

# IMPLEMENTATION OF STUDENT FACILITATOR AND EXPLANATION (SFE) STRATEGY TO BUILD SELF-CONFIDENCE OF FIFTH GRADE STUDENTS IN ISLAMIC RELIGIOUS EDUCATION LEARNING. CASE STUDY OF SDN 2 KAPUNGAN POLANHARJO

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**Abstrak.** This study aims to analyze the implementation of the Student Facilitator and Explaining (SFE) strategy in Islamic Religious Education (PAI) learning as an effort to foster self-confidence in fifth grade elementary school students. The research approach used is a qualitative approach with a descriptive method. Data were obtained through observation, interviews, and documentation of students and PAI teachers in elementary schools who were the subjects of the study. The results of the study indicate that the implementation of the SFE strategy, which actively involves students in the role of facilitators and presenters of material, is effective in increasing student self-confidence. Students are trained to speak in front of the class, explain material to peers, and receive feedback, so that their communication skills and self-confidence develop. This strategy also increases students' active participation in the learning process, creating a more dynamic and collaborative classroom atmosphere. In conclusion, the SFE strategy can be an alternative innovative learning method in PAI to help students overcome anxiety and lack of self-confidence, so as to improve the quality of learning and the development of positive student character. Recommendations are given to teachers to integrate this strategy more often in learning activities.

**Kata kunci:** SFE Strategy, Islamic Religious Education, self-confidence, active learning, fifth grade students.

## INTRODUCTION

Elementary school is the basic education received by every child in Indonesia. So elementary education plays an important role in determining the quality of both academic and non-academic abilities for the next level, especially in terms of behavior, student attitudes and self-confidence in students. In the 2019/2020 academic year, there were 24 elementary schools in Klaten Regency, Central Java that were merged or regrouped. The merger was carried out following the decrease in the number of students in each of the public elementary schools, only 31 to 73 students. With the merger, the number of public elementary schools in Klaten Regency decreased from 704 schools to 680 schools. There are several reasons for the decrease in the number of students, including the success of the family planning program where each child has 2 children on the other hand, public elementary schools are less competitive with the nearest private elementary schools to get new students, the advantages of private elementary schools are in terms of facilities and infrastructure and additional activities in developing student character that vary. Public Elementary School 2 Kapungan is a school located in Dukuh Nrawan, Kapungan Village, Polanharjo District, Klaten Regency. With a total of 55 students from grades 1 to 6. The backgrounds of the parents are also different, most of them come from families of farmers, laborers and traders. So that it makes students less confident who think that they are village children, based on the researcher's observations, the talents and potential of elementary school students at Public Elementary School 2 Kapungan Polanharjo are quite good in both academic and non-academic fields.

Education has a strategic role in shaping students' character and potential, including in fostering self-confidence as a provision for facing life's challenges. One aspect that often becomes a concern in the world of education is how to create a learning process that not only focuses on academic achievement, but also the development of student character. In elementary school, especially at the fifth grade level, students are in a critical stage of development where their self-confidence begins to form and is tested through various social interactions and learning challenges. Learning Islamic Religious Education (PAI) as an integral part of the school curriculum has an important role in shaping students' personalities who are not only religious, but also confident. However, the reality in the field shows that many students still feel less confident, especially when asked to actively participate in learning activities. This lack of confidence can inhibit them from expressing their opinions, asking questions, or explaining something in front of their classmates. This is a challenge for teachers to create learning strategies that can overcome these obstacles.

Hasan Syukron believes that self-confidence is very important for students in pursuing education. Because by having a self-confidence attitude will give students self-confidence and how the individual can accept and understand themselves, will know what is valued by students. This teaches students and explains teaching strategies and methods where teachers can demonstrate or explain the material in front of the class and then give students the opportunity to convey the material back to their friends. Lilik Hidayati also believes that Student Facilitation and Elaboration (SFE) can help students become more independent because the goal of this strategy is to help students regain their self-confidence and be able to communicate effectively in front of the class. In teaching Islamic education, one of the strategies used is the student facilitator and explainer (SFE) strategy. The student facilitator and explainer strategy is one of the learning strategies. The teacher can present or demonstrate material to students then invite students to explain to their friends. The advantages of the SFE strategy are that the material presented is clearer and more concrete, can increase student absorption because learning is carried out through demonstration allows students to improve the ability to exchange opinions objectively and rationally to find the truth in group member cooperation, allows students to become teachers because students have the opportunity to repeat the explanation of the teacher they hear, in the form of student leadership, broadening students' horizons through the exchange of information and opinions and experiences that exist among them, encouraging student motivation to be the best in explaining learning material and determining students' ability to convey.

