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## **Canva-assisted *Modelling the Way* strategy and students' Islamic education learning outcomes**

**Ali Sunarso\*, Fiky Herdianto**

Universitas Negeri Semarang, Indonesia

\*Corresponding Author: [alisunarso@mail.unnes.ac.id](mailto:alisunarso@mail.unnes.ac.id)

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### **ABSTRACT**

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The teacher's lecture and question-and-answer method do not provide meaningful engagement for students, necessitating the adoption of different learning strategies. This study aims to determine the effect of the *Modelling the Way* strategy, assisted by Canva media, on 4th-grade students' Islamic education learning outcomes. This research employed a quantitative approach with a Pre-Experimental Design (non-design) in the form of a One-Group Pretest-Posttest Design. The population in this study consisted of fourth-grade students at SDN 2 Gulang Mejobo Kudus, with a total sample of 31 students. Data collection techniques included observation, interviews, and tests. The results of the t-test show that  $t_{\text{count}} = 5.380 > t_{\text{table}} = 2.042$ , so  $H_a$  is accepted. The results indicate an effect of the *Modelling the Way* strategy on the fourth-grade students' Islamic education learning outcomes. The average pretest score was 63.71, and the average posttest score was 79.03. Therefore, there is a significant increase in posttest learning outcomes using the *Modelling the Way* strategy compared to the pretest.

**Keywords:** Canva modelling strategy, learning outcomes

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### **INTRODUCTION**

The problem of learning affects every human being, as learning enables individuals to gain skills and abilities, form attitudes, and increase knowledge. The learning outcomes are the tangible results achieved by students in mastering physical and spiritual skills at school, reflected in their report cards every semester. One key indicator of the achievement of learning objectives is student learning outcomes. High learning outcomes in Islamic religious education are the goal for every school, aiming for students to achieve mastery in their studies. To gauge the progress of learning, an evaluation must be conducted. Criteria (benchmarks) referring to predetermined goals are necessary to assess the impact of teaching and learning strategies on student success.

Learning outcomes are the abilities students possess after receiving their learning experience. These outcomes are categorized into three domains: cognitive, affective, and psychomotor. These three domains form the basis for assessing learning outcomes. Among them, the cognitive domain is most frequently assessed by teachers in schools because it relates to students' ability to master the content of teaching materials (Sudjana, 2009).

Based on classroom observations, students' mastery of the Islamic religious subject matter taught by the teacher was insufficient, as they were not able to solve questions properly and correctly. Many students struggled to draw conclusions from the material studied, and only a small number were able to answer the teacher's questions correctly. Furthermore, students often failed to answer questions given by the teacher accurately, with only a few providing correct responses.

Education is an essential need for humans, especially for improving the quality of human resources and ensuring the nation's intellectual development. The main objective of education is to provide intellectual understanding and develop skills to enhance the quality of education. According to Law No. 20 of 2003 concerning the National Education System, Chapter 1 Article 1 (paragraph 1), education is a conscious and planned effort to create a learning atmosphere and process, enabling students to develop their potential in spiritual strength, self-control, personality, intelligence, noble character, and necessary skills for themselves, society, nation, and state. Based on these objectives, students play an important role in learning, particularly in religious education, such as Islamic education.

According to Elihami & Syahid (2018), Islamic education is a conscious effort by teachers to prepare students to believe in, understand, and practice Islamic teachings through guidance, teaching, or training activities to achieve specified goals. Islamic education teaches, guides, and directs students to realize the values of Islamic teachings from the Qur'an and Hadith, fostering morals, virtuous character, and religious integrity (Azhari et al., 2022; Tabroni & Romdhon, 2022; Taufik, 2020). Faith and taqwa are deeply instilled in students to encourage good actions by contemplating the power of Allah SWT (Sunhaji, 2018). Islamic teachings are expected to shape students' personalities, instill noble character, and ensure adherence to the Qur'an. The Islamic education curriculum includes learning material that teaches faith, piety, and noble character (Tammah et al., 2022).

