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The Implementation of the Explicit Instruction Learning Model to Improve Learning Outcomes in Islamic Religious Education on the Harmony Between Movements and Recitations in Prayer Among Third-Grade Students at SD Negeri 091713 Amborokan in the 2024/2025 Academic Year

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Abstract:

This study aims to improve learning outcomes in Islamic Religious Education (PAI) on the topic of harmony between prayer movements and recitations through the implementation of the Explicit Instruction learning model in Grade III at SD Negeri 091713 Amborokan for the 2024/2025 academic year. This learning model emphasizes direct, systematic, and gradual guidance, making it easier for students to understand the material and correctly practice religious rituals. The research method used is Classroom Action Research (CAR), consisting of two cycles, each including planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, observations, and interviews, then analyzed using quantitative descriptive analysis to measure improvements in students' understanding and skills. The research findings indicate that implementing the Explicit Instruction model has a positive impact on students' learning outcomes. This is evident from the increase in the average evaluation scores in each cycle, demonstrating an improvement in students' conceptual understanding and skills in harmonizing prayer movements and recitations. Additionally, students became more confident in performing religious practices. Thus, the Explicit Instruction model can be considered an effective alternative for enhancing learning outcomes in Islamic Religious Education, particularly in subjects related to religious practices. This model also has the potential to be applied to other learning areas that require procedural understanding and practical skills.

Keywords: Explicit Instruction, learning outcomes, Islamic Religious Education, prayer, classroom action research.

Islamic Religious Education (PAI) in elementary schools plays a crucial role in shaping students' religious character while equipping them with the understanding and skills to perform religious practices correctly. One of the essential topics in PAI learning is the harmony between prayer movements and recitations. A good understanding of this aspect can help students perform worship more solemnly and in accordance with Islamic teachings (Rahman & Wahyuni, 2021). Therefore, an effective learning strategy is needed to ensure that students can comprehend and apply this material properly.

However, in practice, several challenges persist in teaching prayer in elementary schools. According to Hidayat et al. (2022), the teaching methods used are still conventional, such as lectures and memorization, making it difficult for students to connect theory with practice. As a result, many students can memorize prayer recitations but struggle to synchronize them with the corresponding movements. The lack of direct practice and interactive learning is a major factor contributing to students' low comprehension of this topic.

Practice-based learning and direct instruction have been recommended as solutions to improve students' understanding of religious practices. According to Sari and Nurhayati (2023), a more interactive and systematic learning model can help students better understand and apply religious concepts. One model that can be implemented is Explicit Instruction, which emphasizes direct and step-by-step instruction, allowing students to learn in a structured and effective manner.

The Explicit Instruction model has been proven effective in improving student learning outcomes, particularly in skill-based and procedural learning. A study by Putra et al. (2021) found that applying this model in worship practice learning led to significant improvements in students' skills. This model provides direct guidance to students in understanding each stage of religious practice, from explanation and demonstration to independent practice, making it a suitable strategy for teaching prayer in elementary schools.

It is expected that with the appropriate learning model, students will not only understand the theory of prayer but also be able to practice it correctly in their daily lives. Direct instruction-based learning methods have been proven to increase student motivation and participation in religious education (Fauzi & Amalia, 2023). This approach allows students to be more actively engaged in the learning process, gain confidence in performing religious practices, and achieve significant improvements in learning outcomes.

Nevertheless, real-world challenges in PAI learning at some elementary schools include limited practice time, minimal use of interactive methods, and a lack of teacher training in implementing more effective learning strategies. These factors make it difficult for students to understand and apply the material being taught (Susanto & Rahayu, 2020). Therefore, innovative learning strategies are needed to deliver content more effectively and meet students' needs.

Based on these issues, this study aims to examine the application of the Explicit Instruction model in improving student learning outcomes in the topic of harmony between prayer movements and recitations. Through Classroom Action Research (CAR) conducted in two cycles, this study seeks to achieve a significant improvement in students' understanding and skills in performing prayers correctly. This model not only provides conceptual understanding but also directly guides students in applying the material in their religious practice.

