

Application of the Explicit Instruction *Learning Model* to Improve the Learning Outcomes of Pii Material Compatibility between Movement and Prayer Reading for Grade II Students of SD Negeri 282 Tornaincat for the 2024/2025 School Year

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Abstract: This study aims to find out: 1) the application of the Explicit Instruction learning model, and 2) the improvement of PAI learning outcomes of the compatibility between students' prayer movements and readings after the application of the Explicit Instruction model to Grade II students of SD Negeri 282 Tornaincat. This study is a classroom action research that uses a qualitative approach, although in the data analysis it also uses a simple quantitative strategy to describe the percentage increase in PAI learning outcomes of the harmony between the movements and prayer readings of Grade II students of SD Negeri 282 Tornaincat.

The data collection used in this study includes: 1) observation, 2) documentation, 3) tests, and 4) interviews. The results of this study are reviewed from planning, implementation, observation, and reflection, to reaching a conclusion.

The conclusions of the results of this study are: 1) The application of the Explicit Instruction learning model to Grade II students of SD Negeri 282 Tornaincat shows that the implementation of PAI learning was previously unsatisfactory, but after the application of this model, there was a significant increase. The Explicit Instruction learning model can be accepted with positive responses from students who continue to increase. Learning that is carried out systematically, step by step, is able to improve the learning outcomes of PAI material compatibility between students' movements and prayer readings, so that they become more active in learning.

Keywords: Learning Methods, Explicit Instruction, Learning Outcomes

INTRODUCTION

Education is an important part of human life. As time goes by, education is not only a provision for the future, but also a need for every individual. In other words, education is an integral part of life itself and has a great influence on life in the future, especially with the development of science and technology that affects the way of teaching.

Learning, which comes from the word "instruction," means to convey thoughts. Thus,

instructional is the delivery of ideas that have been meaningfully processed through learning carried out by teachers. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, teachers, the environment, and other learning resources to achieve learning goals. Sardiman et al. (in Djamarah, 2010) stated that learning is a planned effort to manipulate learning resources in students. Miarso (in Djamarah, 2010) also states that learning is an effort to manage the environment deliberately so that a person shapes himself positively under certain conditions.

Learning has five main principles: (1) learning is an effort to obtain change, (2) learning outcomes can be in the form of changes in overall behavior, (3) learning is a process, (4) there are goals to be achieved, and (5) learning is an experience that is carried out in a real environment and situation.

The teaching and learning process is the main focus in learning, because it is more emphasized on students' intellectual abilities. Students' understanding of the subject matter can occur if they are able to understand the concepts they learn and relate them to the concepts they already know.

Learning can be interpreted as a change in individual behavior due to interactions between individuals and other individuals, as well as individual interactions with the environment. The success of students in mastering concepts depends on the teacher as a teacher. The role of teachers greatly affects student learning outcomes. Therefore, teachers need to be observant in choosing the learning model used.

The learning model is understood as a strategy used to teach children, where teachers utilize various resources to facilitate the teaching and learning process. A learning model is any activity that is chosen that can provide facilities or assistance to students to achieve certain learning goals.

A learning model can be interpreted as a way or set of techniques carried out by teachers or students to influence changes in behavior or attitudes. Strategy is a way that is oriented to the teacher's ability to use it during the learning process. Therefore, it is important for teachers to understand and choose the right strategy.

The learning model must be selected by considering the techniques for using learning methods, models, media, or tools, as well as the aspects that need to be prioritized in the teaching and learning process. The learning model must be tailored to the needs of the student because each model has different goals, principles, and key stresses. The quality of learning, which includes students' talents, interests, and abilities, is a determining factor for educational success. The quality of learning is seen from the interaction of students with learning resources, which should be fun and quality.

The learning model can be applied with various approaches played by teachers effectively and efficiently. There are at least three main questions that underlie the use of teaching strategies, namely: (a) how can I learn well? (b) How can I understand something? and (c) how can I communicate my understanding? Thus, the use of methods and models in learning is very necessary.

The learning approach can provide direction for students to achieve competencies, such as the ability to manage time, manage tasks effectively, be actively involved in learning, approach tasks well, present work results, and organize materials and work on their own.

The Explicit Instruction learning model is one of the teaching approaches designed for the student learning process. This model can be in the form of lectures, demonstrations, training, practice, or group work, and can be used to deliver lessons that are directly transformed by teachers to students.

Phenomena in the field show that there are still many problems in the learning process. Based on observations at SD Negeri 282 Tornaincat, there are low student learning outcomes in PAI subjects. Some of the problems that arise include: students do not pay attention to the delivery of material at the beginning of learning, teachers must compile questions and student worksheets (LKS), and must explain questions and answer keys to strengthen student understanding. The monotonous learning process makes students bored and lacks focus, which has an impact on students' lack of understanding of the concepts that must be mastered.