One of the 4th-grade subjects is "Clean is Healthy," aimed at understanding and practicing the procedures for purification from minor impurities. This material is crucial in worship, especially in prayer, as cleanliness is essential. To enhance students' understanding of Islamic learning, particularly in understanding and practicing *hadass* material, teachers can apply strategies to achieve learning outcomes. Teachers can adjust learning materials and classroom management to make learning meaningful and conducive. Herdianto et al. (2022) state that teachers must implement innovative learning by aligning learning objectives and materials with students' needs.

Observations in the 4th grade at SDN 2 Gulang revealed that teacher-centered learning is still prevalent, leading to a lack of student engagement and activity. The lecture and question-and-answer methods do not provide meaningful learning experiences. The teacher mainly explains the material and selects a few students to practice. Additionally, Islamic education often relies on rote learning.

The daily test on "Clean is Healthy" yielded an average score of 64.19%, indicating that learning outcomes are still low and do not meet the passing grade of 70. Ali & Sholikhudin (2022) explain that students' low memory and understanding are caused by conventional learning methods and inappropriate strategies, which make learning passive and fail to engage students. Thus, it is necessary to implement effective learning strategies and media that attract students' attention and enhance learning success.

The success of learning can be evaluated by the achievement of educational goals and learning objectives, which indicates that the teacher is successful in teaching (Pane & Dasopang, 2017). Effective classroom learning strategies can improve learning success. Strategies are steps in implementing learning that engage students actively and utilize resources to achieve learning objectives. One such strategy is *Modelling the Way*, which promotes active, innovative learning and develops demonstration skills.

*Modelling the Way* was developed by educational psychologist Mel Silberman (Samsinar, 2020). According to Rakasiwi (2018), *Modelling the Way* involves providing opportunities for students to practice specific skills learned in class through demonstrations. This method is an evolution of the sociodrama method, which dramatizes actions or behaviors in social relationships. In other words, the teacher allows students to engage in activities or roles that reflect real-life social situations. Students should be given the initiative and supported with guidance or other resources to succeed (Sriyono, 1992).

The *Modelling the Way* strategy requires students to demonstrate practical skills in front of the class, creating an active learning atmosphere. According to Rakasiwi (2018), the steps of *Modelling the Way* are as follows: 1) Students are given specific topics, identify existing

problems, and use the skills to be discussed; 2) Students form groups assigned by the teacher to demonstrate a scenario; 3) Students are given time to create scenarios; 4) Students are given time to practice; 5) Each group takes turns demonstrating the scenario; 6) Students provide feedback on each demonstration. In this approach, students create scenarios and demonstrate them in groups, learning to direct activities. Repetition in *Modelling the Way* ensures that students' work is optimal (Asngadi, 2021).

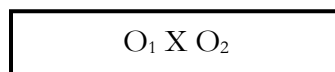
According to Anegawati (2017) and Purnami (2021), the advantages of *Modelling the Way* include fully engaging students' attention through demonstrations, creating practical experiences that form strong memories and skills, and presenting concepts and materials in ways that facilitate understanding. Sriwati (2021) notes that *Modelling the Way* can improve students' skills in obligatory prayer movements and recitations. Nurhayati (2020) also found that this method enhances learning outcomes in prayer practices in elementary schools.

*Modelling the Way* is complemented by digital-based learning media, such as Canva. Canva is an application that offers design content accessible via smartphones and the Google portal (Rahmawati & Atmojo, 2021). It is a graphic application for creating presentations with various attractive animated displays (Arrasyid et al., 2022). Canva provides online graphic designs with templates for social media, presentations, posters, and learning videos featuring interesting images and animations. Using Canva media, image-based presentation designs and various animations attract students' attention and help them understand purification and prayer learning material.

