

## THE URGENCY OF ISLAMIC RELIGIOUS EDUCATION IN INSTILLING THE PRACTICE OF SALAT AMONG AT ELEMENTARY STUDENTS: EDUCATION AND DA'WAH PERSPECTIVE

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### ABSTRACT

This article investigates the process of Islamic Religious Education (PAI) at UPTD SD Negeri 181 Bulete, Pitumpanua Subdistrict, Wajo Regency, with a focus on the students' practice of Salat and the efforts of teachers in guiding its implementation. Using a qualitative approach with pedagogical, religious, and psychological perspectives, the study analyzes primary and secondary data through interviews, observations, documentation, and questionnaires. The findings reveal that the implementation of PAI involves three key components: preparation, which includes curriculum and lesson planning; the learning process, which focuses on the teacher's ability to explain, the use of methods, and learning media; and evaluation, including feedback, tasks, and grades. The study also shows that the practice of Salat among students is still in the learning stage, with some students accustomed to it due to guidance from teachers and parents. Teachers play a vital role in this process by providing advice, being role models, and offering motivation. This study underscores the importance of Islamic Religious Education in shaping students' religious practices, particularly in the context of Salat, and highlights the significant role of teachers in this guidance.

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## 1. INTRODUCTION

Education is fundamentally a relationship between educators and students, where interpersonal interactions occur, fostering communication and exchange of knowledge. When this relationship advances to the educational level, it transforms into a connection between the educator's personal qualities and those of the student, culminating in educational responsibilities (Hasbullah, 2006). Religious education, specifically Islamic Religious Education (PAI), is designed to cultivate religious values in individuals by instilling faith, moral behavior, and righteous deeds, aiming to produce devout individuals who are obedient to Allah (Usman, 2002).

Islamic religious education plays a critical role in shaping the lives of students, guiding them toward a meaningful, peaceful, and dignified existence. Recognizing the importance of this role, the internalization of religious values in students' lives must be actively pursued within family, school, and societal contexts. Ibadah, or worship, holds

immense significance in Islam, requiring careful attention as it is not something to be taken lightly or misused.

In Islam, all acts of worship must adhere to what Allah has commanded and what was taught by Prophet Muhammad (PBUH) as outlined in the Quran and the Hadiths. Salat, as the second pillar of Islam, is of utmost importance as a form of worship and communication with Allah, standing as the highest act of devotion in Islam (Abrari, 2002).

However, there is an observable gap in the practical implementation of Salat among students at UPTD SD Negeri 181 Bulete, Pitumpanua Subdistrict, Wajo Regency. Despite having studied Islamic Religious Education, many students still struggle to consistently perform the five daily prayers. This gap highlights the urgency of focusing on Islamic religious education to foster the practice of Salat in students, thus addressing both the educational and da'wah (religious propagation) aspects in the development of young Muslims.

Therefore, this study aims to examine the significance of Islamic Religious Education in instilling the practice of Salat among students at UPTD SD Negeri 181 Bulete, Pitumpanua Subdistrict, Wajo Regency from both educational and da'wah perspectives.

## 2. METHOD

This study employs a qualitative research method, focusing on collecting data in the form of words through interviews, observations, and document analysis. Qualitative research is particularly useful for exploring the complexities of human behavior in natural settings, as it allows for a deeper understanding of how individuals interact and experience phenomena (Moleong, 2000). In this case, the study examines the impact of Islamic education on students' religious practices at UPTD SD Negeri 181 Bulete, using a pedagogical, religious, psychological, and juridical approach to gain a holistic understanding. The pedagogical approach explores the educational process, while the religious perspective draws from Islamic teachings to understand students' religious practices. The psychological approach delves into individual behavior, and the juridical approach considers the legal frameworks related to the practice (Subandi, 2003).

