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Development of an IREC Learning Model Based on Reliable Practices to Boost the Character Achievement of Elementary Students

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ABSTRACT

The character crisis of elementary school students since online learning during the COVID-19 pandemic requires Islamic education teachers to improve the quality of learning models that can boost character achievements. This research aims to determine the factors that influence the development of the IREC model and the quality of the IREC model. IREC is the subject matter of Islamic Religious Education and Character. This development research uses the Research and Development model with the stages of definition, design, development, and dissemination. Data collection techniques include interviews, questionnaires, and documentation as well as Focus Group Discussions. Qualitative descriptive data analysis techniques are carried out by analyzing, describing, and summarizing events from data obtained through the interview process, documentation, and observation. The research results show that the success of implementing the IREC model is influenced by supporting factors, namely competent Islamic education teachers, active participation of students, and material moral support from the Principal, Teachers, and parents. The inhibiting factor is the lazy attitude of students. The reliable practice-based IREC model has met the quality of feasibility based on assessments by material and media experts and has been feasible in wide-scale testing. The implementation of the reliable practice-based IREC model can increase the achievements of religious character, responsibility, honesty, discipline, tolerance, and independence.

Keywords
Elementary School
IREC
Islamic Education
Learning Model
Student Character

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Introduction

Always wanting change for the better (improvement-oriented) is one of the characteristics of modern society. The expected changes concern various fields, including education. One of the determinants of achieving educational or learning goals is the teacher, in addition to various other aspects such as the curriculum, students, educational staff, and educational supporting facilities and infrastructure.

As stated in Law on the Republic of Indonesia's National Education System number 20, 2023 [1] that students can actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills. himself, society, nation, and state. This means that education aims to change students' behavior and build professional character and mentality to achieve a global mindset. More specifically, education does not only focus on the substance of a subject, moreover, learning involves internalizing character values which ultimately not only form intelligent people but also personality or character.

In schools, especially in Indonesia, until now they still face challenges in educating the younger generation, especially regarding character formation and development. Based on the results of observations of 6th-grade students at Banyakan Piyungan Elementary School, Bantul, Yogyakarta, Indonesia in December 2021, it was found that students had bad character during learning, such as some students procrastinating in submitting assignments; not reading the teacher's instructions properly; playing games, social media, and watching films while learning takes place; even sleeping during meetings, as well as the loss of honesty values, as is the case when students send in prayer practice video assignments but it turns out there has been manipulation. This is done in pursuit of value alone, not the process obtained but the more important results.

Character education should start from an early age, especially at the basic education level with the hope that students will have moral values and character to form a strong personality [2]–[4]. In Islamic education, character education is nothing new so it is often called moral education. Strengthening Character Education (PPK/in Bahasa: *Program Pendidikan Karakter*) itself is regulated in Presidential Regulation Number 87 concerning

Strengthening Character Education (SCE) [5]. SCE is an educational movement under the responsibility of the educational unit to strengthen the character of students through the harmonization of heart, feeling, thought, and sports with involvement and cooperation between educational units, families, and the community as part of the National Mental Revolution Movement (GNRM/ in Bahasa: *Gerakan Nasional Revolusi Mental*). The implementation of SCE at the primary education level has a greater character content than at the secondary education level [6]. This SCE program has been successfully implemented as an example of a model school, namely Muhammadiyah Wirobrajan 3 Elementary School, Yogyakarta [7].

Based on these problems, alternative solutions are needed to face the challenges of character problems that arise. Resolution efforts can take the form of designing rules for students, implementing sanctions as a consequence of violating these rules, and the essential role of parents in accompanying children during the learning process. Parents can play a role in supervising and providing support for their children to be more disciplined and responsible for the tasks given [8]. Apart from that, school programs also need to be implemented to support the development of students' character.

Internalizing character education requires participation from all subjects, including Islamic Religious Education and Character Education (IREC). IREC is responsible for changing a person's character so that they not only have an understanding and knowledge of good values but also have an awareness of applying good values in everyday life. In implementing IREC education as a whole, both from a cognitive, affective, and psychomotor perspective, appropriate learning strategies and models are needed. This learning model is an important part of instructional planning and delivery. Models are used to help clarify procedures when teachers teach, to create relationships, and to the overall situation of what is designed in learning. In this way, it is hoped that it can improve the quality of IREC learning so that it can successfully turn students into pious individuals individually and socially.

