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THE USE OF 'MODELING THE WAY' STRATEGY TO STRENGTHEN GRADE III STUDENTS' BEHAVIOR AND PARTICIPATION IN LEARNING ABOUT RESPECT FOR PARENTS

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ABSTRACT

This study aims to improve the activities and abilities of third grade students of SD Negeri 056642 Kampung Baru in understanding and practicing morals towards parents through the application of the "Modelling the Way" strategy. The approach used is descriptive qualitative with data collection techniques through interviews, observation, and evaluation. The results showed a significant increase in students' active participation during learning, their understanding of moral values, and a more positive attitude change in relationships with parents. This strategy encourages students to imitate the teacher's behaviour as a model in daily life, so that moral values are more easily absorbed and applied. Although only a minority of students still need further guidance to improve their engagement, in general the "Modelling the Way" strategy proved effective in shaping students' character early on. This finding confirms the importance of the teacher's role as a role model in the process of learning morals, as well as the need to apply methods that are applicable and contextual in nature to achieve optimal learning outcomes. Thus, this strategy can be an option in improving the quality of character education at the elementary school level.

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1. INTRODUCTION

The ability to carry out morals properly and correctly is one of the important abilities that must be possessed by students as a result of learning, especially in morals subjects. Among the essential forms of morals is how a child behaves towards his parents. In class III of SD Negeri 056642 Kampung Baru, this ability receives serious attention from educators. This is because morals towards parents — which include respect, affection and willingness to help — are the moral foundations that will shape students' personalities in the future. A strong character is not formed only by theory, but also through good habits applied from an early age (Sari et al., 2024).

But in practice, the implementation of moral learning does not always run smoothly and effectively. Many challenges are faced by teachers, both in terms of methods, time constraints, and in terms of students' own understanding. Observations in the classroom show that most students do not fully understand the meaning and importance of morals towards parents. Many of them are still indifferent, do not care, and sometimes even oppose parental advice. This is a sign that the understanding and application of moral values have not been fully internalized in students (Rahmah & Ilham, 2022). This condition does not only occur at the elementary school level. Similar phenomena are also seen in students at higher education levels. This reflects the gap between the theoretical learning of morals at school and the real practice in everyday life (Pring, 2021). One of the main causes of this phenomenon is the dominant approach to learning that is passive and teacher-centered (Ghafar, 2023). Methods such as lecturing or memorization are still often used, which makes students only become recipients of information without being given the opportunity to experience and feel the values taught directly.

In this context, the Modeling the Way strategy becomes very relevant to be applied (Kleinbaum et al., 2010). This strategy emphasizes the importance of the teacher as a model or example in showing good moral behavior. The teacher not only acts as a teacher, but also as a role model who shows attitudes and behaviors in accordance with the moral values to be instilled. By directly seeing how teachers treat parents, elders, or even peers with respect and compassion, students will more easily understand and imitate this behavior. This strategy also strengthens the student-centered learning approach. In its application, students are invited to actively participate in discussions, role play, or reflect on their own behavior. Through these activities, students not only understand morals conceptually, but also learn to apply them in everyday life. For example, students can be asked to keep a daily journal of how they help their parents at home or how they express gratitude to their parents.

The importance of learning morals towards parents cannot be underestimated. Students who from an early age are accustomed to appreciating and respecting their parents usually grow up to be individuals who have high empathy, are responsible, and are able to establish healthy social relationships. They also tend to be more able to control themselves, appreciate differences, and show tolerance in social life. These values are very much needed in the midst of the challenges of modern life full of individualism and moral degradation. In addition, the success of moral learning is not only determined by the role of teachers at school, but also requires support from the family environment, especially parents. The involvement of parents in this learning process is very important. Teachers and parents must establish good communication to monitor and guide students in the application of moral values at home. Activities such as parent meetings, periodic sending of student progress reports, or even collaborative assignments between students and parents can be effective efforts to strengthen this synergy.

In its implementation, the Modeling the Way strategy certainly requires readiness and commitment from the teacher (Halawa, Harefa, & Zebua, 2022; Krysl, 1990). Teachers must be able to reflect on their own behavior, because what they show will be a reflection and role model for students. This requires consistency in attitude and action, both inside and outside the classroom. Teachers must also have the ability to build positive emotional relationships with

students, so that students feel comfortable and motivated to imitate the good behavior they see. In addition, it is also necessary to periodically evaluate the effectiveness of this strategy. Evaluation can be done through observations of student behavior at school, interviews with students and parents, or through instruments such as questionnaires or attitude assessment rubrics. With the data obtained, teachers can identify parts of the strategy that need to be improved or improved.