The research takes place at UPTD SD Negeri 181 Bulete, a location chosen for its proximity to the researcher's residence, which facilitates efficient data collection. The main informants in this study are teachers, students, and parents, whose input will provide a well-rounded perspective on the influence of Islamic education. Teachers share their views on the educational process, while students reflect on how these teachings affect their religious practices, and parents contribute insights into how religious behaviors are nurtured at home (Salam, 2015).

Data will be collected through a combination of structured and unstructured interviews, observations, and document analysis. Interviews will serve as the primary method for gathering detailed, qualitative data from the participants (Arikunto, 2010). Observations will focus on student behavior in school settings and how it relates to Islamic teachings, while documentation will include the analysis of relevant educational records, curricula, and other materials. These methods will help generate a comprehensive understanding of the effects of Islamic education on students' religious practices.

Data analysis will involve several stages, including data editing, coding, and categorizing to uncover themes related to the research focus (Sugiyono, 2009). Through these methods, the study aims to identify the extent to which Islamic education influences students' worship and other religious behaviors. The findings will offer valuable insights into the role of education in shaping religious practices among young students, contributing to the broader field of Islamic education.

### 3. RESULTS AND DISCUSSION

#### 3.1. Results

##### *a. Implementation of Islamic Religious Education (PAI) at UPTD SD Negeri 181 Bulete, Pitumpanua Sub-district, Wajo District*

The implementation of Islamic Religious Education (PAI) at UPTD SD Negeri 181 Bulete, Pitumpanua Sub-district, Wajo District involves several key components: lesson preparation, the teaching process, and evaluation.

##### 1) Preparation for Islamic Religious Education

###### a) Curriculum

The curriculum is an essential component of the learning process, serving as a guide to ensure that educational goals are met. It allows for systematic and measurable teaching and learning activities. The curriculum often undergoes changes to improve the quality of education. UPTD SD Negeri 181 Bulete follows the K-13 (2013 Curriculum), as mandated by the government, with modifications tailored to meet the needs of the students. This adaptation aligns with the needs of the school, particularly in the PAI learning process, where students require special attention from teachers. PAI curriculum implementation involves systematically applying the Islamic religious education materials to achieve educational goals.

###### b) Complete Syllabus and RPP

Education is a planned and systematic process. Thus, lesson preparation is crucial, and it must be thorough to assist the teacher in fulfilling their responsibilities. Lesson planning is typically in the form of a syllabus and a Rencana Pelaksanaan Pembelajaran (RPP or Lesson Plan). The syllabus outlines the learning activities, class management, and assessment strategies, while the RPP provides detailed procedures and management strategies for achieving the competencies outlined in the syllabus. According to the head of SD Negeri 181 Bulete, all teachers, including PAI teachers, are required to prepare their lesson plans, syllabus, and other teaching materials before the learning process begins.

###### c) Punctuality

Given the wide scope of the material and the limited time for instruction, punctuality is crucial for effective teaching. The head of school affirmed that, generally, the teachers at UPTD SD Negeri 181 Bulete, especially PAI teachers, arrive at school before the lessons begin unless there are unavoidable delays.

##### 2) Teaching Process of Islamic Religious Education

###### a) Mastery of Teaching Material

Teachers must have a strong grasp of the material before teaching it. This mastery is a fundamental aspect of teaching skills. Observations show that, before starting the lesson, teachers assess students' prior knowledge to link it to the new lesson content, ensuring a smooth progression of learning.

###### b) Teacher's Ability to Explain

Effective explanation is vital for a teacher. It directly impacts students' understanding and engagement with the material. Observations in class reveal that PAI teachers at SD Negeri 181 Bulete explain lessons systematically, ensuring students comprehend the material.

