategy implemented at Sabilus Sholihin Junior High School with a focus on developing students' independence. This research is important to understand how this strategy affects students' development and how it applies in the context of Islamic religious education in Indonesia.

Methods

This research is an attempt to explore and understand the phenomena that occur in the Sabilus Sholihin Islamic Education and Da'wah Foundation, which is located in Buluh Village, Socah District, Bangkalan. This research uses a qualitative approach and a descriptive phenomenological model.

The location of this research is Sabilus Sholihin Junior High School, an educational institution under the auspices of the Sabilus Sholihin Islamic Education and Da'wah Foundation. In this study, data will be explored by exploring the experiences of students, teachers, principals, nurturing ustadz, and parents involved in the educational process at this school.

The research is collected through various techniques such as observation, interviews, and documentation. Observation will enable researchers to see and record various activities at the school, including the religious extracurricular activities that are the focus of this research. Interviews will involve various parties involved in the education process, including principals, teachers, and parents.¹⁰

Data analysis was conducted using the steps of data reduction, data presentation, and conclusion drawing. Through data analysis, the researcher seeks to understand the characteristics of students formed through religious extracurricular activities at this school.¹¹

Result and Discussion

Modeling-based PAI learning strategies in fostering student independence at Sabilus Sholihin Junior High School, Socah District.

The results of this in-depth research illustrate that modeling-based PAI learning strategies have played an essential role in fostering student independence at Sabilus Sholihin Junior High School, Socah District, Bangkalan. In the context of a formal Islamic educational institution, the main goal is to form a complete Muslim personality that includes individual, social, and intellectual aspects. One of the aspects emphasized is self-reliance, which involves self-reliance in aspects of self, fellow human beings, the environment, and nationality, which is based on religious norms, laws, manners, culture, and prevailing customs.

¹⁰ Hasyim Hasanah, "TEKNIK-TEKNIK OBSERVASI (Sebuah Alternatif Metode Pengumpulan Data Kualitatif Ilmu-Ilmu Sosial)," *At-Taqaddum* 8, no. 1 (2017), <https://doi.org/10.21580/at.v8i1.1163>.

¹¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2013); Feny Fiantika et al., *Metodologi Penelitian Kualitatif*, PT. Global Eksekutif Teknologi, 2022; Ibrahim, *Metodologi Penelitian Kualitatif*, *Journal Equilibrium*, 2015.

The application of the modelling method, also known as exemplar-based learning, has become an integral part of this school environment. The steps of implementing this method involve the teacher providing an introduction to the lesson that encourages students to practice the skill, organizing students in groups to demonstrate the scenario, allowing time for the groups to create the scenario, allowing time to practice, and demonstrating the scenario in front of the students. Teachers also choose models that match students' characteristics, such as age, economic status, and physical appearance.

The independence program implemented in the morning, afternoon, and evening includes various activities, such as praying together, memorizing asmaul husna, praying dhuha in a congregation, cleaning the classroom, taking care of plants, and praying isya' in the congregation. In addition, students are taught to be independent in terms of bringing lunch from home, creating a clean environment, and caring for the surrounding environment.

The results of interviews with teachers, principals, and parents show that the modeling method applied at school has helped in fostering students' independence. Students are not only involved in activities that support Islamic learning, but they also practice independence in their daily actions, such as greeting teachers, bringing lunch, and caring for the environment.

In addition, the modeling program has received positive support from the student's parents, who realize that Islamic religious learning at school also helps to educate their children in terms of independence, such as praying, reciting the Quran, and other good habits.

Overall, this study shows that the use of the modeling method in Islamic learning at Sabilus Sholihin Junior High School has a positive impact on developing students' independence. This is a significant step in achieving the goal of Islamic education that focuses on the formation of self-reliant Muslim individuals who are able to achieve happiness in this world and the hereafter and contribute to Islamic society with noble morals. This method has the potential to be applied in a wider educational context and serve as a guide for similar schools.