One form of innovation is the IREC learning model based on mainstay practice. As the result of Mulyawati's research [9], the development of the mainstay practice learning model was able to improve the character achievements of grade 6 students at Banyakan Piyungan Elementary School, Bantul, DIY, Indonesia. In addition, based on the results of interviews and observations carried out in December 2021 with students, parents, guardians of students, and fellow educators, the results show that the mainstay practice-based IREC model is very interesting, creative, and innovative for elementary school students. Most students are very interested and interested in carrying out this mainstay practice because this model is more interesting in terms of the rewards obtained and the specifications are by the interests and abilities of each student. Apart from that, this IREC model can be implemented in the student's

home environment so that it can also be used as a control for the teacher's learning of the students. The choice of type, implementation time, and achievement targets are flexible according to the student's abilities so that harmonious cooperation emerges between teachers, parents, and students with the implementation of this IREC model. The hope is that through the development of this reliable practice-based IREC Model, it will be able to boost the character achievements of students at the elementary school level in general.

Existing related research includes the development of the ERIES learning model [10], the development of a role-playing learning model [11], and the development of a character-based 4C learning model [12]. This research aims to analyze the factors that influence the development of the mainstay practice-based IREC model for students at the elementary school level and also to analyze the product quality of the mainstay practice-based IREC model as an effort to boost students' character achievements at the elementary school level. The novelty of this research is an innovative IREC learning model that has never been created and implemented in any school. This reliable practice-based IREC learning model uses an active learning approach that involves students directly in daily life practices that are by Islamic teachings. This research focuses on aspects of Islamic ethics and morality, emphasizing the development of good character and behavior. Practical learning can focus on implementing Islamic ethical values in everyday life. The urgency of this research is to improve the quality of IREC learning and as a consideration for policymakers to be able to improve the quality of education by the vision and mission of the education unit.

A. Research questions

1. What is the quality of the IREC model product based on reliable practice which was developed to boost the character achievements of upper-class students at the elementary school level?
2. What are the factors that influence the implementation of the development of the Andalan Practice-based IREC Model at the elementary school level?

B. Model specifications

This research into developing an IREC model based on mainstay practices creates a breakthrough in the Islamic Religious and Character Education (IREC) model by introducing the concept of mainstay practices as the main pillar. The proposed model emphasizes the importance of integrating typical mainstay practice values to achieve the goals of religious and moral education. This reliable practice-based IREC model highlights Islamic values which are a competitive advantage for students. In-depth research was conducted to identify mainstay practices that are relevant to the diversity of student characteristics. This allows for

personalization of Islamic religious and ethical education, to meet individual needs and accommodate the differences of each individual in the class.

The innovative approach to this research can be the basis for the transformation of Islamic religious education and character. By integrating mainstay practices, this learning model not only improves the quality of learning but also makes a positive contribution to shaping the character of the younger generation through religious and moral values. This research is expected to provide new perspectives and practical solutions to the challenges of religious and moral education in the contemporary era.

Materials and Methods

A. Research Phases

This development research uses the Research and Development model with the stages of definition, design, development, and dissemination. This research follows the steps for developing a 4-D model: Define, Design, Development & Disseminate [13].

1. Define Stage. The initial stage in the 4D model is defining development requirements. Simply put, this stage is the needs analysis stage, including analysis of previous research, literature study, student analysis, teaching material analysis, and observation.
2. Design Stage. The second stage in the 4D model is design. At this stage, the IREC model is developed based on reliable practice, in the form of learning syntax which is then integrated into the learning process plan, teaching media, and teaching modules/materials.
3. Develop Stage. The third step in the 4D model for developing learning tools is the development stage. This stage consists of two steps, namely expert appraisal followed by revision, and development testing. The expert assessment aims to obtain input for improvements to the model being developed. Expert assessments are expected to improve the accuracy, effectiveness, testing, and techniques of learning tools. As for developmental testing, it aims to obtain direct feedback in the form of responses, responses, and comments from students and teachers regarding the learning model that has been prepared. The testing and revision process is carried out repeatedly to achieve an effective and consistent final module result.
4. Disseminate Stage. The final step in development is the deployment stage. At this stage, measurements are carried out to evaluate the extent to which the objectives have been achieved, and to assess the effectiveness of the product that has been developed. At this stage, the learning model is implemented in school learning in a wide-scale test.