Applying the *Modelling the Way* strategy assisted by Canva media is expected to increase learning success and enhance student understanding. This study aims to determine the effect of the *Modelling the Way* strategy assisted by Canva media on the Islamic education learning outcomes of 4th-grade students. Learning media support teachers in their educational roles, providing tools beyond traditional books or lecture methods. Technology-based learning media, such as the Canva application, offer attractive designs through templates, features, and categorized content that teachers can leverage to improve their teaching.

## METHOD

This research employed a quantitative approach. The population consisted of 4th-grade students at SDN 2 Gulang, with 31 students serving as the research sample. The learning outcomes were measured using a Pre-Experimental Design (non-design), specifically the One-Group Pretest-Posttest design (Creswell & Creswell, 2017). Initially, a pretest was conducted. Following this, the *Modelling the Way* strategy assisted by Canva was implemented.



**Figure 1. One Group Pretest-Posttest Design**

Description:

- O<sub>1</sub> = Pretest score (before treatment)
- X = Treatment (*Modelling the Way* strategy)
- O<sub>2</sub> = Posttest score (after treatment)

The experimental model of the Canva-assisted *Modelling the Way* Strategy involves three steps: a) Administering a pretest to measure the dependent variable (learning outcomes) before the treatment; b) Applying the *Modelling the Way* learning model as the treatment; c) Administering a posttest to measure the dependent variable after the treatment.

Before the treatment, the pretest class used conventional methods, while the posttest class used the *Modelling the Way* strategy. Data collection techniques included interviews, observations, tests, and documentation. Interviews were conducted with the 4th-grade teachers at SDN 2 Gulang to identify the problems in Islamic education learning. Observations aimed to

monitor the learning process of teachers and students. Tests were used to analyze learning outcomes before and after treatment.

The data collection instrument was a multiple-choice test designed to determine students' cognitive learning outcomes in Islamic education, specifically regarding cleanliness as a manifestation of faith in worship. Purity and avoiding uncleanness are conditions that must be met before performing prayer services. The exam material aimed to develop students' understanding of Islamic religious learning, particularly in understanding and practicing *hadass* material. Test items were analyzed for validity, reliability, level of difference, and difficulty.

The data analysis techniques used in this study were the independent t-test and the N-Gain test. The independent sample t-test determined whether there was a difference between the experimental class and the control group. The N-Gain test was used to find out the most effective method. If there was a significant difference between the mean scores of the groups, the N-Gain score was utilized to measure effectiveness.

## FINDING AND DISCUSSION

### Finding

Data was collected at SDN 2 Gulang Kudus in the 4th grade, semester 2. The passing grade for learning outcomes at SDN 2 Gulang is 70. Before the research, the pretest class learned using conventional methods. The teacher administered pretest questions to assess students' initial understanding before the treatment. Then, the teacher applied the *Modelling the Way* strategy during the learning process. At the end of the lesson, students were given a posttest in the form of multiple-choice questions. The pretest and posttest results were then tested for normality, which showed that the data had a normal distribution. The normality test results are presented in Table 1.

**Table 1. Normality test**

	Normality Test Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	Df	Sig.
<i>Pretest</i>	0,127	31	0,200*
<i>Posttest</i>	0,133	31	0,177

The normality test was performed using the Kolmogorov-Smirnov method. The study results showed that the significance (sig.) value of the pretest class was 0.200, while the sig. value of the posttest class was 0.177. Since the basis for interpreting the normality test data is a sig. value greater than 0.05, it can be concluded that the pretest and posttest class data are normally distributed. The average results of the pretest and posttest classes are presented in Table 2.

