

The Role of Islamic Education Teachers in Strengthening Students Understanding of Worship through Practical Approaches

Bunga Husnayain¹, Siti Muashomah², Irmala Sari Saputri³

bungahusnayain@mail.syekhnurjati.ac.id ¹, muashomah2709@gmail.com ²,
irmalasarisaputri07@gmail.com ³

UIN Siber Syekh Nurjati Cirebon^{1,2,3}

Abstrak: *This study aims to examine the role of Islamic Education (PAI) teachers in strengthening students' understanding of worship through practical approaches. One common issue in PAI learning is the lack of in-depth theoretical understanding without real-life application. Therefore, this study seeks to identify the practical approaches employed by PAI teachers to enhance students' comprehension of worship. The research method used is qualitative research with a case study approach. Data were collected through observation, interviews with PAI teachers, and documentation of teaching activities. The results show that practical approaches, such as worship simulations, daily prayer practices, and social activities, significantly improve students' understanding and engagement in worship. PAI teachers play a crucial role in facilitating more practical learning, enabling students to better comprehend the meaning and procedures of worship in depth.*

Keywords: *Islamic Education, Worship Understanding, Practical Approaches, Teacher's Role*

Abstrak: Penelitian ini bertujuan untuk mengkaji peran guru PAI dalam memperkuat pemahaman siswa tentang ibadah melalui pendekatan praktis. Salah satu permasalahan yang sering terjadi dalam pembelajaran PAI adalah kurangnya pemahaman teoritis yang mendalam tanpa penerapan dalam kehidupan nyata. Oleh karena itu, penelitian ini berupaya mengidentifikasi pendekatan praktis yang digunakan guru PAI untuk meningkatkan pemahaman siswa tentang ibadah. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan studi kasus. Pengumpulan data dilakukan melalui observasi, wawancara dengan guru PAI, dan dokumentasi kegiatan pembelajaran. Hasil penelitian menunjukkan bahwa pendekatan praktis seperti simulasi ibadah, praktik shalat harian, dan kegiatan sosial secara signifikan meningkatkan pemahaman dan keterlibatan siswa dalam ibadah. Guru PAI berperan penting dalam memfasilitasi pembelajaran yang lebih praktis, sehingga siswa dapat lebih memahami makna dan tata cara ibadah secara mendalam.

Kata Kunci : Pendidikan Islam, Pemahaman Ibadah, Pendekatan Praktis, Peran Guru

Introduction

Islamic Religious Education (PAI) plays a vital role in shaping students' character and understanding of Islamic teachings, particularly regarding worship. However, a common issue in schools is the lack of student engagement in worship practices and their limited comprehension of the proper meaning and procedures of worship. Research findings indicate that most students only grasp the theoretical aspects of worship without being able to apply them consistently in daily life (Pangesti & others, 2023). This condition highlights the need for more practical and applicable teaching methods to ensure that students not only understand cognitively but also practice Islamic teachings concretely.

The urgency of this study lies in the necessity for an educational approach that integrates theory with the practical aspects of worship. As (Haris, 2018) states, effective learning must facilitate active student engagement both intellectually and emotionally. PAI teachers hold a strategic role in fostering this learning by implementing more practical methods, such as worship simulations, daily prayer practices, and social activities rooted in Islamic values. This research aims to provide insights into how practical approaches can be effectively implemented and how teachers can play a pivotal role in this process.

The main problem addressed in this study is how PAI teachers can enhance students' understanding of worship through practical approaches. The purpose of the research is to identify and analyze the role of teachers in applying these approaches and their impact on students' comprehension of worship practices. Potential solutions considered include the implementation of simulation methods and hands-on practices, with the expectation that students will better understand and internalize Islamic teachings in their daily lives (Salimah et al., 2023).

Therefore, this study aims not only to contribute theoretically to the development of PAI learning but also to offer practical benefits for teachers in designing more applicable and relevant teaching strategies. Through the adoption of practical approaches, students are expected not only to understand the correct procedures of worship but also to develop strong motivation to apply them consistently in their everyday lives.

Research Method

This study employs a qualitative method with a case study approach. This method was chosen because the research focuses on an in-depth exploration of the role of PAI teachers in strengthening students' understanding of worship through practical approaches. A qualitative approach allows the researcher to holistically understand phenomena by utilizing descriptive data from real-world settings (Anggito & Setiawan, 2018).