B. Data collection technique

Data collection techniques include interviews, questionnaires, and documentation as well as Focus Group Discussions. The data collection instruments for this research used

questionnaires and interview guidelines. Interviews were conducted with colleagues (Islamic religious education teachers), Supervisors of Islamic Religious Education at the Elementary School level, School Principals, educators, and education staff as well as parents and guardians who have insight into the mainstay practices. There are two types of questionnaires used by researchers, namely test questionnaires and non-test questionnaires. The test questionnaire contains several questions to determine the level of knowledge of research subjects regarding mainstay practices. Meanwhile, the non-test questionnaire is related to changes in aspects of attitude which is the aim of the research. The documentation that has been carried out by researchers in small-scale trials is in the form of reports on the results of implementing the mainstay practices of grade 6 students at Banyakan Elementary School.

Then the small-scale research was developed by researchers by collaborating on research with elementary schools around the area. This was done by researchers so that the quality and validity of the IREC model could be improved. The elementary schools that the researchers asked to become collaborators were SD 1 Cepokojajar and SD Ngablak which are still in the same sub-district area.

C. Data Analysis Techniques

The data analysis technique uses qualitative description. The qualitative descriptive analysis method is an analysis technique that focuses on understanding a problem, context, complexity, and subjectivity. Qualitative data sources can be text, audio, and also visual data (images or videos). This technique is carried out by simplifying and categorizing data samples which are generally obtained through in-depth interviews and observations and Focus Group Discussion (FGD).

Results and Discussions

A. Preliminary Research

Preliminary research is an important stage in the scientific research process by exploring and collecting initial information to design a more detailed research framework. This step is taken to understand the context, needs, and theoretical basis that will guide the development of the learning model. The learning model developed in this research is a learning model based on *Andalan Practices* applied to Islamic Religious Education material and Characteristics elements of Jurisprudence in upper elementary school classes. The selection of fiqh material is adjusted to the research objective, namely strengthening the character of students. Strengthening character aims to form good, moral, and ethical individuals who can carry out worship wholeheartedly and with full awareness from within each student. The development of this learning model is applied to students in the upper grades of elementary school because

at that age they have entered puberty so according to the law they are obliged to carry out various kinds of worship.

After determining the research subject, a needs analysis is then carried out. The needs analysis was carried out using small-scale test observations on class V students at Banyakan Piyungan Elementary School to determine the level of implementation of Sunnah worship and the character of the students to be studied. After conducting observations, various problems were found, including that not all students in class V at Banyak Elementary School carried out the sunnah prayer of Duha prayer at school. There is still a lack of enthusiasm and level of *istiqomah* of students in carrying out worship so the strengthening of students' character needs to be improved. Therefore, it is necessary to develop a learning model that is able to boost the character achievement of students. Based on this preliminary research, a plan was made to develop an IREC learning model based on reliable practices related to the implementation of worship and the formation of students' character.

B. Planning

After analyzing needs through initial research, the next step is to make a plan. There are several stages in planning the development of a reliable practice-based IREC learning model. The planning stages are as follows:

1. Formulate Goals. The development of the mainstay practice-based IREC model which is applied to students in the upper grades of elementary school aims to strengthen the character values of students' religiosity which are based on divine values, religious teachings, relationship with Allah SWT as well as character values related to themselves and each other including honesty, responsibility, discipline, independence, love of knowledge. The aim of developing this practice-based IREC learning model is to boost the character achievements of upper-class students in terms of religion, responsibility, Honesty, Discipline, and Tolerance. By implementing the development of this learning model, students are expected to get used to carrying out reliable practices without any coercion from any party, even though initially the implementation was due to a class agreement. Students also fill out a journal of implementing their mainstay practices regularly and by existing facts. Apart from that, students carry out the mainstay practices according to the agreed time and respect, respect and remind each other to carry out the mainstay practices.
2. Creating an IREC Model Development Syntax Based on Reliable Practices. After formulating the objectives for developing the learning model, the next step is to develop the learning model syntax. Syntax is a general guide in the form of the overall flow, sequence, or steps of learning activities in a learning model. The purpose of

creating this learning model syntax is to provide clear structures and rules in the delivery of information and learning materials through the IREC model based on Andalan Practice.