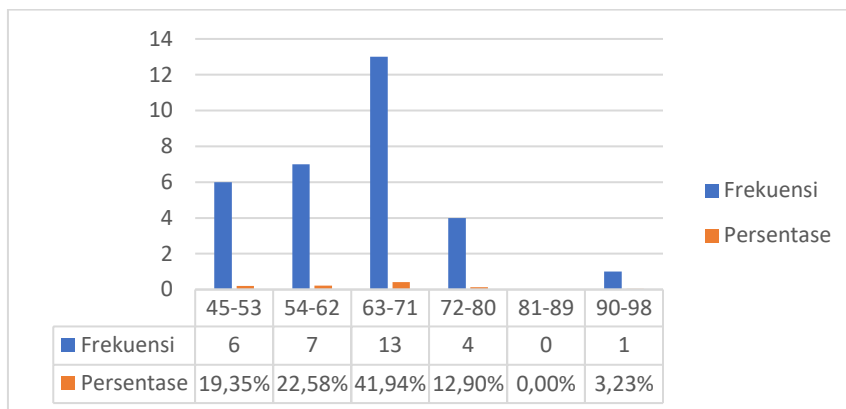
**Table 2. Average pretest and posttest results**

Class	Lowest Score	Highest Score	Average Score
<i>Pretest</i>	45	90	63,71
<i>Posttest</i>	55	100	79,03

Based on Table 2, the pretest yielded an average score of 63.71, whereas the posttest recorded an average of 79.03. These results indicate a notable improvement in learning outcomes facilitated by the *Modelling the Way* strategy. Prior to the intervention, using conventional methods, pretest scores ranged from a minimum of 45 to a maximum of 90. Following the implementation of the Canva-assisted *Modelling the Way* strategy for the posttest group, scores ranged from 55 to 90. Clearly, the effective application of the *Modelling the Way* strategy contributes to enhanced student performance.

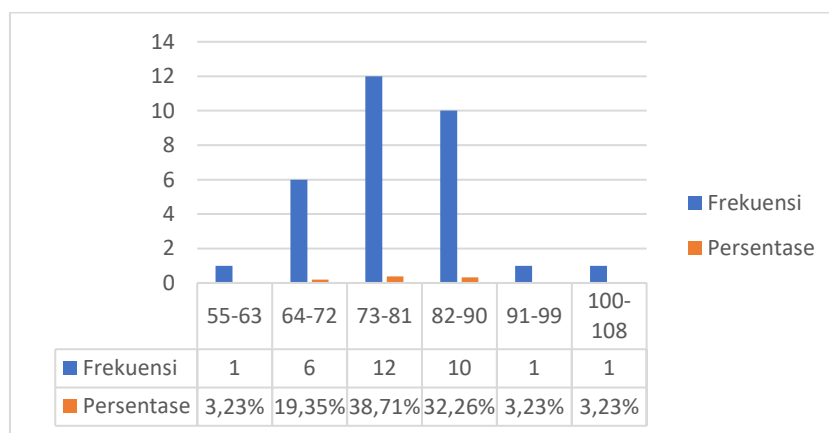
This approach fosters greater student engagement and enthusiasm in learning, making it easier for them to grasp and retain subject matter. Teachers consistently provide opportunities for students to explore alternative ideas and solutions, which fosters a sense of accomplishment and appreciation among students who can approach problems from diverse perspectives.

The *Modelling the Way* strategy allows students to practice specific skills learned in class through practical demonstrations. Students are allotted time to develop their own scenarios and decide how best to illustrate their skills and techniques, thereby promoting active learning and skill development.



**Figure 2. Frequency of Pretest Group**

Based on Figure 2, data from the pretest group of 34 students show that the highest frequency of scores falls within the interval of 63-71, with 13 students (41.94%) achieving this range. One student attained the highest score, while the majority of students scored between 63 and 71. This data suggests that students' learning outcomes tended to be lower before the adoption of the Canva-assisted *Modelling the Way* learning strategy. Next, the posttest frequency distribution results are presented in Figure 3.



**Figure 3. Frequency of Posttest Group**

Based on Figure 3, the posttest was conducted following the implementation of the Canva-assisted *Modelling the Way* learning strategy. The highest frequency of scores in the posttest group fell within the interval of 73-81, with 12 students (38.71%). Graphical analysis indicates a significant increase in frequency data compared to the pretest group.

Comparing Figure 2 and Figure 3 reveals that the adoption of the Canva-assisted *Modelling the Way* strategy in religious learning led to an improvement in learning outcomes for approximately 42% of students, shifting their scores from between 45-62 to above 63. However, 3.23% of students still scored below 63 even after implementing the Canva-assisted *Modelling the Way* strategy.