Implication of Modeling-based PAI learning strategy in fostering student independence at Sabilus Sholihin Junior High School.

The results showed that the implementation of the modeling method in Sabilus Sholihin Socah Junior High School has a positive impact on the development of student independence. The modeling programs implemented include activities in the morning, afternoon, evening, and evening in the form of cleaning activities, worship, and Islamic cultures. The impact of the modeling method in Sabilus Sholihin Socah Junior High School includes:

1. Exemplary in Daily Life: The implementation of modeling through activities such as greeting, hygiene, and reading prayers before and after learning has helped students internalize Islamic values in their daily lives. This contributes to the development of students' independence in worship and good behavior.
2. Positive Influence on Attitude and Behavior: Modeling activities help students in developing better attitudes and behaviors. The students learn to listen attentively during lessons and participate in religious activities seriously. This shows growth in students' independence in worship and showing respect for teachers.

3. Congregational Worship: Through congregational dhuhr and asr prayer activities, students learn the importance of performing worship together and internalizing Islamic values. This helps in developing their independence in worship and interacting with co-religionists.
4. Nighttime Program and Tahajjud Prayers: The tahajjud prayer program conducted at night helps students develop independence in terms of worship. They learn to wake up early and perform prayers with discipline. This positive impact also affects students' parents.
5. Istighosah and Donations Program: Programs such as istighosah and fundraising for social assistance help students and parents in understanding the importance of togetherness, sharing, and praying together. This contributes to the development of students' independence in responding to social and religious needs.
6. Modeling in Boarding School: The students living in the boarding school are also accustomed to a structured life, independence, and strict worship. Boarding school life supports the formation of students' independence and character development.
7. Financial Responsibility: Students in boarding schools also learn to manage their own finances, which is an essential step towards independence in terms of financial responsibility.
8. Influence of External Factors: While these models help in character building and self-reliance, there is the influence of external factors, such as globalization, that also affect student behavior. This shows that religious education and Islamic values need to be dealt with in a way that is relevant to today's realities.

From the description above, the modeling method applied at Sabilus Sholihin Socah Junior High School has a significant positive impact on fostering students' independence in terms of worship, good behavior, and social responsibility. However, there are challenges from the influence of external factors that must also be overcome to maintain the relevance of Islamic values in education.

The implication of this study is that modeling and Islamic values-based education can help students develop independence in worship, good behavior, and participation in positive social activities. Furthermore, programs such as congregational prayers and donation activities can be an integral part of character-centered education and local wisdom.

Supporting and inhibiting factors Modeling-based PAI learning strategies in fostering student independence SMP Sabilus Sholihin Socah sub-district

The results of research on the supporting and inhibiting factors of modeling-based PAI learning strategies in fostering student independence at SMP Sabilus Sholihin Socah Bangkalan can be rearranged as follows:

Supporting Factors:

This study identified several supporting factors for modeling-based PAI learning strategies in fostering student independence at Sabilus Sholihin Socah Bangkalan Junior High School:

1. Adequate Facilities and Infrastructure: The principal, Mr. Mohammad Fathur Rosi, noted that the classrooms in the school are adequate, spacious, and only filled with a reasonable number of students, which is a maximum of 25 students per class. This condition creates a safe and comfortable environment for the implementation of daily programs, such as Quranic learning, and other programs, such as dhuhr and ash'r prayers in the congregation.

2. Hall and Mushalla: The existence of halls and mushalla with adequate bathroom and ablution facilities supports various activities at school, including religious programs such as “*istighosah kubro*.”
3. Additional Staff (Ustad and Ustadah): The PAI teacher, Mohammad Ali, emphasized that the presence of additional personnel in the form of ustad and *ustadzah* who guide students in extracurricular activities, such as *hadrah* and *sholawatan* groups, is very helpful in fostering students' independence.
4. Good Cooperation: Good cooperation between teachers, parents and the school committee is also a supporting factor. The school committee, led by Mr. Abdul Aziz, creates partnerships with social institutions, the police, and charity organizations to support various activities at the school, including donations to orphans.