The sequence of steps for the mainstay practice-based IREC model is as follows:

1. The teacher conveys various kinds of sunnah worship practices along with their wisdom recommended by the Prophet Muhammad, namely: the teacher explains the virtues of the Tahajjud prayer, the benefits of the Duha Prayer in getting rewards, blessings, and the blessings of life throughout the day, the benefits and virtues of fasting, the benefits of Tadarus Al Qur'an, the benefits and virtues of sadaqah, such as cleaning up wealth, getting rewards, and helping people in need. Students discuss and agree with the teacher to choose special practices that can be carried out at school together.
2. Students together with the teacher formulate the time and rules for implementing the mainstay practice along with rewards and reinforcement.
3. Students make a journal of the implementation of their main practice.
4. The teacher carries out evaluation and reflection every two weeks.

C. Data Presentation and Feasibility Testing of Learning Model Development

The quality of the feasibility of the reliable practice-based IREC model was obtained through testing by media experts and material experts. Small-scale testing by learning model experts aims to obtain the opinion of learning model experts so that the development of the IREC model that will be implemented will receive input and suggestions to be revised and improved to create a learning model that meets expectations. The feasibility test of the learning model is carried out by providing a detailed description including the definition, syntax, material, and objectives of the mainstay practice-based IREC model. The results of small-scale tests by media experts are as Table 1.

The results of the media expert assessment obtained a score of 38 which shows that the mainstay practice-based IREC learning model is included in the category worthy of implementation. Here are some suggestions from media experts:

1. It is necessary to create a learning model syntax that describes the overall sequence of the flow through the steps in the learning activity.
2. The syntax should be completed with general information including identity components including the compiler, year of preparation, and phase/class level.
3. It is necessary to convey general information related to learning objectives and learning evaluation.

4. The syntax needs to contain work stages/steps and teacher roles/activities.
5. After going through the evaluation stage, feedback and corrections as well as reflection and improvement should be provided.

Table 1. Model test results by media experts

No.	Indicators	Score
1.	Syntax can support the learning process	5
2.	Syntax can develop affective aspects	5
3.	The syntax is appropriate to the child's development	3
4.	The syntax is easy for educators to understand	4
5.	Syntax can be done easily by students	4
6.	Syntax can make students learn actively through habituation	4
7.	Suitability of syntax to student characteristics	3
8.	The syntax is easy for students to implement	4
9.	Syntax can support the achievement of a student's character	2
10.	Practical syntax to implement	4
	Total score	38
	Final Result	76
	Category	Worthy

D. Material Expert Test Results

A small-scale test on the learning model was carried out by Islamic Religious Education material experts to measure the extent to which the model was effective and relevant in the Islamic Religious Education learning context. The results of small-scale material expert tests are as Table 2.

Table 2. Material expert test results

No	Indicators	Score
1.	Islamic education material in learning is presented clearly and is interesting for students	5
2.	Content/Material in the learning model is by development objectives	5
3.	The material is appropriate to the level of development of students	4
4.	Explanation of the content/material in the mainstay practice-based IREC model is relevant to students	4
5.	Preparing a daily journal is a reliable practice to clarify the content/material	4
6.	Complete content/material by indicators of student character achievement	3
7.	Content/Material is easy for students to understand	5
8.	Content/Materials support differentiated Islamic education learning	4
9.	Delivery of content/material is arranged systematically	4
10.	Islamic education material supports students' character habits.	5
	Total Score	43
	Final result	86
	Category	Very worthy

The results of the material expert assessment obtained a score of 43, which means that the reliable practice-based IREC learning model is included in the very feasible category to be implemented. Below are some input and suggestions for improvement from material experts: 1) The material is appropriate to the age development of students, but it is necessary to ensure

that at that age students have carried out the obligatory worship properly and correctly. 2) The material in the mainstay practice-based IREC model was explained previously as relevant to students, but it would be better if it was emphasized again to increase students' motivation. 3) Preparing a daily journal of mainstay practices clarifies the material so that it needs to be made for each student according to their choice of mainstay practices. 4) Indicators of student character achievement have not been presented in each material. 5) The material supports differentiated Islamic Religious Education learning if the selection of mainstay practices is based on individual students, not class-based.