The N-Gain test assesses the increase in scores before and after implementing the Canva-assisted *Modelling the Way* strategy. It calculates the difference between pretest and posttest scores. The results demonstrate a significant increase in learning outcomes when the strategy is applied, with a majority of students achieving high scores and only a small proportion scoring

below 64. These findings underscore the effectiveness of the model in enhancing cognitive learning outcomes in Islamic religious subjects. The results of the N-Gain test for cognitive learning outcomes are presented in Table 3.

**Table 3. N-gain test result for cognitive learning outcomes**

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain_Score	31	0,13	1,00	0,4284	0,19211
N-Gain_percentage	31	12,50	100,00	42,8400	19,21087

From Table 3, the N-Gain score for cognitive learning outcomes is 0.42, categorized as medium. The t-test was conducted to assess the impact of the Canva-assisted Modelling the Way strategy on cognitive learning outcomes. Table 3 shows that students' average learning outcomes improved significantly, indicated by an N-Gain score greater than 0 (0.4284). The results of the t-test calculations for pretest and posttest scores are presented in Table 4.

**Table 4. T-test result**

	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Learning Outcomes	5,380	30	0,000	9,032	5,60	12,46

Based on the t-test calculation analysis, the results indicated that  $t_{count} = 5.380$  with  $db = 31 - 1$  with a significant level of 5%. The calculation results show  $t_{count} = 5.380 > t_{table} = 2.042$ , so  $t_{count} > t_{table}$ . Therefore, it can be concluded that the Canva-assisted *Modelling the Way* strategy has a significant effect on cognitive learning outcomes in Islamic education ( $t = 5,380$ ; Sig. 0,000). The average difference in student learning outcomes before and after implementing the Canva-assisted *Modelling the Way* strategy is 9.032, demonstrating a substantial improvement.

### Discussion

Based on the results of the data analysis presented earlier, it is evident that the Canva-assisted *Modelling the Way* strategy can effectively enhance student learning outcomes in religious subjects. Additionally, this strategy fosters improvements in students' presentation and communication skills. Indirectly, it guides students to appreciate diversity under the teacher's guidance. Moreover, adopting this strategy encourages teachers to be more active, creative, and innovative, thereby enhancing the quality of teaching and learning processes and ultimately improving student learning outcomes.

Teachers are expected to possess the skills to select appropriate methods for delivering lessons effectively. One such model that enhances students' Islamic education (PAI) learning outcomes is the *Modelling the Way* approach, where students observe, feel, or imitate behaviors demonstrated in examples tailored to their developmental level and abilities. The application of the *Modelling the Way* learning model is anticipated to elevate student performance in Islamic education (Zaini, 2010).

With the availability of learning media as tools in the teaching and learning process, teachers are prompted to incorporate new skills and innovate in applying learning media. The current curriculum emphasizes students' creative, skillful, and independent thinking, leveraging technology beyond traditional media like books and teacher-led instruction. Among the myriad technological applications available, Canva stands out as an online design program offering a wide array of tools for presentations, resumes, posters, flyers, infographics, and more. Canva's diverse presentation options cater to various fields including education, business, advertising, and technology.

The implementation of the *Modelling the Way* strategy is carried out in two meetings. At the first and second meetings in the posttest class, students carry out ablution and tayammum activities directly by implementing *Modelling the Way*. In *Modelling the Way* learning, students

enthusiastically demonstrate wudu and tayammum activities. Students are very active in acquiring knowledge and psychomotor abilities. *Modelling the Way* learning requires students to have skills and practice what they learn in front of the class (Nurhayati, 2020). The Kibernetik Theory supports the theory of learning with movement skills. Kibernetik theory is developed based on information processing theory which explains the occurrence of movements that contribute to humans, such as cognitive, affective, emotional, and motor (Kiram, 2019).