The theoretical concept of the student facilitation and explanation (SFE) strategy can be used to increase the confidence of fifth grade elementary school students in learning Islamic religious education (PAI). This strategy prioritizes the role of students as facilitators who actively explain the material to their friends. This is in accordance with constructivist learning theory which states that effective learning occurs when students construct their own knowledge through active participation and social interaction. According to the research, the SFE strategy helps students increase their self-confidence by giving them the opportunity to:

- a) Speaking in front of the group: When students explain to their peers, they develop speaking skills, courage, and confidence (Fauzi & Sabila, 2022).
- b) Independent learning: Students are required to understand the material more deeply before delivering it to classmates, improving critical thinking skills and confidence in their own understanding (Milati, 2021).
- c) Collaboration: The social interaction in this strategy creates a supportive learning atmosphere, where students feel supported to contribute without fear of being wrong (Hamzah et al. 2020).

The theoretical concept of the Student Facilitator and Explaining (SFE) strategy can be used to foster the confidence of fifth grade elementary school students in learning Islamic Religious Education (PAI). This strategy prioritizes the role of students as facilitators who actively explain material to their peers. This is in line with constructivism learning theory, which emphasizes that effective learning occurs when students construct their own knowledge through active engagement and social interaction.

Vygotsky states that learning occurs through social interaction and collaboration. The concept of scaffolding from Vygotsky is also relevant, where teachers provide initial support to students until they are able to carry out tasks independently, including the role of facilitator. (Vygotsky 1978). The importance of theory for PAI learning Constructivism: In PAI learning, students not only memorize religious teachings, but also develop meaning in relation to their lives through explanatory activities. This is in accordance with Piaget's view that emphasizes the importance of direct experience in concept construction. Self-Efficacy: When students successfully explain religious concepts to their friends, the successful experience creates confidence that they are able to master the material, as described by Bandura. Social interaction: Vygotsky emphasized the importance of social interaction in learning. When students explain something to a friend, they develop communication skills and build confidence through social support from friends and teachers. (Bandura, A. 1997)

Previous studies similar to this study include the Student Facilitator and Explaining (SFE) Strategy to Cultivate Character Values of Class XI AK II Students at SMK AL-Qadri Jember written by Syaiful Rizal and Afifah in 2022 using qualitative research Data analysis by grouping data according to the problems studied, determining the variety of data on each problem, determining the proposition of each variety of results of this study is that the student facilitator and explain strategy on the character values of self-confidence, discipline and curiosity has a significant impact. In addition, previous research, namely with the title Application of the Student Facilitator and Explaining Learning Model to Improve Learning Achievement of Class XI written by Ferlinus Bau, Trija Fayeldi and Vivi Suwanti in 2021, using qualitative research with a descriptive research type. Data collection techniques by means of Data Reduction, Data Presentation and drawing conclusions. The results of the Student Facilitator and Explaining learning model in this study are to show an increase from cycle I to cycle II. The learning completion achievement in cycle I was 65.21% while in cycle II it was 78.26%.

The novelty of this study is from the object where the previous study was conducted in vocational schools but this study was conducted in elementary schools. The purpose of the research results is also different from previous studies, the purpose of this study is the Student Facilitator and Explaining (SFE) Strategy to foster self-confidence in grade V elementary school students in Islamic Religious Education learning. The expected research objectives in this study are (1) To describe the application of Student Facilitator and Explaining (SFE) to foster self-confidence in Grade V Elementary School students in Islamic Religious Education learning. (2) To identify the obstacles in the application of Student Facilitator and Explaining (SFE) to foster self-confidence in Grade V Elementary School students in Islamic Religious Education learning. The benefits of this study are (1) To develop thinking related to the Student Facilitator and Explaining (SFE) Strategy to foster self-confidence in Grade V Elementary School students in Islamic Religious Education learning. (2) As a scientific suggestion for the progress of SD N 2 Kapungan.