###### c) Use of Teaching Methods

Teaching methods play an important role in delivering PAI content. Teachers at SD Negeri 181 Bulete frequently use methods like lectures, question-and-answer sessions, and

assignments. These methods are tailored to the students' needs, considering their different educational backgrounds and levels of understanding.

d) Use of Learning Media

The use of appropriate learning media is crucial in helping students absorb and understand the material more effectively. Although time is limited, learning media helps convey more material in less time, motivating students to engage in the lesson.

e) Providing Real-Life Examples

Teachers use real-life examples to make complex concepts easier for students to understand. This practical approach enhances students' comprehension of the PAI lessons, as it connects the content to their everyday lives.

f) Practical Lessons

Practical lessons are crucial in PAI to provide students with hands-on experience, reinforcing the concepts taught. Activities such as performing tayammun, wudhu, and salat are regularly incorporated into the lessons.

3) Evaluation

Evaluation in education is a systematic process for obtaining information about the progress of students after the learning process has taken place. It aims to assess the level of success achieved by students after participating in a learning activity. Below are some forms of evaluation conducted by the teachers at UPTD SD Negeri 181 Bulete at the end of the lessons:

a) Providing Feedback on Learning Materials

Feedback is given as a response to student performance. Student performance refers to the ability of students to demonstrate mastery over the various learning objectives. Educators must be able to clearly formulate the learning objectives to be achieved and communicate them at the beginning of the lesson. Similarly, at the end of the lesson, Islamic education teachers always provide students with the opportunity to ask about things they have not understood, fostering interaction between teachers and students. It can be concluded that Islamic education lessons at UPTD SD Negeri 181 Bulete run well in accordance with the objectives, as evidenced by students' average scores and assessments of their behavior and daily interactions.

b) Assigning Tasks

Task assignments are a way for teachers to encourage students to actively engage in learning exercises. To reinforce mastery over the material taught, students are given tasks such as making conclusions or completing homework. Task assignments assess students' understanding and provide opportunities for practice. The results show that assigning tasks, both at school and at home, is important for teachers. Through these tasks, students gain confidence and motivation, and good study habits are fostered.

c) Providing Conclusions

The final activity of learning should not only be seen as closure but also as an opportunity to assess students' mastery of competencies. Giving a summary of the learning material helps students understand the competency standards or objectives they have learned.

d) Grading

The purpose of learning is to bring about changes in students' behavior. Therefore, assessment is essential to examine how far these behavioral changes have occurred through the learning process. Assessments are used to determine whether the learning objectives have been achieved and to improve the learning process. Grading is also a form of accountability

to the community and parents, conveyed through students' progress reports at the end of each semester.

The successful implementation of Islamic Religious Education at UPTD SD Negeri 181 Bulete relies on proper lesson preparation, effective teaching methods, and the use of relevant learning media, all of which contribute to achieving educational objectives and improving students' understanding of Islamic teachings. The effectiveness of the learning process is evaluated by assessing both the results and the process. The learning outcomes achieved by students are the result of the learning process they have undergone, and assessment serves as feedback to improve that process.

### **3.2. Discussion**

The findings of the study indicate that the implementation of Islamic Religious Education (PAI) at UPTD SD Negeri 181 Bulete adheres to a structured and goal-oriented approach. This includes comprehensive preparation, effective teaching methods, and systematic evaluation. However, these results reveal deeper insights when interpreted through relevant educational theories, which help us understand the successes and challenges of the implementation.

#### *a. Lesson Preparation*

The preparation of lessons, which includes the use of the K-13 curriculum and comprehensive lesson plans (syllabus and RPP), reflects Tyler's (1949) Basic Principles of Curriculum and Instruction. Tyler emphasizes that curriculum planning should align with clearly defined objectives, ensuring that educational goals are systematically achieved. This aligns with the implementation at UPTD SD Negeri 181 Bulete, where curriculum adaptation is tailored to meet student needs.