The data for this research consists of both primary and secondary sources. Primary data is obtained through direct classroom observation, in-depth interviews with PAI teachers, and documentation of teaching and learning activities. Observations are conducted to monitor the learning activities and interactions between teachers and students during worship practices, such as prayer and ablution simulations. The in-depth interviews with PAI teachers aim to gather further insights regarding strategies and challenges encountered in implementing practical approaches. In addition, documentation such as lesson plans (RPP), teaching modules, and activity photos are used as supporting and

complementary data. Secondary data is collected from various references, including textbooks, journal articles, and other relevant sources on practical teaching methods in religious education.

The data collection process in this study involves three main techniques: observation, in-depth interviews, and documentation. Observation serves to directly observe how teachers and students interact and carry out worship practices. In-depth interviews are conducted to gain insights into the teachers' perspectives on the effectiveness of practical approaches, the challenges they face, and efforts to improve students' understanding. Furthermore, the documentation of lesson plans and learning activity records is analyzed to complement the information obtained from observations and interviews, providing a more comprehensive picture.

The data analysis procedure in this research consists of several stages. The first stage is data reduction, where irrelevant data is filtered out, and essential data is selected for further analysis (Juliyati & Rahman, 2023). The second stage is data presentation, where the reduced data is presented in narrative form, tables, or images to facilitate interpretation and understanding. Finally, the researcher draws conclusions from the analysis to determine how effectively PAI teachers enhance students' understanding of worship through practical approaches.

The data analysis process is carried out continuously and iteratively to ensure the consistency and validity of the findings. Additionally, data triangulation is performed by comparing the results of observations, interviews, and documentation to enhance the accuracy and objectivity of the research findings (Octaviani & Sutriani, 2019). With this procedure, the research aims to provide a comprehensive picture of the role of PAI teachers and the impact of practical approaches on students' understanding of worship practices.

Results and Discussion

1. Summary of Research Findings

This study reveals that the implementation of practical approaches in Islamic Religious Education (PAI) significantly contributes to enhancing students' understanding of worship practices. Worship simulations, such as practicing prayer (shalat) and ablution (wudhu) in class, have proven effective by providing students with hands-on experience of worship procedures. Compared to lecture-based methods, students involved in simulations grasp the details of prayer movements and recitations more quickly.

Teachers also facilitate students in consistently practicing daily prayers, such as prayers before and after meals or prayers for traveling, which helps them develop positive habits in everyday life. Additionally, social activities like community service and charity drives teach students values of care and empathy, reinforcing both the spiritual and social dimensions of their religious understanding.

Table 1: Observation Results of Students' Understanding of Worship

Activity Type	Class 1	Class 2	Class 3	Key Impact
Prayer Simulation	High	High	Moderate	Understanding of prayer recitations and movements
Daily Prayer Practice	Moderate	High	High	Habit of praying independently
Social Activities	Moderate	High	High	Application of values of care and empathy

From the table above, it is evident that Grades 2 and 3 are more actively engaged in worship practices and social activities compared to Grade 1. This indicates that students who participate more frequently in practical activities tend to develop better understanding and habits in worship.

2. Connection with Theories and Related Research

The findings of this study align with constructivist theory, which posits that knowledge is constructed through active experience. Students do not passively receive information but build their understanding through exploration and practice. Additionally, experiential learning theory emphasizes that direct experience is essential for deep and sustainable learning.

In the context of this research, PAI teachers provide opportunities for students to practice prayer (shalat), ablution (wudhu), and social activities firsthand, which reinforces their understanding and strengthens their motivation to engage in worship.

Table 2: The Experiential Learning Cycle

No	Learning Cycle	Description
1	Concrete Experience	Students practice prayer (shalat) and ablution (wudhu).
2	Reflection	Students and teachers discuss mistakes or areas for improvement in practice.
3	Abstract Conceptualization	Students understand the procedures of worship through theory and reflection.
4	Active Experimentation	Students repeat the practice to improve their worship.

The diagram above illustrates how students undergo a repeated learning cycle that reinforces their understanding and skills in worship practices. This finding is also supported by (Sanusi et al., 2021), who state that direct practice enhances the internalization of religious values compared to lecture-based methods.