Inhibiting Factors:

There are several inhibiting factors identified in this study related to the modeling-based PAI learning strategy in fostering students' independence:

1. Students' and Parents' Awareness: The lack of awareness of students and parents about the importance of independence is one of the inhibiting factors. A less supportive family and economic environment can affect students' mental development and their ability to behave.
2. Media Influence: Television shows and unwise use of personal cell phones can interfere with students' independence. Television shows that are not educational and shows that are not polite can damage students' morals.
3. Negative Associations: The influence of negative associations, especially outside of school, is also an inhibiting factor. Students who do not participate in the guidance program at school or boarding school may be more challenging to manage.

From the above results, the modeling-based PAI learning strategy at Sabilus Sholihin Socah Bangkalan Junior High School has a positive impact. This method teaches students about the importance of independence, learning achievement, skills, and discipline in school rules and worship. This process is in accordance with behavioristic learning theory, which emphasizes the formation of new behaviors through habituation and repetition.

This study noted supporting factors in the form of adequate facilities and infrastructure, halls and mushalla, additional staff (*ustadz* and *ustadzah*), and good cooperation. Meanwhile, inhibiting factors include the lack of awareness of students and parents, the influence of the media, and negative associations outside school.

This research provides useful insights into understanding the factors that influence modeling-based PAI learning strategies in fostering student independence at Sabilus Sholihin Socah Bangkalan Junior High School.

Discussion

The results indicate that the modeling-based Islamic education learning strategy at Sabilus Sholihin Junior High School successfully plays an essential role in developing students' independence at the school. This approach supports the objectives of Islamic education by focusing on the formation of a complete Muslim person in individual, social, and intellectual aspects, with a particular emphasis on self-reliance based on religious values, laws, ethics, culture, and customs.¹²

¹² Taklimudin Taklimudin and Febri Saputra, “Metode Keteladanan Pendidikan Islam Dalam Perspektif Quran,” *Belajea Jurnal Pendidikan Islam*, 2018, <https://doi.org/10.29240/bjpi.v3i1.383>; Bina F Ardiansari and Dimiyati Dimiyati, “Identifikasi Nilai Agama Islam Pada Anak Usia Dini,” *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini*, 2021, <https://doi.org/10.31004/obsesi.v6i1.926>; Yurita Erviana and Vava I A Faisal, “Kearifan Lokal Lereng Sindoro-

The modeling method, or exemplar-based learning, has become an integral part of the educational environment in this school. The implementation steps of this method involve students in skill practice,¹³ group demonstration, and independent practice with a variety of media such as game-based learning,¹⁴ projects,¹⁵ flipped classrooms,¹⁶ gamification, and STEM-based learning media.¹⁷ Teachers also choose a model that suits the students' characteristics.

Independence programs implemented at various times include worship activities, memorization of asmaul husna, hygiene, and environmental care.¹⁸ The results of interviews with school stakeholders show that the modeling method helps students internalize independence in daily actions, such as interacting with teachers, bringing lunch, and caring for the environment.¹⁹ Positive support from parents is also evident, as they realize that Islamic religious education at school has a positive impact on the development of their children's independence.

Conclusion

In the context of modelling-based PAI learning strategies at Sabilus Sholihin Junior High School, Bangkalan, this approach successfully plays a significant role in developing students' independence. Through the implementation steps of the modeling method, students are taught to apply skills and participate in Islamic religious and daily activities with discipline. The results show that this modeling program has a positive impact on developing students' independence, both in worship, good behavior, and social responsibility. Support from teachers, principals, and parents for this method is also vital to its success. This method has the potential to be applied in other schools and become a guide in improving student independence and Islamic religious education based on moral and ethical values.

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