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Optimizing Islamic and Character Education Outcomes Through Everyone is a Teacher Here (ETH) Learning Model

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ABSTRACT

The low achievement of student learning outcomes in Islamic and character education at Junior High School 15 Krui demands innovative strategies. The Everyone Is a Teacher Here (ETH) model encourages active participation, peer dialogue, and critical reflection to optimize students' competencies. This study aims to test the effectiveness of the ETH model in optimizing Islamic and character education learning outcomes. A quantitative approach with a quasi-experimental design was used. The population comprised 93 eighth-grade students; simple random sampling assigned class VIII-2 (n = 47) as the experimental group and class VIII-1 (n = 46) as the control. The experimental group received treatment over three meetings using seven ETH syntaxes, while the control group followed conventional learning. The research data was comprehensively collected from the respondents, and the instrument was declared valid and highly reliable (Cronbach's alpha: 0.89). Data was analyzed using an independent samples t-test. The results showed a statistically genuine and significant difference in learning outcomes between the experimental and control groups ($t = -2.504$; $p = 0.015 < 0.05$). The experimental group achieved a substantially more optimal academic impact, confirming that the dynamic ETH syntax effectively boosts material mastery and fosters an active-collaborative classroom climate. In conclusion, implementing the ETH model significantly optimizes Islamic and character education outcomes. Practically, integrating ETH is highly recommended to facilitate adaptive, inclusive, and participatory learning that strengthens student competencies without relying heavily on high-level technological infrastructure.

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1. INTRODUCTION

Learning outcomes serve as a comprehensive description of changes in behavior, attitudes, and abilities that occur within an individual after undergoing a structured instructional process (Goss, 2022; Hulaimi & Khairuddin, 2021). These multifaceted changes encompass not only a cognitive increase in knowledge but also the systematic development of psychomotor skills and the holistic strengthening of the affective

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domain. As a primary indicator of the overall effectiveness of the educational process, learning outcomes reflect the precise level of achievement of learning objectives while simultaneously mirroring the development of an individual's personality and critical thinking skills (Erikson & Erikson, 2019; Hafeez, 2021). More specifically, these outcomes refer to measurable, planned academic achievements actualized through clear competency indicators, such as the ability to complete complex tasks, mastery of abstract concepts, and the practical application of values in real situations (Citra & Rosy, 2020; Ndraha et al., 2022; Fernando et al., 2024). Through objective and rigorous measurement, educators can accurately evaluate students' learning progress and cognitive development.

Ideally, the instructional process should be designed adaptively through a differentiated approach to accommodate diverse levels of student understanding and unique learning styles (Goyibova et al., 2025; Nurlaelasari & Rosidah, 2020). This equitable comprehension can be optimized if pedagogical activities are packaged in a varied, creative, and highly engaging manner—such as through collaborative group discussions, interactive simulations, or the strategic integration of multimedia—to effectively mitigate student boredom (Wangge, 2020). In addition to these methodological aspects, the availability of technology-based facilities and infrastructure, including digital projectors and robust internet connections, constitutes a crucial pillar in facilitating modern learning models (Huda, 2024; Siregar & Suhendra, 2022). This ideal educational ecosystem is further supported by instructional strategies that foster students' intrinsic motivation through systematic appreciation (Daniel et al., 2024) and the deliberate creation of a positive, inclusive classroom climate (Rubaik et al., 2023). Such a conducive environment is essential for students to learn with optimal concentration, overcome passive learning habits (Abidin & Muhammad, 2024), and seamlessly internalize moral values in their daily lives.