Furthermore, the structured preparation aligns with Bloom's Taxonomy (1956), which advocates for designing instructional activities that target cognitive, affective, and psychomotor domains. However, the punctuality issues observed imply a need for time management strategies, as highlighted by Carroll's (1963) Model of School Learning, which emphasizes that the quality of learning is directly proportional to the time allocated for instruction. These theoretical frameworks suggest that while the preparation phase is comprehensive, consistent adherence to time management practices could enhance its effectiveness.

#### *b. Teaching Methods*

The teaching methods employed, including lectures, question-and-answer sessions, and assignments, demonstrate a reliance on Differentiated Instruction (Tomlinson, 2001). This approach acknowledges that students have diverse learning styles and backgrounds, necessitating varied teaching strategies. The use of real-life examples and practical lessons reflects Kolb's (1984) Experiential Learning Theory, which emphasizes learning through active engagement and real-world application. For example, practices like wudhu and tayammun help students internalize Islamic teachings through hands-on experience.

However, the frequent use of traditional methods, such as lectures, suggests that the implementation could benefit from integrating more interactive strategies, such as Vygotsky's (1978) Social Constructivism Theory, which underscores the importance of social interaction and collaborative learning. For instance, incorporating peer-to-peer discussions or group projects could enhance engagement and deepen understanding. Additionally, the use of digital tools and multimedia in line with Dale's Cone of Experience (1946) could make the learning process more engaging and efficient, particularly in addressing diverse student needs.

*c. Evaluation*

The evaluation process aligns with Stufflebeam's (1971) CIPP Evaluation Model, which highlights the importance of assessing the context, input, process, and product to ensure that educational goals are met. The provision of feedback and assignment of tasks reflects Formative Assessment Principles (Black & Wiliam, 1998), which argue that ongoing feedback helps students improve and achieve learning outcomes. The structured grading system also aligns with Outcome-Based Education (OBE), which focuses on assessing whether students achieve predefined learning outcomes.

Despite the effective evaluation framework, it is evident that incorporating more formative and authentic assessment methods, such as reflective journaling, portfolio assessments, or peer evaluations, could provide a more holistic understanding of student progress. These additional methods align with Constructivist Learning Theories, which emphasize the importance of self-assessment and reflection in the learning process.

The implementation of Islamic Religious Education at UPTD SD Negeri 181 Bulete demonstrates the application of foundational educational theories in its structured approach. However, the interpretation of results highlights potential areas for improvement:

- 1) Curriculum and Lesson Preparation: While well-structured, preparation could be further strengthened by embedding strategies for time management, as suggested by Carroll (1963).
- 2) Teaching Methods: Diversifying teaching strategies to include collaborative and technology-driven approaches could enhance engagement and inclusivity, as supported by Vygotsky (1978) and Dale (1946).
- 3) Evaluation: Expanding the range of assessment tools could provide deeper insights into student progress, aligning with Stufflebeam's CIPP Model and Black & Wiliam's Formative Assessment Principles.

These theoretical interpretations suggest that the program's current implementation is effective but could be optimized through continuous reflection and integration of innovative practices.

#### 4. CONCLUSION

Firstly, the implementation of Islamic Religious Education (PAI) at UPTD SD Negeri 181 Bulete is structured around three primary components: preparation, the teaching process, and evaluation. The preparation stage involves curriculum development, the completion of syllabi and lesson plans (RPP), and a solid understanding of the subject matter. The teaching process focuses on the teacher's ability to effectively explain, select appropriate teaching methods, and incorporate teaching media. Evaluation, on the other hand, includes providing feedback on the learning materials, assigning tasks, and grading students.

Secondly, the worship practices of Salat among students are still in the early stages of habit formation. While some students have become accustomed to performing Salat regularly, others are still in the process of learning. This disparity can be attributed to the varying levels of guidance and encouragement provided by teachers at school and parents at home. The survey results clearly reflect this ongoing process of developing Salat practices.

Lastly, the efforts undertaken by teachers to foster Salat practices among students include offering guidance, serving as role models, and providing motivation. These actions are crucial in helping students adopt consistent worship habits.

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