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**THE EFFORTS TO IMPROVE STUDENTS' KNOWLEDGE IN WUDU' PROCEDURE  
FOR ELEMENTARY SCHOOL STUDENTS THROUGH  
MODELING THE WAY METHOD**

**Rodiah**

SDN 27 Sungai Kakap, Kubu Raya, Indonesia

E-mail: [rodiahguru@gmail.com](mailto:rodiahguru@gmail.com)

**Abstract**

The choice of classroom action research problems was based on the fact that to increase students' knowledge in recognizing the wudu' procedure was still low. This observation was carried out from July to October 2016. In those months, the students had finished the test semester I and were still at the beginning of the second semester to observe the student's condition from the start. Modeling the Way method was a learning method that helped students found answers on their own based on facts/correct data. Based on important aspects of Modeling the Way method, the role of students was not only to pay attention but also to involve students and teachers in presenting more concrete learning materials. From this research, it can be concluded that with the motivation in learning the method of modeling the way, the knowledge of students in recognizing the wudu' procedure increases student learning outcomes. The more precise the motivation is given, the more successful the lesson will be. So motivation will always determine the intensity of student learning. It will improve student achievement.

**Keywords:** *Students Knowledge, The Way Modeling, Wudu' procedure*

**Introduction**

One of the basic competency (KD) guide and indicators of achieving basic competencies in Islamic religious subjects in elementary schools is knowing about wudu' procedure. It is very reasonable that the characteristics of Islamic religious education subjects emphasize the ability to carry out and to know Islamic teachings, one of them is proper and correct knowledge about wudu' procedure, understanding the meaning of textually and contextually, and practicing its content in everyday life. It is in accordance in Quran, Surah An-Najm 39-41:

وَأَنْ لَيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى ﴿٣٩﴾ وَأَنْ سَعْيُهُ سَوْفَ يُرَى ﴿٤٠﴾ ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَى ﴿٤١﴾

Meaning: " And that there is not for man except that [good] for which he strives. And that his effort is going to be seen. Then he will be recompensed for it with the fullest recompense ".

The demands of basic competencies and learning indicators, students are expected to appreciate and understand the wudu' procedure naturally and rationally. Students can understand the meaning of the wudu' procedure and apply it in daily behavior as mandated in the education law. In the National Education System Law (2003: 38), it is explained that:

"One of the third National Education Visions is to increase the readiness of input and the quality of the education process and optimize the formation of a moral personality. In article

27 verse 1, it is also stated that religious education shapes students into human beings who believe and have devotion to God Almighty and have noble character.

The estuary of the ability to learn wudu' is found in the formulation of graduate competency standards (SKL), competency standards (SK), and basic competencies (KD), as well as the development of Islamic religious education syllabus in elementary schools by the Director-General of Mapenda of the Ministry of Religion of the Republic of Indonesia who revealed about the objectives of Islamic religious subjects, knowing about the wudu' procedure, as follows: (1) Increasing students' love for knowledge about wudu' procedure; (2) Equip students with the arguments contained in the Al-Qur'an and Hadith as guidelines in dealing with and facing life. 3) Increase understanding and practice of the contents of the wudu' procedure." (2007: 3).

The students' interest in knowing wudu' procedure correlates with the interest in carrying out and practicing the content of the wudu' procedure in everyday life. In learning Islam, one of the demands for achievement in basic competencies is knowing and understanding the wudu' procedure.

The description of the importance of knowing about the wudu' procedure has a logical impact on the teaching of Islam in elementary schools, meaning that learning about the wudu' procedure must contribute to students' interest in learning Islamic teachings in accordance with the competencies stipulated in the content standards contained in the SD curriculum. In learning about the wudu' procedure, selecting and determining the learning method is very important. Wrong in choosing and applying the method often causes the failure of students to achieve completeness. This description is the reality of the implementation of learning so far. Learning does not provide satisfaction for teachers as well as for students. Teachers are not satisfied with their learning because they feel that their students fail to memorize what has been taught. In contrast, students are dissatisfied because students are not interested in following the learning process about wudu' procedure, which takes place monotonously.

The reality of the lack of satisfaction in learning about the wudu' procedure was proven when the researchers taught at SDN 27 Sungai Kakap. For example, when the teacher carried out learning, students were asked to repeat the wudu' procedure. It turned out that from all 26 students of second grade at SDN 27 Sungai Kakap, only 11 people could mention the wudu' procedure. Individually, students' understanding of wudu' procedure was still very low. It was proven that in accordance with the standard of completeness of the material on wudu' procedure, only nine students achieved completeness, which means that it has not reached the maximum.