Learning morals towards parents is a very important part of shaping student character from an early age. The Modeling the Way strategy is proven to provide a more practical approach and touch the emotional aspects of students, so that moral values are easier to understand and practice (Asngadi, 2021). Achieving optimal results requires close collaboration between teachers, students and parents, as well as a commitment from all parties to make character education a top priority in primary schools.

This research specifically limits its focus on the application of the Modeling the Way strategy in the learning process, with the main objective of increasing students' activities and abilities in understanding and applying morals towards parents. This activity was carried out in Class III of SD Negeri 056642 Kampung Baru in the 2024/2025 academic year. The focus of the research included Islamic Religious Education (PAI) material with an emphasis on moral values towards parents, including respectful, loving, and helpful behavior. Student activities observed in this study include activeness in the learning process such as asking questions, answering questions, discussing, and completing tasks. In addition, the students' abilities that were analyzed involved conceptual understanding and the application of morals in everyday life. The Modeling the Way strategy applied relies on the teacher's role as a role model, by showing concrete examples of moral behavior towards parents as part of an inspirational learning process.

The formulation of the problem in this study is: “Can the application of the Modeling the Way strategy improve students' activities and abilities in understanding morals towards parents in Class III of SD Negeri 056642 Kampung Baru?” This question is the basis for scientific exploration in an effort to identify the effectiveness of an exemplary-based learning approach that combines affective and cognitive aspects in character education. This research not only aims to measure the improvement of students' activities and abilities, but also to understand how students respond to learning strategies that place the teacher as a figure to be emulated directly. The effect of this kind of learning is expected to have a deeper and more sustainable positive impact.

Theoretically, the results of this study are expected to make a significant contribution to the development of education science, especially in the field of learning strategies that emphasize character education. This research also aims to add insight and scientific references regarding the use of the Modeling the Way strategy in the context of learning morals in elementary schools. By providing a real picture of the implementation of this strategy in the classroom (Suwanto & Rahman, 2022; Ulfiah et al., 2024), this research is expected to be a reference for teachers and educators in designing learning approaches that are more contextual and have an impact on holistic student character building.

2. METHOD

The type of research used in this study is Classroom Action Research (CAR). CAR is a practical and contextual research approach, specifically designed to help teachers overcome learning problems in their own classrooms. This research is conducted through an action cycle that includes planning, implementation, observation, and reflection (Zainuri et al., 2024). According to Arikunto's opinion, CAR is a form of observation of learning activities that are realized in planned actions and carried out collaboratively in the classroom. Teachers act as researchers who actively reflect and evaluate their teaching practices for continuous improvement. This approach not only emphasizes on the end result, but also on the learning process itself which can be changed or improved based on the results of observation and reflection.

Thus, CAR can be understood as a cyclic and participatory research method, where teachers and students become the main actors in the process of change. The main focus of CAR is on improving the quality of learning, both in terms of methods, interactions, and student learning outcomes. Through CAR, teachers can identify obstacles faced by students in understanding material, such as moral values towards parents, and design more appropriate and contextualized learning actions. The reflective process that accompanies each action stage is the main strength of CAR, because it allows teachers to continue learning from their own teaching experiences. Therefore, CAR is very relevant in the context of character education, where the process of internalizing values requires a participatory, iterative and reflective approach.

3. RESULT AND DISCUSSION

Character education in students, especially in terms of morals towards parents, is a very important aspect in the learning process at school. One of the approaches that can be used to improve students' character is by applying the “Modeling the Way” strategy or giving a good example. In this research, the main focus is to increase the activity and ability of third grade students of SD Negeri 056642 Kampung Baru in showing good morals towards parents. Through this strategy, teachers are expected to be role models for students, provide direct examples that can be imitated, and encourage students to apply them in their daily lives, especially in relationships with their parents.

The application of the “Modeling the Way” strategy in this context aims to create positive interactions between students and parents, so that students not only learn about social and religious norms but also understand the importance of respecting and doing good to parents (Halawa, Harefa, & Zebua, 2022). This research was conducted in two cycles, each of which consisted of learning activities and evaluations to see the development of students' abilities and activities. Each cycle was designed to provide opportunities for students to practice and apply the morals taught, with guidance and direct examples from the teacher.