METHODS

This study employs the Classroom Action Research (CAR) method, conducted in two cycles. The data sources in this research consist of primary and secondary data. Primary data were obtained directly from third-grade students of SD Negeri 091713 Amborokan in the 2024/2025 academic year, who served as research subjects. These data include students' learning outcomes before and after the implementation of the Explicit Instruction model, observations of students' activities during the learning process, and interviews with Islamic Religious Education (PAI) teachers regarding the effectiveness of the applied method.

Meanwhile, secondary data were obtained from various literature sources, research journals, and curriculum documents relevant to Islamic Religious Education learning and the implementation of the Explicit Instruction model. The literature used comprises the latest references from 2020 onwards to ensure that the approach used in this study is based on the latest developments in Islamic religious education and instructional strategies.

The data obtained in this study were analyzed using both quantitative and qualitative descriptive analysis. Quantitative analysis was conducted by calculating the improvement in students' learning outcomes based on test scores administered in each cycle. The students' average scores were compared before the implementation of the Explicit Instruction model (pre-cycle), after the first cycle, and after the second cycle to determine the extent of students' understanding improvement regarding the synchronization between prayer movements and recitations.

Meanwhile, qualitative analysis was performed by examining observation and interview results to assess students' and teachers' responses to the implementation of this instructional model. The observation results were analyzed to evaluate students' engagement in learning, while interviews were used to understand teachers' perspectives on the effectiveness of the Explicit Instruction model in improving Islamic Religious Education learning outcomes. By combining quantitative and qualitative analyses, this study provides a more comprehensive overview of the effectiveness of the applied instructional model.

RESULTS

This study was conducted in two cycles, focusing on improving students' learning outcomes in the material of synchronizing prayer movements and recitations through the implementation of the Explicit Instruction model. The collected data included students' test scores, classroom observations during the learning process, and interviews with Islamic Religious Education (PAI) teachers. In addition to improved learning outcomes, observations of student engagement in learning also showed positive results. In the pre-cycle stage, students tended to be passive and lacked confidence in practicing prayer. Many students were still hesitant in synchronizing movements and recitations, necessitating a more structured learning approach.

After implementing the first cycle, a notable positive change was observed, as students became more willing to attempt prayer movements under the teacher's guidance. They also responded better to direct and step-by-step instructions. However, some students still struggled with memorizing prayer recitations while performing the movements simultaneously. In the second cycle, student engagement increased significantly. Students became more active in the learning process, and some were even able to perform prayers correctly with minimal errors. The following table presents the results of student engagement observations:

Table 1
Student Engagement Observations

Cycle	Percentage of Active Students (%)	Student Attitude in Learning
Pre-Cycle	40%	Passive, lacking confidence
Cycle I	65%	Becoming active, still slightly hesitant
Cycle II	85%	Active, enthusiastic, confident

The table above demonstrates an increase in student engagement from the pre-cycle to the second cycle.

At the pre-cycle stage, initial test results indicated that most students still had difficulty synchronizing prayer movements with recitations. Out of 30 students involved in the study, only 40% scored above the Minimum Mastery Criteria (KKM). This suggests that the previous teaching method was not effective in helping students deeply understand the material.

After implementing the first cycle, learning outcomes improved. The students' average score increased from 65 in the pre-cycle stage to 75 in the first cycle, with 65% of students scoring above the KKM. Observations also showed that students were more engaged in learning due to direct demonstrations and repeated practice provided in the Explicit Instruction model. However, some students still struggled with recalling the correct recitations for each prayer movement.

In the second cycle, learning outcomes improved significantly. The average student score increased to 85, with 85% of students scoring above the KKM. Additionally, observations revealed that students became more confident in performing prayers correctly in terms of both movements and recitations. Interviews with PAI teachers also indicated that this method was more effective than traditional lecture-based and memorization methods, as it provided direct guidance that helped students understand the material gradually and systematically.