However, the empirical reality on the ground reveals a significant gap from this idealized educational condition. Based on pre-research observations and structured interviews with an Islamic Religious Education (PAI) and character-building teacher at Junior High School 15 Krui, several critical instructional problems were identified. These interconnected issues include: (1) low learning outcomes driven by wide disparities in students' understanding of the material; (2) a monotonous learning process that restricts students' ability to absorb the curriculum; (3) limited digital infrastructure that forces dependency on conventional printed textbooks; and (4) low student motivation and class concentration. This pedagogical gap was explicitly confirmed by a preliminary analysis of student learning outcomes in the cognitive domain. At the Lower-Order Thinking Skills (LOTS) level (C1–C3), students demonstrated good mastery, evidenced by a predominance of correct answers regarding basic memory and conceptual understanding. In contrast, at the Higher-Order Thinking Skills (HOTS) level (C4–C6), particularly within the C5 (evaluation) and C6 (creation/synthesis) cognitive dimensions, the rate of incorrect answers was profoundly high. This indicates a severe deficiency in higher-order thinking and critical analysis, necessitating an immediate, solution-oriented pedagogical intervention.

To effectively address the issues of limited learning variations, low student engagement, and weak analytical skills, an innovative instructional strategy rooted in active participation is urgently required. The Everyone Is a Teacher Here (ETH) learning model presents a highly potential solution because it decentralizes traditional teacher authority by empowering each student to act as an educator for their peers (Berutu, 2023; Nofriadi & Yestin, 2022; Rubaik et al., 2023). Through the systematic execution of this model, students are pushed to independently reflect on the subject matter, construct meaningful questions, and provide interactive, real-time responses to peer enquiries (Putra et al., 2023; Widiasmara & Wachidah, 2022). As a prominent variant of active learning methodologies, ETH forces students to be dynamically involved in sharing the knowledge they acquire (Anugrah et al., 2025). This collaborative knowledge-sharing environment, in turn, optimizes the development of basic communication skills and fosters a significantly deeper conceptual understanding among students (Fitriah et al., 2020; Rahmini et al., 2026).

More specifically, the practical implementation of the ETH method exerts a broad and profound psychopedagogical impact on student competency development (Megahati, 2017; Wahyuddin & Nurcahaya, 2019). This learning model conditions students to boldly express evidence-based opinions rooted in independent literacy, hone both oral and written communication skills, and actively navigate dynamic classroom debates (Hamka & Purwanto, 2021; Syaiful et al., 2020). By stepping into the role of a "teacher", students experience an instructional shift that effectively fosters academic courage, stimulates critical thinking skills, and builds robust self-confidence in problem-solving scenarios (Apriyanti et al., 2021; Nurlaelasari & Rosidah, 2020). Consequently, ETH functions as a comprehensive educational tool that not only improves cognitive performance but also directly addresses the crucial affective and social dimensions required by contemporary junior high school students.

The overarching effectiveness of the ETH model has been validated by an array of previous studies across diverse educational levels and disciplinary subjects. For instance, research by Zahra (2026) demonstrated its significant impact on vocational high school courses, while Amalia et al. (2025) confirmed its utility in elementary school civics education. Furthermore, Putri et al. (2022) successfully applied ETH in high school economics, and Nofriadi and Yestin (2022) combined it with Joyful Learning in Biology. Even within the specific realm of religious education, Hafizh et al. (2023) tested its effectiveness at the senior high school level. However, a prominent empirical gap (research gap) remains unexplored: no empirical research has tested the application of ETH in Islamic religious education and character education focusing specifically on the cognitive transition of junior high school students, particularly in unravelling HOTS (C4–C6) challenges within environments with limited digital facilities, such as Junior High School 15 Krui. The structural characteristics of junior high school Islamic education, which is inherently rich in historical narratives and complex moral value analysis, heavily require a peer-teaching approach like ETH to prevent instructional monotony and stimulate cognitive depth.

Building upon this evident research gap, this study was conducted with the explicit aim of offering new theoretical and practical contributions to expand the empirical acceptability of the ETH model regarding educational levels, material characteristics, and regional loci. This research is urgently required to test the exact effectiveness of ETH in optimizing Islamic and Character Education outcomes while simultaneously resolving localized learning problems at Junior High School 15 Krui. Implicitly, implementing the ETH model enables the creation of an active, participatory, and collaborative classroom climate, ensuring that students do not merely memorize religious texts but are fully capable of analyzing, evaluating, and synthesizing faith and moral values. Beyond encouraging the reconstruction of the micro-curriculum at Junior High School 15 Krui to be more adaptive and inclusive to resource limitations, the output of this study is highly expected to serve as a valuable, applicable reference for educators in developing innovative, higher-order learning strategies that are responsive to the stringent challenges of the Independent Curriculum (Kurikulum Merdeka) era.