E. Product Revision

Based on input from material experts and media experts, the main practice-based IREC learning model was then revised. As for the final results, the syntax of the mainstay practice-based IREC learning model can be described as follows.

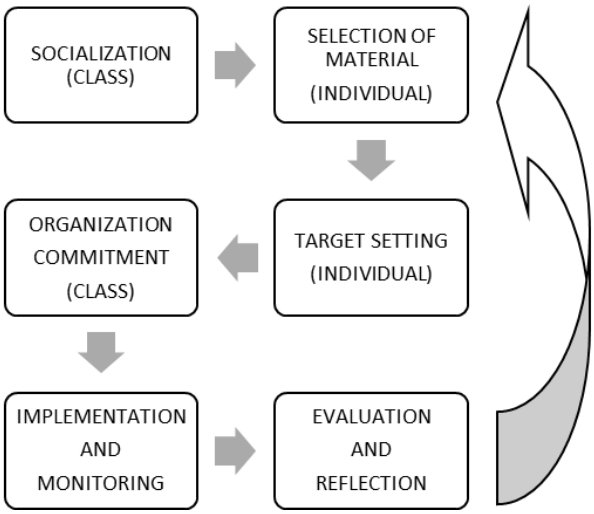


Fig. 1. Syntax Diagram of the IREC Model Based on Reliable Practices

Based on this diagram, the flow of the mainstay practice-based IREC model can be described as follows. Socialization Stage, At this stage the teacher delivers material about the definition, types, benefits, and wisdom of mainstay practices to students. Teachers also convey about the implementation of mainstay practices and their objectives. Material Selection Stage, at this stage students choose one of the mainstay practices that suits their abilities and desires and convey the reasons for the choice. Target Preparation Stage, Each student sets a target for achieving the implementation of their chosen practice regarding quantity and implementation time. For example, students choose the main practice of reciting the Koran or reading the Qur'an at home for two pages after every Maghrib prayer. Then the target is written down in a daily journal sheet of mainstay practices. Commitment Preparation Stage, teachers and

students together make rules and agreements regarding the implementation of mainstay practices related to implementation and evaluation techniques, rewards, and punishments. For example, the rules regarding filling in a daily journal for your main practice must be based on honesty. If it is proven that there is fraud, you must make a statement signed by your parents. Implementation and monitoring stage, students carry out their main practice and routinely write down their main practice on a daily journal sheet. Teachers monitor implementation and record important incidents which are then written down in observation sheets or anecdotal notes. Evaluation and Reflection Stage, Students collect daily journal sheets of their mainstay practices at the end of each month or according to agreement to then be evaluated by the teacher, and a joint reflection is held.

F. Field Trials

The mainstay practice-based IREC model is applied to upper-grade elementary school students at SD Banyakan, SD 1 Cepokojajar, and SD Ngablak. The following are the results of a wide-scale trial of the mainstay practice-based IREC model. The application of the mainstay practice-based IREC model to students begins with the socialization of the syntax of the mainstay practice-based IREC model in each test school. In the core activity, students are asked to choose one of the main practices that will be carried out according to their ability and steadfastness. These mainstay practices include Dhuha Prayers, Reading the Qur'an, Almsgiving, Fasting on Monday and Thursday, and Tahajjud Prayers. Apart from that, students are asked to provide reasons for choosing their main practice. Then students make a journal of the implementation of their main practice which is accompanied by signatures from parents and teachers.