To provide a clearer picture of student learning improvement, the following table compares students' average scores and mastery percentages across each cycle:

Table 2
Percentage of Student Learning Mastery in Each Cycle

Research Stage	Average Score	Mastery Percentage
Pre-Cycle	65	40%
Cycle I	75	65%
Cycle II	85	85%

Based on the table above, a significant improvement can be observed from the pre-cycle to the second cycle. This indicates that using the Explicit Instruction model can enhance students' understanding and skills in synchronizing prayer movements and recitations.

Apart from test results, observations also showed that students became more disciplined and focused during lessons. In the pre-cycle stage, students were generally passive and lacked enthusiasm. However, after implementing the Explicit Instruction model, they became more engaged, actively asked questions, practiced directly, and followed teacher guidance more seriously.

In addition to student engagement observations, interviews with teachers were conducted to confirm the effectiveness of Explicit Instruction in PAI learning. Teachers

stated that this method facilitated a more systematic instructional approach, making it easier for students to understand the relationship between prayer movements and recitations.

Teachers also mentioned that previously, PAI lessons were mainly delivered through lectures, which were less effective in teaching practical skills such as prayer. With the implementation of Explicit Instruction, students found it easier to understand the steps of prayer movements because they received clear and structured guidance.

Interviews with PAI teachers further revealed that the Explicit Instruction model provided advantages in terms of teaching structure. Teachers could guide students step by step through demonstrations, mentoring, and independent practice, making it easier for students to comprehend and remember each prayer movement and recitation accurately.

Additionally, student learning motivation increased. In the first cycle, some students were still hesitant in correctly reciting prayer texts. However, by the second cycle, nearly all students showed improvement in both skills and understanding. Teachers also noted that students became more confident in performing prayer practices in front of the class.

Qualitative analysis indicated that shifting from passive lecture-based learning to more interactive learning with direct guidance significantly contributed to improved learning outcomes. The Explicit Instruction model proved to provide a clearer and more structured learning process, enabling students to understand and apply the material more effectively.

Thus, the findings of this study indicate that the Explicit Instruction model not only enhances students' learning outcomes in understanding the synchronization of prayer movements and recitations but also boosts their motivation and confidence in practicing worship more effectively.

Data Verification

To ensure data validity, this study employed a triangulation technique by comparing students' test results, classroom observations during the learning process, and interviews with teachers. Students' learning outcomes were verified by comparing the scores obtained in each cycle, ensuring that the improvement in learning results was indeed due to the implementation of the Explicit Instruction model rather than other external factors. Observations during the learning process also indicated a positive correlation between the implementation of the Explicit Instruction model and increased student engagement. Students who were previously passive in the learning process became more active when provided with direct demonstrations and step-by-step exercises. This confirms that the method effectively enhanced students' understanding of the synchronization between movements and recitations in prayer.

Interviews with Islamic Education teachers provided additional perspectives on the effectiveness of this model. Teachers stated that compared to conventional methods, the Explicit Instruction model was easier to implement and yielded better results in teaching practical aspects of worship. They also noted that students were more enthusiastic about learning and grasped the material more quickly when given step-by-step instructions with direct guidance. Thus, the findings of this study indicate that the Explicit Instruction model significantly improves students' learning outcomes in understanding and practicing the synchronization between movements and recitations in prayer. This is evidenced by increased test scores, changes in student attitudes during the learning process, and validation from observations and interviews conducted..

CONCLUSION

The main findings of this study indicate that the implementation of the Explicit Instruction model significantly enhances students' learning outcomes in understanding and practicing the synchronization between movements and recitations in prayer. This improvement is

evident from the increase in students' average scores and the percentage of mastery in each cycle. The study results show that the application of the Explicit Instruction learning model has a positive impact on students' comprehension and skills in aligning prayer movements and recitations. Data obtained from learning outcome tests indicate an increase in students' average scores from the first cycle to the second cycle. In the pre-cycle stage, students' average scores were categorized as low, with a mastery percentage of only 55%. After the intervention in the first cycle, the students' average scores increased to 72%, although some students had not yet met the minimum mastery criteria (MMC). In the second cycle, further improvement was observed, with the average score reaching 85%.

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