2. METHOD

This study employed a quantitative approach with a quasi-experimental design using a post-test-only control-group design. This design was chosen because the characteristics of the school environment precluded full control or absolute manipulation of variables on the subjects without disrupting the academic schedule. This design allowed the researcher to objectively compare academic performance between two groups of subjects after receiving different interventions. Furthermore, the post-test-only approach has the potential to minimize the effects of difficult-to-control external biases, such as the instrument sensitivity effect due to repeated testing (the testing effect) that often occurs in pre-test designs.

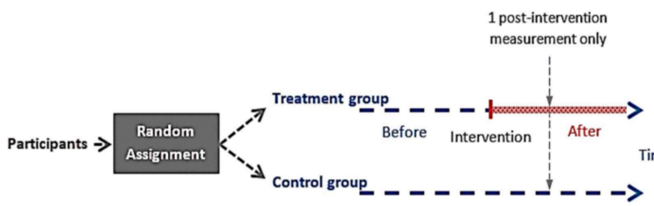

Figure 1. Post-Test-Only Control-Group Design

The target population for this study included all eighth-grade students at Junior High School 15 Krui enrolled in the current academic year, with a total of 93 students (N = 93). To ensure data representativeness and provide equal opportunity for each group, the sample was determined using a simple random sampling technique. Based on the results of the random drawing, two classes were selected as research samples: class VIII-2, designated as the experimental group using the Everyone Is a Teacher Here (ETH) learning model, and class VIII-1, designated as the control group using the conventional learning model.

The intervention or treatment phase was implemented over three sessions, with each session allocated 2 x 40 minutes. In the experimental group, the teacher acted as a facilitator, executing the seven instructional steps or syntax of the ETH learning model sequentially and consistently: (1) distributing a piece of paper to all students; (2) instructing students to write one analytical or synthesis question based on Islamic Religious Education and Character Education material; (3) collecting all the question papers; (4) shuffling and redistributing the papers to students at random; (5) allocating time for students to read the questions and formulate answers; (6) calling on students in turn to read the questions and their argumentative answers; and (7) opening a discussion forum for critical responses from other students. In contrast, in the control group, the learning process was implemented using a conventional expository approach.

Data on students' cognitive learning outcomes were collected using an objective multiple-choice test instrument specifically designed to measure higher-order thinking skills (HRT), specifically at the cognitive levels C5 (evaluation) and C6 (creation). Before being administered to the research sample, the instrument underwent a series of empirical trials and theoretical analysis. Instrument quality assurance procedures included content validity analysis using the Aiken's V index, internal reliability estimation using the Cronbach's Alpha formula, and item analysis, including difficulty index, discrimination power, and distractor effectiveness. Only items meeting high validity and reliability criteria were used in the final data collection.

After the entire treatment series was completed, both groups of subjects (experimental and control) took a post-test using the validated instrument. The obtained scores were then processed using parametric inferential statistics. As prerequisites for the analysis, normality of data distribution was tested using the Liliefors method and homogeneity of variance was tested using the Bartlett test. After the assumptions of normality and homogeneity were met, hypothesis testing to see the difference in the average learning outcomes was carried out through a t-test for two independent samples (independent-samples t-test) at a significance level of alpha = 0.05. The data analysis procedure then ended with the calculation of the Cohen's d coefficient to estimate the strength of the effect (effect size) of the application of the ETH model on student learning outcomes, so that the conclusions drawn were valid and could be scientifically justified.

3. RESULTS AND DISCUSSION

Results

This research was conducted at Junior High School 15 Krui. Various data collection techniques were used, including multiple-choice tests that matched learning outcome indicators, which were then tested for validity and reliability. The following is the data obtained through the reliability test.