Based on this fact, to improve the teaching and learning process and the learning outcomes of subjects about wudu' procedure, teachers were required to seek breakthroughs and learning innovations. For this reason, the researcher chose to apply Modeling The Way learning method. This method has advantages and accuracy in learning about wudu' procedure.

This strategy may positively impact student learning outcomes in knowing about the wudu' procedure to achieve the standard of competence to appreciate and guide wudu' procedure. Modeling The Way method is a learning method that can encourage students to carry out active learning activities. In action research in this class, it is necessary to increase students' interest in wudu' procedure with the Modeling The Way learning method.

For Islamic religious teachers at SDN 27 Sungai Kakap, giving questions about Islam related to practice is not easy. Often students who have understood Islamic religious topics theoretically experience difficulties when the form of questions or problems is presented in practice. Meanwhile, in the 2006 Basic Education curriculum, teaching Islam is to prepare students to become moral citizens in their daily lives through practical, varied, and applicable exercises. On the other hand, some students still have difficulty knowing the wudu' procedure.

Based on this situation, research was conducted to develop effective learning strategies in understanding Islamic religious topics for elementary students. The research was conducted in the form of classroom action research to achieve these objectives.

Learning is a conscious and systemic effort carried out by people responsible for influencing students to have the character and character according to education ideals. In another sense, education is the maturation of students to develop their talents, potential, and skills in living life. Therefore every student should have motivation, encouragement, or enthusiasm for learning to provide understanding to improve learning achievement. Including all abilities they have for the benefit of learning.

In addition, learning can also be interpreted as a process of changing knowledge or behavior due to experiences that occur from individual interactions with their environment. (Anna E. Wool Folk, 1995). According to Garry & Kingsley, (1970) argued that "Learning is a process of behavior that is generated or changed through practice and training." According to psychology experts, so that the teaching and learning process can run well, A teacher must at least have the following abilities: (1) Arousal, which is to generate interest in learning; (2) Expectancy, namely giving and raising hope; (3) Incentives, encouragement or giving something.

Mohtar, S.Pd (2009: 14), stated that "Learning is a process of changing knowledge and behavior that is carried out intensely, consistently and human behavior is produced from experiences that occur from interactions with the environment."

The efforts to improve learning according to Mudjiono (1994: 89), namely: (1) Optimizing the application of learning principles; (2) Optimizing the dynamic elements of learning and learning; (3) Optimizing the use of the experience and abilities of students; (4) Development of learning goals and aspirations.

The four efforts to improve student achievement or ability can be actualized in various ways: delivering material in a class by using tools or visuals, for example, with pictures. Therefore, the Indonesian perspective needs images to facilitate and train students' courage to argue.

The delivery of subject matter with pictures is a way done by a teacher to help provide explanation, understanding, understanding, and courage to students to express their feelings and thoughts in front of the class or other words. Students are able to appear and speak in front of the class.

Wudu' means clean and beautiful. Wudu' means washing certain body members from right to left alternately and sequentially. We aim to do wudu' to remove small hadas. We do wudu' with holy water again to purify it. Rukun wudu' is something that must be done when doing wudu'. Leaving one of the pillars of wudu' is invalidated. There are six pillars of wudu', namely: (1) Reading the intention; (2) Washing the face; (3) Washing hands to elbows; (4) Wiping (sweeping) part of the head; (5) Washing both feet and ankles; (6) Orderly or sequentially. While the sunnah of wudu': (1) Reading bismillah, namely bismillahir rahmanir Rahim; (2) Washing the palms of the hands to the wrists; (3) Gargling; (4) Washing both nostrils; (5) Washing both ears; (6) Everything that is washed is repeated three times; (7) Give priority to the right limb; (8) Pray after wudu'.

We are obliged to perform wudu' when we are about to pray. Spread out after bathing and will read the Qur'an. It is very good for us to get used to wudu' before going to sleep. Matters that cancels wudu' include: (1) Urinating (peeing); (2) defecating (defecating); (3) wind out of the rectum, for example, farting; (4) Out of mind, for example, falling asleep

According to Wijaya (2004: 12), "Modeling the Way method is a learning method that helps students to find answers on their own based on facts / correct data." Presentation of the lesson demonstrates and demonstrates to students about a particular process, situation, or

object, either actual or just imitation. As a presentation method, modeling the way cannot be separated from verbal explanations by the teacher.