Learning outcome assessment is the process of assigning grades to the results achieved by students with certain criteria. Learning outcomes include behavioral changes in the

cognitive (intellectual), affective (attitude), and psychomotor (skills) fields. Students are said to be successful if the grades obtained meet the Minimum Completeness Criteria (KKM).

At SD Negeri 282 Tornaincat, the standard of the KKM is 68, but the learning outcomes of students are still below that standard. Of the 20 students, only 10 completed (50%) with an average score above 68, while the other 10 students (50%) have not reached completion with a score below 68.

Based on this, there needs to be an improvement in the learning process by using the Explicit Instruction learning model. This model is cooperative learning, which is a teaching strategy in which a number of students with different abilities work together in groups to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the material. This model is very suitable for use in PAI learning, as stated by Isjoni (2009) and Juliati (2009).

The Explicit Instruction learning model can motivate students to dare to express their opinions, respect the opinions of friends, and communicate with each other. In addition, students can learn to manage their time and organize their work well. Therefore, cooperative learning through the Explicit Instruction model is very effective, because students can work together and help each other in completing tasks.

With the implementation of the Explicit Instruction learning model, it is hoped that students can be actively involved in learning, which will improve the quality of interaction and communication between students, as well as motivate them to improve learning outcomes. Based on the description above, the researcher intends to examine the application of the Explicit Instruction learning model in improving the learning outcomes of PAI material compatibility between movement and prayer readings of Grade II students of SD Negeri 282 Tornaincat in the 2024/2025 school year.

METHODS

This research method uses a qualitative approach with the design of Classroom Action Research (PTK). Classroom Action Research was chosen because the purpose is to improve student learning outcomes through the application of the Explicit Instruction learning model. This PTK is carried out in the form of a cycle, which consists of planning, action, observation, and reflection. This research was conducted at SD Negeri 282 Tornaincat, with a focus on grade II students in the subject of Islamic Religious Education (PAI) material compatibility between movements and prayer readings.

The subject of this study is 20 students in the second grade of SD Negeri 282 Tornaincat. The researcher chose this class because the learning outcomes of students in the previous PAI subjects were still low, so it was considered that it needed improvement with a more effective learning approach. In this study, the researcher acts as an observer as well as a learning implementer. This research also involves teachers as collaborators in planning, implementing, and evaluating the learning process.

This research procedure consists of several stages that are carried out in a cycle. The first stage is planning, where researchers design learning with the Explicit Instruction model. The lesson plan includes the goals to be achieved, the media and teaching materials to be used, and the methods applied. At this stage, researchers also develop research instruments such as tests, observation sheets, and other evaluation tools.

In the second stage, action, the researcher carried out learning with the Explicit Instruction model. Learning is carried out with a systematic and structured approach, starting with providing an explicit explanation of the material on the harmony of movements and prayer readings. Researchers give direct examples and give opportunities for students to practice. Students are also guided to identify the relationship between movement and recitation in prayer gradually and clearly. Each learning step is adjusted to the student's ability.

The third stage is observation. During the implementation of learning, the researcher observed and recorded student behavior and student responses to the Explicit Instruction learning model. Observation was carried out using an observation sheet to assess students' involvement in learning activities, students' activeness in asking and answering, and students' ability to understand the material taught. Teachers also make observations to provide constructive feedback on the learning process.

The fourth stage is reflection, where the researcher and the teacher analyze the results of the actions that have been taken. Researchers together with teachers evaluate the extent to which learning with the Explicit Instruction model can improve students' understanding of the material on the harmony of movements and prayer readings. Reflection is carried out to see the strengths and weaknesses in the implementation of learning, as well as to plan improvements in the next cycle. Based on the results of the reflection, researchers can improve and refine the action plan for the next cycle.

Data collection in this study was carried out using several techniques. First, the test is used to measure student learning outcomes before and after the application of the Explicit Instruction learning model. The test is in the form of questions that test students' understanding of the harmony of movements and prayer readings. Second, observations are carried out to assess students' activeness during the learning process. Third, interviews were conducted with students and teachers to get more in-depth information about students' responses to the learning model applied and the challenges faced during learning.

The data obtained from tests, observations, and interviews were then analyzed using quantitative and qualitative descriptive analysis techniques. Quantitative analysis was carried out to determine the percentage improvement in student learning outcomes after the application of the Explicit Instruction model. Meanwhile, qualitative analysis is used to describe the impact of the learning model on student behavior, such as increasing student involvement and understanding in the learning process. The results of this analysis are used to formulate conclusions and suggestions for learning improvement in the next class.

Through this research method, it is hoped that an effective solution can be found to improve student learning outcomes in PAI subjects, especially in the harmony material between movements and prayer readings. With the application of the Explicit Instruction model, it is hoped that students will not only gain a better understanding of the material, but also be able to improve their skills in worshipping correctly, which is the main goal of PAI learning at SD Negeri 282 Tornaincat.