Validity and Reliability Test

Table 1. Description of the Test Results for the Trial Class

Category	Question Number	Number of Questions	Percentage (%)	Follow-up Actions
Valid Questions (Rhitung > Rtabel)	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20	18	90%	Used in the study to measure students' HOTS.
Invalid Questions (Rhitung ≤ Rtabel)	3, 13	2	10%	Discarded/not used in final data collection.
Total	1 s.d. 20	20	100%	

Table 2. Description of the Results of the Trial Class Reliability Test

Cronbach's Alpha	N of Items
.889	20

Validity and reliability tests were conducted to ensure the research instrument was accurate and consistent. Based on the validity test, out of 20 questions, 18 were valid (r_count > 0.349) and 2 were invalid, namely numbers 3 and 13. Meanwhile, the reliability test showed a Cronbach's Alpha value of 0.889 (> 0.70), so the instrument was declared reliable. All data from 32 respondents could also be used without any being excluded, so the results of the analysis were considered quite strong.

Level of Difficulty

Table 3. Distribution of Questions by Level of Difficulty

Category	Range of Values (Mean)	Question Number	Number of Questions	Percentage (%)
Difficult	0.00–0.30	None	0	0%
Medium	0.31–0.70	P03 (0.65)	1	5%
Easy	0.71–1.00	P01 (0.93), P02 (0.93), P04 (0.81), P05 (0.90), P06 (0.78), P07 (0.96), P08 (0.96), P09 (0.87), P10 (0.81), P11 (0.93), P12 (0.87), P13 (0.96), P14 (0.93), P15 (0.84), P16 (0.93), P17 (0.96), P18 (0.81), P19 (0.93), P20 (0.84)	19	95%
Total		P01 s.d. P20	20	100%

The pilot analysis of this instrument was conducted on a full sample of 32 students (N = 32) with no missing data (0 missing data), so all student responses were comprehensively recorded. Based on the difficulty index mapping, the distribution of questions in this instrument was significantly dominated by the easy category, comprising 19 items, equivalent to 95% of the total instrument. Conversely, only one item fell into the medium category, namely question P03, with a difficulty index of 0.65.

None of the items (0%) met the criteria for the difficult category. The highest level of ease in this pilot test reached 0.96, specifically found in questions P07, P08, P13, and P17.

This visual dominance of the proportion of easy questions, reaching 95%, has sparked crucial academic discussion, particularly regarding the instrument's relevance in measuring Higher-Order Thinking Skills (HOTS). Theoretically, an evaluation instrument designed to measure higher-order thinking skills at the C5 and C6 cognitive levels should ideally have a more proportional distribution of difficulty levels between the moderate and difficult categories. The phenomenon of high item pass rates could indicate two empirical possibilities: first, there is an instrument construction bias where the stimulus or distractor options are not working optimally; or second, the trial sample indeed has very good cognitive readiness and initial abilities for the Islamic Religious Education and Character Education material being tested. This finding provides an important basis for aligning the instrument before its implementation in the final data collection of the study.

Discriminating Power

Discriminating power indicates a question's ability to differentiate between high-achieving and low-achieving students. A question with good discriminating power will result in high scores for high-achieving students and low scores for low-achieving students. Conversely, if the results are similar or higher for low-achieving students, the question is considered to have no discriminating power.

Table 4. Item Discriminatory Power Analysis

Distinguishing Power Category	Correlation Value Range	Question Number	Number of Questions	Percentage (%)	Next Action
Excellent	0.70−1.00	P02, P07, P08, P11, P12, P15, P16, P17, P19, P20	10	50%	Accepted (Used immediately)
Good	0.40−0.69	P01, P05, P06, P09, P10, P18	6	30%	Accepted (Used immediately)
Sufficient	0.20−0.39	P04, P14	2	10%	Needs minor corrections/revisions
Poor	≤0.19	P13	1	5%	Discarded or completely revised
Not Good / Negative	<0.00	P03	1	5%	Discarded/not used
Total		P01 s.d. P20	20	100%	