The aspects that are important in using Modeling The Way Method, according to Wijaya (2004: 13), were: (1) Modeling The Way Method becomes an unnatural method if students cannot observe the tools to be practiced. For example, the tool is too small, or the explanation is not clear; (2) Modeling The Way Method becomes less effective if it is not followed by activities where students themselves can pay attention and become their activities as a valuable experience; (3) Not all things can be practiced in class because the tools are too big or are in other places that are far from the classroom; (4) It should be done in practical matters.

Based on important aspects of Modeling The Way Method, the role of students is not only to pay attention but also to involve students and teachers in presenting more concrete learning materials. The Modeling, the Way method, is quite good when used to deliver Islamic religious learning materials.

According to Wijaya (2004: 15), Modeling The Way Method has advantages and disadvantages as would be described below: (1) The advantages of Modeling The Way Method include: students' attention can be centered, and the emphasis that is considered important by the teacher can be observed so that the learning process of students will be more directed, can stimulate students to be more active in following the learning process, can increase students' experiences, can help students remember longer about the material presented, can reduce misunderstandings because teaching is clearer and more concrete. (2) the weaknesses are: it requires more careful preparation and a lot of time, requires adequate equipment, materials, and space, requires the ability and skills of teachers to be more professional.

Before carrying out the learning process using Modeling The Way Method, several steps must be known. The steps in this study follow the steps according to Wijaya (2004: 17), which were written as follows: (1) The teacher explains the topic or material to be taught; (2) Divide students into small groups according to their number. These groups will demonstrate a certain skill according to the scenario made; (3) Give students 10-15 minutes to work according to the work scenario; (4) Each group is distributed Student Worksheets (LKS) to work in groups; (5) The teacher collects the students' group work; (6) Taking turns, each group is asked to demonstrate their respective work. After completion, the opportunity for other groups to provide input on each demonstration that was held; (7) The teacher provides an adequate explanation while the students ask questions that have not been understood; (8) Evaluation; (9) Closing.

### Research Method

This research was a type of classroom action research (PTK). The action given was guided discovery learning with group presentations using PowerPoint or the internet. This study consisted of 2 cycles, namely, cycle I and cycle II. Each cycle included four stages as follows: (1) planning, (2) actuating, (3) observing, and (4) reflection (reflecting). Each cycle uses three meetings. The results of reflection were used as the basis for determining improvement decisions in the next cycle.

This classroom action research procedure could be seen in Table 2 as follows:

Table 1. Research Procedure

Cycle	Stage	Main Activities Plan
I	Identification of problems and determination of alternative solutions	1. Plan the learning that will be applied
		2. Determine the subject
		3. Develop learning scenarios
		4. Prepare worksheets
		5. Prepare learning resources

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		6. Develop an evaluation format 7. Develop a learning research format
	Action	Implement actions referring to planned scenarios and worksheets
	Observation	1. Conduct research using a research format 2. Assess the results of actions using the LKS format
	Reflection	1. Evaluating the actions that have been taken, including evaluating the quality, quantity, and time of each type of action 2. Hold a meeting to discuss the results of the evaluation of scenarios, worksheets, etc. 3. Improve the implementation of actions according to the evaluation results for use in the next cycle 4. Evaluation of actions I
II	Planning Cycle II	1. Plan the learning that will be applied 2. Determine the subject 3. Develop learning scenarios 4. Prepare worksheets 5. Prepare learning resources 6. Develop an evaluation format 7. Develop a learning research format
	Action	1. Implement actions referring to planned scenarios and worksheets
	Observation	1. Conduct research using a research format 2. Assess the results of actions using the LKS format
	Reflection	1. Evaluating the actions that have been taken, including evaluating the quality, quantity, and time of each type of action 2. Hold a meeting to discuss the results of the evaluation of scenarios, worksheets, etc. 3. Improve the implementation of actions according to the evaluation results for use in the next cycle 4. Evaluation of actions II

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The stage of the research procedure could be described as follows:

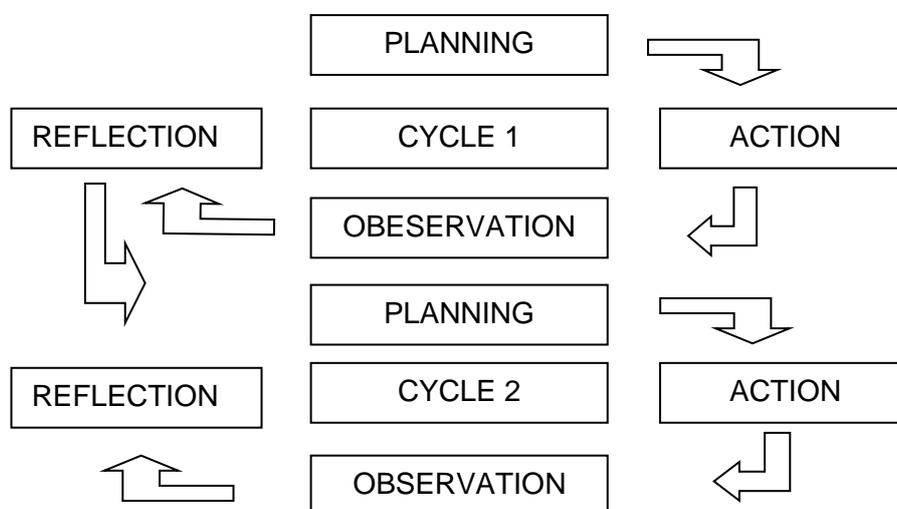


Fig. 1 Classroom Action Research Procedure

**Result and Discussion**

From this study, we obtained some data regarding students learning outcomes. The average score of students achievement was 63.38, or there were 12 students out of 26 students who have completed learning. These results indicated that students had not finished learning in the first cycle because students who got a score > 70 were only 60% lower than the desired percentage of completeness, which was equal to 85%. Students still felt new and did not understand what the teacher meant and used by applying Modeling The Way learning method.

The successes obtained during this second cycle were as follows: (1) The interest of students in the learning process has led to learning Modeling The Way Method. It was illustrated in: Students could build cooperation in understanding the assignments given by the teacher, students began to participate in activities and be on time in carrying them out, students began to be able to present their work well. This can be seen from the research data on student interest increased from 65.73% in the first cycle to 72.11% in the second cycle; (2) Increasing the interest of students in the process supported by increased teacher activity in maintaining and enhancing the learning atmosphere of Modeling The Way Method. The intensive teacher guided students in experiencing difficulties in the learning process. This could be seen from the research results on teacher activity in the learning process, increasing from 13 or 65% to a score of 18 or 90.00%, while the ideal score is 20 or 100%. The increase in the results of students' formative tests in evaluating the ability of students to master the learning material. This could be seen from the results of the evaluation. The increase in the average value of daily tests from 63.38 (cycle I) before using the Modeling The Way learning method to 72.11 (cycle II) after using the Modeling The Way learning method.

Table 2. Comparison of the Percentage of Students Learning Outcomes in Cycle I and Cycle II

Group	Cycle I	Cycle II
Percentage	63,38%	72,1%

An increase in the number of students as a group with an average score of ability about wudu' procedure in Islamic religious education at least in a good category can be visualized in the following graph.

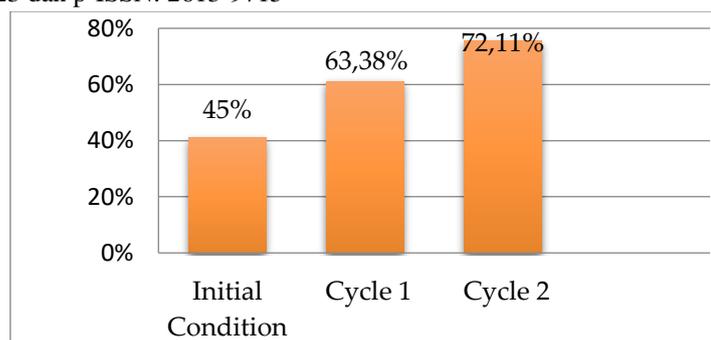


Fig. 1 The percentage of the number of groups with the average score of the ability to understand the about the wudu' procedure

### Conclusion

Classroom action research on the implementation of Modeling The Way Method improved students' understanding of the material about the wudu' procedure. It has been carried out in 2 cycles of activities resulting in the following conclusions: (1) The results of daily tests after using the Modeling The Way learning method have increased significantly, namely 72.11 whereas previously only 63.38; (2) The implementation of the classroom action showed that the students' interest in wudu' procedure increased after the PTK was held in the first cycle, the percentage of student activity was 65.73% after the PTK in the second cycle became 73.84%; (3) After conducting classroom action research using the Modeling The Way learning model in the first cycle the percentage of student activity was 43% in the second cycle to 100%; (4) Learning with Modeling The Way Method has a positive impact in increasing student learning achievement in prayer procedures which is marked by an increase in student learning completeness in each study, namely research I (42%), research II (100%).

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