RESULTS

The results of this study are presented in the form of analysis based on data obtained from the learning cycle carried out in grade II of SD Negeri 282 Tornaincat. This study prioritizes the application of the Explicit Instruction learning model in an effort to improve student learning outcomes in Islamic Religious Education (PAI) subjects, especially in the harmony material between movement and prayer reading. This research takes place in two cycles involving observation, interviews, tests, and reflection on the learning process.

In the first cycle, before the application of the Explicit Instruction model, the preliminary test results showed that the average score of students for the harmony material between the movement and prayer reading was below the minimum completeness criteria (KKM) standard, which was 68. Of the 20 students, only 10 students managed to achieve a score above the KKM, while the other 10 students still did not achieve the score. This situation indicates that students have difficulty understanding the basic concept of harmony of movements and prayer readings. The observation results also showed that students were less active in participating in learning, tended to be passive and less participated in discussions. Teachers also find it difficult to explain the material thoroughly.

In the second cycle, the application of the Explicit Instruction learning model was carried

out to increase students' understanding of the material. The learning process begins with clear and structured steps, which begin with an explicit presentation of the material regarding the harmony of movements and prayer readings. The teacher gives examples of movements and readings directly, then asks students to imitate them repeatedly. This learning model focuses on systematic steps, with easy-to-understand explanations and enough practice to reinforce students' understanding.

After the implementation of the second cycle, the test results showed a significant improvement. The average score of students for the harmony material between movements and prayer readings increased from an average score of 62 in the first cycle to 80 in the second cycle. Of the 20 students, 16 students managed to achieve scores above the KKM, while 4 other students were still below the completion standard. Although there is a significant improvement, there are still some students who have not achieved maximum results. This shows that although the Explicit Instruction model has succeeded in improving students' understanding, some improvements are still needed in the learning method.

The results of observations in the second cycle also showed positive changes. Students look more active and participate more in learning. Many students began to ask questions and put forward opinions during the discussion regarding the compatibility material between the movement and the recitation of prayers. This shows that they are starting to feel more comfortable and confident in understanding the material. In addition, students also look more focused and interested in following every step given by the teacher. The application of the Explicit Instruction model allows students to understand step by step how to perform prayers correctly.

Interviews with students showed a positive change in their perspective on PAI learning. Most students revealed that they found it easier to understand the harmony material between the movements and prayer readings after being given a more detailed and structured explanation. Students feel that learning with the Explicit Instruction model gives them the opportunity to better understand each movement and reading more deeply. They also feel more motivated to apply the knowledge they get in their daily lives, especially in carrying out prayers.

Interviews with teachers also expressed a positive view on the application of this learning model. The teacher stated that the application of the Explicit Instruction model helps in conveying the material more clearly and systematically. Teachers find it easier to explain each step in detail and give students the opportunity to practice hands-on. Teachers also acknowledge that this model helps increase student engagement in learning and make the classroom atmosphere more interactive. Despite the improvements, teachers noted that adjustments are still needed in managing time and giving faster feedback to students, especially for students who have difficulty following the material.

Reflections from the first and second cycles show that the Explicit Instruction model is very effective in improving students' understanding of the harmony material between movement and prayer reading. However, reflection also shows that there are several challenges that must be overcome, such as differences in students' ability levels that affect their learning outcomes. Some students who have faster comprehension can follow the learning smoothly, while others require more time and practice. Therefore, teachers need to be more flexible in managing their time and give extra attention to students who need additional help.

In addition, reflection also revealed that even though there is an increase in learning outcomes, students' motivation to learn more actively still needs to be increased. Some students show a high interest in learning, while others are still less motivated to be active in class. Therefore, it is important for teachers to develop various approaches that can arouse students' enthusiasm for learning, for example by giving appreciation for students' improved achievements or presenting material in a more interesting way through more varied learning media.

In the end, the results of this study show that the Explicit Instruction learning model can improve student learning outcomes in the harmony material between movement and prayer reading. The application of this model not only improves students' cognitive understanding, but also affects their involvement in the learning process. Students become more active, confident, and motivated to understand the material better. The application of the Explicit

Instruction model allows students to understand each learning step in detail and clearly, which in turn strengthens their understanding of the concepts being taught.

Thus, this research makes an important contribution to the development of learning methods in grade II of SD Negeri 282 Tornaincat. The application of the Explicit Instruction model has proven to be effective in increasing students' understanding of PAI material, especially in the harmony material between movement and prayer reading. However, there are still challenges that need to be overcome, such as differences in students' abilities and the need to increase learning motivation. The researcher recommends that this learning model continue to be applied with adjustments that are appropriate to the characteristics of students and classroom conditions, as well as with a more attractive approach to improve more optimal learning outcomes.