3.1 Cycle I: Planning

In the first cycle, lesson planning focused on introducing and familiarizing the concept of morals towards parents to third grade students of SD Negeri 056642 Kampung Baru. This plan

includes learning activities that will guide students to understand the importance of good behavior towards parents, as well as provide direct examples through the strategy of "Modeling the Way." Planned activities include lectures, group discussions, behavior modeling, as well as personal reflections by students regarding their experiences with parents. Prior to the implementation of the lesson, the teacher planned by designing scenarios that allow students to actively engage and interact with their parents. In the classroom, teachers also prepare materials that include concrete examples of good and bad behavior towards parents, as well as discussing the values contained in these behaviors. Teachers designed group discussion sessions for students to share their experiences about relationships with parents. "We designed this lesson plan by considering the importance of active participation of students and parents," said Ibu Siti, one of the teachers who implemented this approach.

3.2 Cycle I: Implementation

The learning implementation in the first cycle was conducted using the modeling approach. Teachers gave concrete examples of how to speak politely to parents, how to respect them, and gave real examples in daily life. Students were given the opportunity to discuss and tell their experiences with parents through small groups. The teacher also demonstrates examples of good behavior, such as helping parents at home or speaking respectfully.

"I give examples of how to speak politely and respect parents. I invite students to think about how they interact with their parents and how they can get better at it," said Ibu Siti. One student, Rina, talked about how she often feels rushed and impatient when talking to her mother. "Sometimes, I answer immediately without thinking, even though my mom just wants to remind me," she said. Hearing that, the teacher immediately gave the right example to answer politely and encouraged Rina to be more careful in her communication.

3.3 Cycle I: Observation and Reflection

After the lesson, the teacher conducted an observation to assess students' understanding and response to the material. During discussion and reflection activities, the teacher observes students who are active in speaking and expressing their opinions, as well as students who tend to be more quiet or less involved. In addition, the teacher also conducted direct interviews with some students to find out the extent to which they apply good behavior towards parents.

"I see progress in some students. They are more open in talking about their relationship with their parents," said Ibu Siti. An interview with one of the students, Arif, revealed positive changes after attending this lesson. "I started talking to mom more carefully and not yelling anymore, because I remembered what the teacher said about speaking softly," he said. However, the teacher also noted that there were some students who took longer to actually apply this concept in their daily lives.

At the end of the first cycle, the teacher conducted a reflection to evaluate the learning process and determine the next steps. The results from observations and interviews showed that most students began to realize the importance of morals towards parents, but there were some students who still had difficulty implementing the behaviors that had been taught consistently.

Therefore, the teacher plans improvements in the next cycle by emphasizing real examples in everyday life and involving parents directly.

The application of the "Modeling the Way" strategy in learning morals towards parents in class III SD Negeri 056642 Kampung Baru in the first cycle showed positive results. Students began to realize the importance of respecting and behaving well towards parents through real examples given by the teacher. Interaction between students and teachers in the form of group discussions and personal reflection also succeeded in increasing students' understanding of moral values that must be applied in everyday life. Nevertheless, there are still some students who need more time to fully apply these concepts in their actions at home.

In addition, feedback from the school principal indicated that this strategy has had a good impact on students' awareness (Iqbal et al., 2023). Parents also began to notice positive changes in their children's behavior, which is an indicator of the success of this model. However, as suggested by the Principal, involving parents more actively in the learning process will strengthen the desired behavioral changes and deepen students' understanding of moral values. Therefore, the second cycle is expected to involve parents more in supporting students' character development.

4. CONCLUSION

Based on the results of the research and discussion that has been carried out, it can be concluded that the application of the Modeling the Way strategy in learning morals towards parents in Class III of SD Negeri 056642 Kampung Baru has proven to be effective in increasing student activities and abilities, both conceptually and practically. Through real examples given by teachers, students become more active in the learning process and are able to understand and apply moral values in everyday life. This research shows that a learning strategy based on concrete examples and reflection can be a powerful tool in character education, especially when collaborated with a participatory and sustainable Classroom Action Research (PTK) approach. Therefore, this strategy should be considered as an alternative in developing learning methods for Islamic Religious Education and moral education in general.

ETHICAL CONSIDERATIONS

The study abides by ethical guidelines to ensure the integrity and impartiality of the research. Further, this study was conducted in strict compliance with research ethics guidelines to ensure the integrity, validity of the data, and protection of participants' rights. Before the research activities began, all parties involved — including teachers, students, and school authorities — were given a thorough explanation of the main objectives of the research, the procedures to be carried out, the expected benefits, and the potential risks that might arise.

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