The results of this study indicate that the discriminatory power of test items varies based on the corrected item-total correlation value. There are 10 test items in the excellent category (0.70–1.00), namely P02, P07, P08, P11, P12, P15, P16, P17, P19, and P20. Furthermore, there are 6 test items in the good category (0.40–0.69), namely P01, P05, P06, P09, P10, and P18. In addition, there are 2 test items in the sufficient category (0.20–0.39), namely P04 and P14. Meanwhile, there is 1 test item in the poor category (≤0.19), namely P13, and 1 test item has a negative value, namely P03, which indicates that the item is not able to differentiate students well. Thus, most of the test items have good to very good discriminating power, although there are still some items that need to be improved or revised.

Normality Test

The normality test is used to determine whether the collected data is normally distributed. Data are considered normal if the significance value is >0.05. The results of the normality test yielded a Kolmogorov-Smirnov significance value of 0.057 and a Shapiro-Wilk significance value of 0.089. Both values are greater than 0.05, thus concluding that the data for group 1 are normally distributed. In group 2, the Kolmogorov-Smirnov significance value was 0.023 and the Shapiro-Wilk significance value was 0.060. Although the Kolmogorov-Smirnov value was below 0.05, because the sample size was less than 50, the Shapiro-Wilk value was used as the reference. The Shapiro-Wilk significance value of 0.060 is greater than 0.05, indicating that the data for group 2 is also normally distributed. Therefore, it can be concluded that all data in this study are normally distributed.

Homogeneity Test

The homogeneity test is used to determine whether the variances of a number of research populations are equal (homogeneous) or unequal (non-homogeneous). Data are considered homogeneous if the Sig. value is > 0.05. The results of the homogeneity test using Levene's Test in Table 5 yield a significance value of 0.337 (based on the mean). This value is greater than 0.05, thus concluding that the variances of both groups are homogeneous. This indicates that the data from both groups have the same level of diversity, thus meeting the requirements for a t-test assuming equal variances.

Hypothesis Testing (T-Test)

Table 5. Description of T-Test/Hypothesis Results

		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Results	Equal variances	.939	.337	-2.504	58	.008	.015	-1.0000	.3993	-1.7993	-.2007

	F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One-Sided p	Two-Sided p			Lower	Upper
assumed										
Equal variances not assumed			-2.504	56.819	.008	.015	-1.0000	.3993	-1.7997	-.2003

The results of the comparative analysis using the Independent Samples T-Test, a 2-tailed significance value (p-value) of 0.015 was obtained. This probability value is empirically lower than the specified significance level (alpha = 0.05). Furthermore, this statistical test yielded a t-value of -2.504 with a degree of freedom (df) of 58. Because the significance value obtained is below the threshold for rejecting the null hypothesis (0.015 < 0.05), it can be confidently concluded that there is a statistically significant difference in learning outcomes between the experimental and control groups.

These statistical findings automatically provide a strong empirical basis for accepting the working hypothesis (H_a) proposed in this study. Acceptance of this hypothesis demonstrates a real and significant effect of the intervention of the independent variables studied on the dependent variable. In the context of this experiment, this significant mean difference confirms that the implementation of the tested learning model has a far more optimal academic impact in reconstructing student competencies compared to the implementation of the conventional learning model in the control class.

Discussion

This study aims to evaluate the effectiveness of the tested learning model on student learning outcomes at Junior High School 15 Krui. Based on a series of instrument tests (validity, reliability, difficulty level, and discriminatory power) and prerequisite analysis tests (normality and homogeneity tests), the data obtained met the requirements for hypothesis testing using an Independent Samples T-Test.