The effective adoption of this model requires teachers to identify various typical scenarios where students can apply the skills previously discussed. Generally, teachers successfully execute these activities according to the pre-prepared lesson plan. This observation stems from the researcher's analysis of the teacher's actions during the learning process, particularly in identifying and managing these scenarios as outlined in the lesson plan.

The Canva-assisted *Modelling the Way* strategy in Islamic education enhances students' understanding of the material, enabling them to grasp and practice the procedures for purifying minor *hadass*. Canva media enriches presentations with a diverse array of images and animations. The incorporation of engaging animations in Canva presentations makes learning more compelling (Mudinillah & Rizaldi, 2021). Canva's interactive features, including various menus and engaging materials, effectively capture students' attention (Sukmawati et al., 2021). Moreover, Canva media contributes to enhancing student achievement during the learning process (Riono & Fauzi, 2022).

Teachers are expected to possess the skill to select appropriate teaching methods. The *Modelling the Way* model is recognized for its potential to enhance students' learning outcomes. This model encourages students to observe, mimic, and internalize behaviors demonstrated at their developmental level and ability. Implementing the *Modelling the Way* learning model is anticipated to elevate students' Islamic education learning outcomes (Zaini, 2010).

By engaging students in practical activities, the *Modelling the Way* strategy promotes active participation and enhances learning outcomes (Uchrina & Kosmajadi, 2020). Active learning through movement activities also fosters focused learning among students (Riananda et al., 2019). This strategy transforms passive learners into active participants in Islamic education, significantly impacting their learning outcomes (Anegawati, 2017). *Modelling the Way* has a significant impact and can effectively enhance student learning outcomes (Yuniarti, 2022). Implementing this strategy in Islamic education for 4th-grade students at SDN 2 Gulang can elevate learning achievements by enabling students to directly apply and comprehend the movements they have learned.

This instructional model involves providing illustrations and demonstrations, allowing students to independently explore, analyze, and formulate paragraph responses, which they subsequently discuss with peers in the classroom. Acting as facilitators, teachers guide and direct students throughout the teaching and learning process. This approach fosters creativity and freedom in generating ideas and arriving at correct answers. It contrasts with traditional teaching methods that often center solely on the teacher, limiting students' opportunities and sometimes causing them to feel constrained by rigid rules and monotonous strategies, which can hinder their engagement and confidence in learning.

## CONCLUSION

Based on the analysis of the hypotheses, data, and discussion, it can be concluded that the hypothesis test shows that the t-test obtains  $t_{\text{count}} = 5.380$  with  $db = 31-1$  with a significant level of 5%. The calculation results show  $t_{\text{count}} = 5.380 > t_{\text{table}} = 2.042$ , then the t-test results are accepted. The Canva-assisted *Modelling the Way* strategy can improve students' cognitive learning outcomes in Islamic education learning. The Canva-assisted *Modelling the Way* strategy makes students more understanding and active in Islamic education learning.

By employing the Canva-assisted *Modelling the Way* strategy, students become more active, creative, and find learning more enjoyable. The strategy also enhances students' computer and information technology skills, essential for their educational development. Utilizing the

Canva application boosts children's motivation to learn and sparks curiosity across various subjects, fostering appreciation and inspiration for both teachers and students.

Moreover, implementing the Canva-assisted *Modelling the Way* strategy positively impacts teacher performance by prompting them to consistently prepare and deliver high-quality classroom instruction. This encourages teachers to innovate and employ learning models that engage students, stimulate their curiosity, and facilitate easier comprehension of subject competencies.

According to the analysis results, a small percentage of students (3.23%) still showed low learning outcomes. Further research should investigate the specific factors contributing to the underperformance of these students. Future studies could consider employing different research methodologies, such as classroom action research, involving more diverse student populations, utilizing varied research instruments, employing triangulation or multirater approaches for data collection, and employing combined quantitative and qualitative data analysis techniques. These approaches could provide deeper insights into enhancing student learning outcomes in Islamic education.

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