At Banyakan Elementary School, students seemed enthusiastic about choosing their favorite practice. Of the 30 students in fifth-grade elementary school, most of them self-consciously chose the practice of Dhuha prayer (30 people), reading the Qur'an (19 people), almsgiving (8 people), Tahajjud (1 person), fasting Monday and Thursday (1 person). From the data obtained, it appears that students have high motivation and enthusiasm so they choose 2 mainstay practices at once. They agreed to carry out routine Dhuha prayers together at school as a practice they had been accustomed to since first grade at Banyakan Elementary School and chose another main practice to carry out at home. Thus, the enthusiasm of students supports the implementation of the Reliable Practice-Based IREC Model so that there are no inhibiting factors or initial obstacles that influence implementation.

In the closing activity, students are allowed to convey their impressions of the main practice that will be implemented. After that, the teacher conveys the rewards that will be given to students who are active and diligent in carrying out their mainstay practices. Apart from

that, it was also conveyed about the implementation evaluation which is planned to be held at the end of every month or once a month.

Implementation of the IREC Model based on Mainstay Practices at SD 1 Cepokojajar, from 17 students the data obtained was that 9 people chose the main practice of Duha prayer, 5 people chose reading the Al Qur'an and 3 people chose giving alms. From the data obtained, it appears that students have differentiation characteristics so the mainstay practice-based IREC model is by this.

The application of the main practice-based IREC Model at Ngablak Elementary School shows that as many as 27 students chose to perform Duha prayers, 4 students chose to read the Qur'an and 9 students chose to give alms every day. Students then express their choice of main practice by writing it in a daily journal of their main practice. From these data, it can be seen that students choose a variety of mainstay practices according to their respective abilities. This shows that the mainstay practice-based IREC model is in line with differentiated learning in the current independent curriculum.

Based on the results of the implementation of the mainstay practice model which was developed over 2 months, several characteristics improved in the 30 grade 5 students at Banyakan Elementary School.

1. Religious attitudes related to devotion to worship with indicators of reading prayers before and after carrying out activities have increased from 73% to 93%, increasing by 20%.
2. Religious attitudes towards carrying out obligatory prayers at school regularly and solemnly increased from 63% to 87%, increasing by 24%.
3. The attitude of responsibility by regularly practicing the main practice of choice has increased from 67% to 90%, increasing by 23%.
4. Honest attitudes in words and filling in reliable practice journals have increased from 80% to 100% or an increase of 20%.
5. A disciplined attitude is demonstrated by students routinely and punctually carrying out their main practices according to the agreed time, which has increased from 67% to 90% or an increase of 23%.
6. The attitude of tolerance shown by students respecting and appreciating friends who carry out different mainstay practices from themselves and maintaining harmony with friends at school has increased from 77% to 97% or an increase of 20%.
7. The attitude of self-confidence by trying to carry out the main practice of choice has also increased from 67% to 97% or an increase of 20%.

8. Independent attitude with indicators of students being able to overcome obstacles that hinder the implementation of mainstay practices, for example forgetting and feeling lazy, has increased from 73% to 90% or 17%.

Based on the results of implementing the mainstay practice model at SD 1 Cepokojajar, it can be described as follows:

1. Attitudes of religiosity with indicators of students routinely reading prayers before studying and every time they start activities at school and solemnly carrying out obligatory prayers have increased from 59% to 82% or an increase of 23%.
2. The attitude of responsibility shown by students routinely carrying out the mainstay practices they have chosen has increased from 65% to 88% or an increase of 23%.
3. Honest attitude with indicators of participants being honest in every word they say and always honestly filling out the checklist for implementing reliable practices according to reality has also increased from 71% to 100% or an increase of 29%.
4. Disciplined attitudes are demonstrated by students routinely and punctually carrying out reliable practices according to the agreed time, which has increased from 76% to 94% or an increase of 18%.
5. An attitude of tolerance shown by students respecting and appreciating friends who carry out different mainstay practices from themselves and maintaining harmony with friends at school has increased from 83% to 94% or an increase of 11%.
6. The attitude of self-confidence with the indicator that students have high self-confidence in carrying out their main practice has increased from 76% to 100% or an increase of 24%.
7. The independent attitude shown by students being able to overcome obstacles that hinder the implementation of their main practice has increased from 82% to 94% or an increase of 12%.