Reconstruction and Relevance of the HOTS Instrument

The results of the initial testing of the evaluation instrument, consisting of 20 multiple-choice questions, demonstrated excellent psychometric qualities in terms of validity and internal consistency. Based on the empirical analysis, 18 items (90%) were declared valid with an r_count value > 0.349, while two items that did not meet the criteria (numbers 3 and 13) were immediately eliminated from the final instrument. Furthermore, the instrument's reliability was classified as very strong, with a Cronbach's alpha value of 0.889, significantly exceeding the standard threshold of 0.70. Referring to the classical measurement theory of Nunnaly and Bernstein, this high reliability coefficient demonstrates that the instrument has strong internal consistency and minimal measurement error (Gignac & Ooi, 2022), making it highly suitable for use as a stable measure of student learning outcomes.

However, contradictory critical findings emerged when analyzing the difficulty index of the valid items. Empirical data revealed a highly unequal dominance, with 19 items (95%) falling into the "Easy" category, only one item (5%) falling into the "Medium" category (question P03 with an index of 0.65), and not a single item (0%) measuring the "Difficult" category. This phenomenon has sparked in-depth academic discussion, given that the instrument was originally designed to measure Higher-Order Thinking Skills (HOTS) at the cognitive levels C5 (Evaluating) and C6 (Creating). According to Nitko and Brookhart, instruments designed to measure higher-order thinking skills should ideally have a proportional distribution of difficulty levels (Samritin & Suryanto, 2016), tending to fall between moderate and difficult to objectively differentiate students' analytical abilities. The high pass rates, which reached an ease index of 0.96 (on items P07, P08, P13, and P17), indicate that these instruments are not yet capable of optimally performing cognitive differentiation.

Theoretically, this misalignment between the target cognitive level (HOTS) and the reality of very easy difficulty levels can be explained by two methodological assumptions (Solihin et al., 2025). First, there is the possibility of item construction bias, where the presented stimulus lacks context or distractors do not function effectively—a testing problem frequently identified in Haladyna's research on multiple-choice test development. This condition allows students to easily guess the correct answer through a simple elimination process (low cognitive load) without engaging in critical reasoning. Second, the characteristic factors of the sample (N = 32) who have superior cognitive readiness and prior knowledge of the material being tested also have the potential to shift the empirical distribution of difficulty levels to a rightward (easy) bias. Therefore, as an alignment step before final data collection, reconstruction of the stimulus structure of the questions and optimization of the distractor function are absolutely necessary to ensure that this instrument is truly capable of stimulating students' critical thinking and problem-solving abilities, not just testing low-level memory and understanding aspects.

Analysis of the Effectiveness of Question Discriminatory Power

Although dominated by easy questions, the discriminatory power analysis showed quite satisfactory performance. Ten items (50%) had "Excellent" discriminatory power (0.70 - 1.00), and six items (30%) were categorized as "Good" (0.40 - 0.69). This means that, in general, this instrument still has strong sensitivity in distinguishing between high-ability students (upper group) and low-ability students (lower group).

Special attention is given to questions P03 and P13. Question P13 had poor discriminatory power (≤ 0.19), which is in line with the validity test results, which declared this item invalid and should be discarded. Meanwhile, question P03 produced a negative correlation value (<0.00). This negative discriminatory power indicates an anomaly where students from the lower group answered correctly, while students from the upper group responded incorrectly. This proves that P03 is a defective item that confuses students, so the decision to discard it is very appropriate.

The Impact of Learning Models on Student Outcomes

After ensuring that all parametric assumptions were met—with the data being normally distributed ($p > 0.05$ in the Shapiro-Wilk test for both groups) and having homogeneous variance ($p = 0.337$ in the Levene test)—an inferential analysis using the Independent Samples T-Test was conducted to test the research hypothesis. The t-test results showed a t-value of -2.504 with 58 degrees of freedom (df) and a 2-tailed significance value (p-value) of 0.015. Because this significance value is smaller than the specified margin of error ($0.015 < 0.05$), the null hypothesis (H_0) is confidently rejected and the working hypothesis (H_a) is accepted. This rejection of H_0 provides strong empirical evidence that there is a statistically significant difference in learning outcomes between the experimental group receiving the innovative learning model intervention and the control group learning with the conventional model.