DISCUSSION

The discussion in this study aims to analyze and provide an in-depth explanation related to the results obtained from the application of the Explicit Instruction learning model in the second grade students of SD Negeri 282 Tornaincat, especially in improving the learning outcomes of harmony materials between movements and prayer readings. Based on the results of the study that showed a significant improvement, this discussion will discuss several aspects related to the success of this learning model and the challenges faced during the implementation of the research.

First, the application of the Explicit Instruction learning model has proven to be effective in improving student learning outcomes. This is based on test results that show a significant improvement between the first and second cycles. The average student score increased from 62 in the first cycle to 80 in the second cycle. This shows that a learning model that provides step-by-step explanations as well as clear modeling, can make it easier for students to understand material that was initially considered difficult. According to the theory put forward by Uno and Nurdin (2011), the Explicit Instruction model is indeed designed to convey material systematically and in detail, which is very suitable to be applied to materials that require a deep understanding such as the harmony between movement and prayer reading.

This improvement is not only seen in the test results, but also in terms of student participation in learning. The observation results show that students become more active in following the learning process after the application of the Explicit Instruction model. In the first cycle, students appear to be less involved and tend to be passive. However, after being given a more structured and clear explanation in the second cycle, students began to be more enthusiastic, ask more questions, and dare to give opinions during discussions. This is in accordance with the statement of Sardiman (2010) who stated that effective learning is one that can actively involve students, both in cognition and in social interaction in the classroom.

In addition, the results of interviews with students indicated that they found it easier to understand the material after being given a more explicit and structured explanation. This reflects that the Explicit Instruction model is very helpful for students in understanding basic concepts in more detail, and students feel more confident in carrying out the tasks given by the teacher. It also leads to the theory that clear and explicit instructions help students in forming a better understanding of the material being studied.

However, despite the significant improvements, the study also found some challenges to look out for. One of the main challenges is the difference in students' ability to absorb the material. Although most students can follow the learning well, there are a small number of students who still have difficulty understanding the material even though they have been given detailed explanations. This shows that in the application of the Explicit Instruction learning model, teachers need to pay more attention to students who are having difficulties, as well as provide additional support so that they can catch up.

Another challenge is the lack of motivation of students at the beginning of learning.

Some students consider PAI lessons, especially material on the harmony of movements and prayer readings, as difficult and uninteresting material. This low motivation of students affects their activeness in participating in learning. Therefore, although the Explicit Instruction model is effective in delivering material systematically, teachers also need to be more creative in developing strategies to motivate students. For example, by relating learning materials to students' daily lives or using more interesting and varied media.

In addition, the reflection of the research results shows that although the Explicit Instruction model is effective in improving learning outcomes, teachers must be more careful in managing learning time. Some students who have the ability to learn faster can follow the learning smoothly, while others need more time and opportunities to practice. Therefore, the application of this model must consider the individual needs of students and allow for time differences in the learning process.

On the other hand, the results of this study also contribute to the development of a better learning model, especially in PAI learning in elementary school. Learning with the Explicit Instruction model which prioritizes structured explanations, demonstrations, and direct exercises is very helpful for students in understanding material related to worship practices such as prayer. The successful application of this model can be the basis for the development of other learning methods that are more efficient and interesting.

Overall, the results of this study show that the application of the Explicit Instruction model can improve student learning outcomes in the harmony material between movement and prayer reading. Although there are several challenges faced, such as differences in students' abilities and low motivation at the beginning of learning, this model has proven to be effective in improving student understanding. Therefore, the researcher recommends that this model be applied continuously and improved according to the needs of students. With more attention to the existing challenges, it is hoped that the application of the Explicit Instruction model can continue to improve the quality of learning at SD Negeri 282 Tornaincat.

CONCLUSION

The conclusion of this study is that the application of the Explicit Instruction learning model can improve the learning outcomes of grade II students of SD Negeri 282 Tornaincat on the compatibility material between movements and prayer readings. Based on the results of tests, observations, and interviews, this model has proven to be effective in helping students understand the material in a clearer and more structured way. A significant increase can be seen from the average test score of students who have increased from 62 in the first cycle to 80 in the second cycle. In addition, students also become more active and participate in learning, showing that this model has succeeded in creating a more interactive and engaging learning atmosphere.

However, despite the significant improvement, the study also identified several challenges, such as differences in students' ability to absorb material and low student motivation at the beginning of learning. For this reason, a more personal and creative approach is needed in managing the classroom so that every student can participate in learning optimally.

Overall, **the Explicit Instruction** model can be used as an alternative learning method that is effective in improving student understanding, especially in materials that require step-by-step instructions, such as in PAI learning material compatibility between movements and prayer readings. Therefore, it is recommended to continue to develop and implement this model by paying attention to the individual needs of students, as well as considering the challenges that exist in the learning process.

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