Based on the results of implementing the mainstay practice model at Ngablak Elementary School, it is as follows:

1. Religious attitudes with indicators of students regularly reading prayers before studying and every time they start activities at school and solemnly carrying out obligatory prayers have increased from 73% to 85% or an increase of 12%.
2. An attitude of responsibility shown by students routinely carrying out the mainstay practices they have chosen has increased from 63% to 75% or an increase of 12%.
3. An honest attitude with indicators of students saying the truth in every word they say and always honestly filling out the checklist for implementing reliable practices according to reality has increased from 78% to 90%, increasing by 12%.

4. The disciplined attitude shown by students routinely and punctually carrying out their main practices according to the agreed time has increased from 77% to 87%, increasing by 10%.
5. The attitude of tolerance with indicators of students respecting and appreciating friends who carry out different mainstay practices from themselves and maintaining harmony with friends at school has increased from 75% to 88% or an increase of 13%.
6. The attitude of self-confidence shown by having high self-confidence in carrying out one's main practice has increased from 80% to 90% or 10%.
7. Independent attitudes with indicators of students being able to overcome obstacles that hinder the implementation of mainstay practices have increased from 85% to 93% or an increase of 8%.

From the results of the implementation of the wide-scale tests carried out, it can be said that there has been an increase in the achievement of good student character. This can be shown from several indicators of student character, some even experienced an increase of up to 100%. This shows that the IREC model based on reliable practices can improve students' character achievement. Similar research [12] was also declared successful in developing a learning model to improve students' metacognition. Likewise, Ref. [14] successfully applied the Discovery Learning model in improving the democratic character and learning outcomes of elementary school students.

This increase in character achievement can of course occur because there are supporting factors. These factors include cooperation, commitment, obedience, persistence, and infrastructure. Implementation of the mainstay practice-based IREC model involves the collaboration of various parties including the School Principal, Class Teachers, Islamic Education Teachers, and students, and also support from the student's parents and guardians. Licensing and material moral support from the Principal and class teachers as well as parents and guardians of students help Islamic Education Teachers in implementing its learning model. The joint commitment between several parties in implementing the learning model with all the risks and impacts supports success.

Apart from that, the high level of obedience from students to teachers also greatly influences the implementation of the learning model and its results. Then the persistence and optimism of students and teachers regarding the success of implementing the learning model is also very influential. Students enthusiastically carry out their favorite practices and write them down in their daily journals consistently so that they become a habit that ultimately feels light and not burdensome. Adequate infrastructure also really supports success, including the availability of places of worship (*mushola*) in schools and the provision of Al-Qur'an, Juz'ama,

prayer guidebooks, Islamic religious reading books as well as a comfortable school environment to implement the IREC learning model practice-based.

Apart from the various factors that support the success of the IREC model based on the mainstay practices above, there are still other supporting factors, namely customary or customary factors. it is an action or deed that is the same and done repeatedly so that it becomes a habit like this mainstay practice. The existence of this habit can improve learning achievement [2], [15]–[18].

Customs or habits are not only limited to repeated actions but must be accompanied by an inclination, liking, or pleasure to do them. If you do a new activity that is initially difficult, if you do it repeatedly with a happy and sincere heart, it will become easy and turn into a habit that will disappear if you leave it behind. In other research, inhibiting factors were found, such as students' activeness during learning, causing a lack of concentration in understanding the material. Apart from that, there were technical problems in filling out the test [14], [16].

Conclusion and Recommendation

Based on the results of the research and discussion, it can be concluded that the quality of the mainstay practice-based PAIBP learning model meets the category of being suitable for implementation. Supporting factors in implementing the Andalan Practice-based PAIBP learning model at the elementary school level include competent teachers with a high level of motivation; active participation of students and a high level of compliance in carrying out the mainstay practices; material moral support from various parties, including the Principal, Class Teachers and support from parents/guardians. The factors inhibiting the success of implementing the mainstay practice-based PAIBP model are lazy attitudes and low levels of student activity among a small number of students. Apart from that, there is a lack of motivation from some parents who have a low level of concern for their children's education. Furthermore, this research recommends that this research has only been implemented in several schools in one district, so it needs to be implemented in a wider range of schools so that the results can be generalized.

Conflict of Interest

There is no conflict of interest.

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