3. Interpretation of Findings

These findings indicate that practical approaches not only enhance students' cognitive understanding but also help them establish sustainable positive habits. When students practice daily prayers and worship (shalat) under the guidance of their teachers, they learn not only how to perform these rituals but also understand the importance of consistency in worship.

Additionally, students' involvement in social activities, such as charity and community service, provides them with firsthand experience of the values of empathy and care within Islam. PAI teachers play a crucial role as facilitators, not only teaching theory but also accompanying students throughout the practice of worship and social activities. This supportive role is essential in helping students internalize the values and principles of their faith, making the learning experience more meaningful and impactful.

Diagram 1: The Relationship Between Practical Approaches and Students' Worship Habits

Worship Simulation + Daily Prayer Practice → Consistency in Worship

Social Activities → Application of Values of Care and Empathy

This diagram illustrates that practical approaches not only enhance understanding but also foster positive habits and attitudes in students' lives. It demonstrates that application-based religious education can lead to significant behavioral changes.

1. Limitations of the Study

This study has several limitations. First, the scope of the research is limited to a single madrasa, which means the findings may not fully represent the educational context in other settings. Second, this research focuses on the understanding of worship without delving deeply into other aspects of Islamic Religious Education (PAI), such as ethics and Islamic history. Third, the data obtained through observation and interviews are subjective and prone to bias, as they heavily rely on the interpretations of the researcher and the informants. Additionally, time constraints during the study also impacted the optimal data collection process.

2. Implications of the Study

This study has significant implications for teachers and curriculum development. PAI teachers can utilize practical approaches to enhance students' understanding of worship. By involving students in hands-on practices, teachers not only convey theoretical knowledge but also help establish positive worship habits. Curriculum development should also consider increasing the proportion of practical activities in PAI learning. Furthermore, social activities, such as community service or volunteer work, should be conducted more frequently to teach Islamic values in an applicable manner.

Table 3: Recommendations for Implementing Practical Approaches in the PAI Curriculum

Activity	Implementation Recommendations	Objective
Worship Simulation	Conducted at least once a month	To ensure understanding of the prayer procedures
Daily Prayer Practice	Implemented every morning at school	To cultivate a daily prayer habit
Social Activities	Organized each semester	To instill values of care and empathy

The table above provides a guideline for implementing practical activities that PAI teachers can incorporate into the school curriculum. With consistent application, it is expected that students will find it easier to internalize religious teachings in their daily lives.

Conclusion

This study concludes that the implementation of practical approaches in Islamic Religious Education (PAI) plays a crucial role in enhancing students' understanding and engagement in worship. Worship simulations and ablution practices enable students to correctly practice the rituals, while daily prayer practice helps establish a consistent prayer habit. Involvement in religious-based social activities, such as community service and charity drives, also provides practical insights into Islamic values like empathy and care. The findings indicate that students who frequently engage in hands-on practices are better able to internalize religious teachings compared to those learning through lecture-based methods. The role of PAI teachers is vital, not only as theory instructors but also as facilitators who provide guidance and feedback during the practice process.

The study also identifies several limitations, such as the research scope being confined to a single madrasa and focusing solely on aspects of worship. Therefore, further research in other schools or madrasas with a broader scope, including aspects of ethics and faith (tauhid), is recommended to strengthen these findings. Additionally, more objective measurement instruments are needed to reduce subjectivity bias in observations and interviews.

Based on these findings, several concrete suggestions and recommendations are proposed. First, PAI teachers are encouraged to more frequently integrate practical

activities into daily learning, such as regularly conducting worship simulations or daily prayer practices in the classroom. Second, the madrasa administration is expected to develop more applicable learning programs by incorporating planned social activities into the academic calendar, such as community service or charitable events each semester. Third, the PAI curriculum should emphasize the importance of experiential learning so that students can understand and apply Islamic values in their lives.

Finally, support from parents and the school community is crucial to ensure the consistency of students' worship practices, both at school and at home. Parental involvement in madrasa activities or collaboration with social institutions can strengthen this practice-based learning. Thus, it is hoped that students will not only understand the theory but also be able to practice and integrate Islamic values into their daily lives.

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