This significant mean difference confirms that the implementation of innovative learning models (problem-based learning or discovery learning) provides a far more optimal academic impact in reconstructing student competencies than conventional methods. Pedagogically, the effectiveness of these models is rooted in their ability to stimulate active student engagement through independent concept exploration, group collaboration, and contextual problem-solving. These findings align with the constructivist theory pioneered by Piaget and Vygotsky, which asserts that knowledge will be firmly embedded when students actively construct it through meaningful interactions with their environment, rather than simply passively receiving information (Singer, 2022; Yildiz, 2025). This characteristic contrasts sharply with the control class that implemented a teacher-centred model, where monotonous activities limited students' long-term retention of understanding.

Theoretically, the superior learning outcomes in the experimental group also support previous studies showing that problem-orientated or discovery-orientated learning models have a positive correlation with improved learning outcomes and critical thinking skills (Antonijević & Nikolić, 2019). Previous research by Owens et al. (2020) on active learning demonstrated that engaging students in problem-solving activities significantly improves knowledge retention and learning motivation. Furthermore, a meta-analysis confirmed that learning models that encourage independence and knowledge construction have a high effect size on students' cognitive outcomes (Demir & Kaya, 2022; Shi et al., 2020). Thus, the results of this study emphasize that a paradigm shift from conventional teaching to the implementation of innovative models is absolutely necessary to create a transformative learning ecosystem oriented toward achieving 21st-century competencies.

Overall, although the evaluation instrument requires refinement in terms of difficulty distribution to better adapt to HOTS parameters, it is methodologically valid and reliable in capturing differences in student ability. The significant difference in learning outcomes between the two groups confirms that the implementation of the innovative learning model at Junior High School 15, Krui, has proven effective and is worthy of recommendation as a strategy to improve the quality and effectiveness of learning in related subjects.

The primary contribution of this study is to provide empirical evidence regarding the effectiveness of implementing the innovative learning model in improving student learning outcomes in Islamic Religious Education (PAI) and Character Building at Junior High School 15 Krui. Practically, this study contributes to the development of learning evaluation instruments through a comprehensive analysis of the validity, reliability, difficulty level, and discriminatory power of the items. The finding regarding the dominance of easy items (95%) provides valuable methodological input for educators and curriculum developers regarding the importance of stimulus reconstruction and distractor options in developing an ideal Higher-Order Thinking Skills (HOTS)-based evaluation instrument. In addition, the success of this learning model intervention which significantly outperformed conventional methods ($p = 0.015 < 0.05$) can be a scientific reference and an applicable recommendation for teachers to reform teaching strategies in the classroom in order to reconstruct student competencies more optimally.

4. CONCLUSION

The implementation of the Everyone Is a Teacher Here (ETH) learning model was significantly effective in optimizing the learning outcomes of Islamic Religious Education and Character Education students at Junior High School 15 Krui. This is empirically evidenced by the Independent Samples T-Test, which yielded a t-value of -2.504 and a 2-tailed significance value of $p = 0.015$ (<0.05), thereby confirming a statistically genuine and significant difference between the experimental and control groups. This innovative intervention through the dynamic ETH syntax has been proven to provide a far more optimal academic impact in reconstructing students' competencies compared to conventional learning models. It effectively addresses pedagogical challenges by boosting mastery of material and fostering an active-collaborative classroom climate while presenting an adaptive, inclusive, and resourceful pedagogical strategy that does not depend heavily on high-level technological infrastructure.

As a suggestion, it is recommended that educators, especially Islamic Religious Education and Character Education teachers, consistently integrate the Everyone Is a Teacher Here (ETH) learning model into the implementation of the Independent Curriculum as an alternative strategy to stimulate 21st-century skills. The application of this model is highly recommended, especially for contextual materials rich in moral and historical value analysis, to stimulate in-depth critical reasoning and train students' communication skills. In addition, for school management and policymakers at the micro level, the ETH model can be used as a reference for continuous pedagogical development for teachers as an adaptive, applicable, and low-cost (low-resource) instructional solution in creating an active, inclusive, and collaborative classroom climate amidst limited digital infrastructure.

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