## RESEARCH METHOD

The research method used in this study is a qualitative method. Data collection techniques used in this study include various techniques such as interviews, observations and writing. . These three methods are used to obtain data. Triangulation is a technique for verifying data values by examining data from one source using various techniques: the method of asking, observing, and corroborating data records. Therefore, valid data is obtained by comparing observation data with interview results and interview results with written results. Triangulation is a method used to compare data collected by researchers through interviews, observations and documents to ensure that the data obtained is not contradictory. To ensure that the data obtained is not contradictory, distinguish between the data provided and the data collected through interviews, observations, and documents found by researchers. Distinguish the data presented by comparing the results of interviews with survey and research data

## RESULT AND ANALYSIS

### 1.1. Application of Student Facilitator and Explaining (SFE) to foster self-confidence in fifth grade elementary school students in PAI learning.

Based on the results of observations made by researchers in class V students of SD N 2 Kapungan that the self-confidence of students is still relatively weak and shy in expressing their opinions, especially when the teacher asks students to come forward to the front of the class, no one dares to just be silent and stare at the teacher, after further investigation the reason of the students is that they are afraid to speak in front because they are seen by their friends feeling embarrassed and they think that their abilities are lower than other friends. Desmita in her theory argues that self-confidence is a self-concept that every student must have in learning, one of the benefits of self-confidence is that it can foster a belief in oneself and be able to appreciate and assess oneself. From the researcher's findings that every fifth grade student of SD N 2 Kapungan has a different attitude of self-confidence even though they are silent, but the PAI teacher when asking questions to students looks at the front of the expression that is shown differently - some are silent looking at the teacher, silent by lowering their eyes there are also those who look at the teacher with the expression of wanting to answer the questions asked by the teacher but still holding back to release the answer as if the answer was only swimming in the head, not yet able to connect with the mouth to be able to produce an answer. From the existing problems, the strategy carried out by PAI teachers in fostering self-confidence of class v students is to provide opportunities for students by explaining the material with language that is easy to understand loud and clear voice, then telling students to explain the material presented by the teacher again. One of the ways applied by PAI teachers in fostering self-confidence by applying the Student Facilitator and Explaining (SFE) strategy through this strategy students are invited to be able to explain again what is conveyed by the teacher and can issue ideas that are in their minds so that students can understand the material delivered by the teacher. The strategy of animating and explaining students is very suitable to be applied to the learning of Islamic Religious Education (IEP) for grade five elementary school students for the following reasons: Improve critical thinking and communication skills. In this strategy, students act as facilitators and explain the material to their friends. This helps students develop their critical thinking and communication skills. Social relations, This strategy prioritizes cooperation between students, thus strengthening social relations in the classroom. In Islam, cooperation and brotherhood (ukhuwah) are important values that must be instilled from an early age. Increases self-confidence When students succeed as facilitators, they have confidence in their ability to understand and explain the material. This is also in line with the Islamic principle to always seek knowledge and pass it on.

The relationship between the application of the Student Facilitator and Explore (SFE) method and the development of self-confidence in grade five students is as follows:

- a) Active participation of students  
The SFE method requires students to be active in the learning process. They act as facilitators by sharing materials or explaining their understanding to their peers. This involvement gives them the opportunity to demonstrate their skills, which ultimately strengthens their self-confidence.
- b) Improves communication skills  
In this method, students learn to communicate their ideas clearly. Through this exercise, they become more accustomed to speaking in front of others so as to reduce fear or nervousness when interacting. Good communication skills are an important factor in boosting self-confidence.
- c) Improving concept understanding  
When students explain to their peers, they must first understand the material. This process increases confidence in their academic abilities, which also builds self-confidence.
- d) Acceptance and recognition by peers  
When students explain a topic well and their peers provide positive feedback, such as evaluation or follow-up questions, students feel valued and recognized. This gives them an important emotional boost to increase their confidence.
- e) Solidarity Cooperative Learning

SFE creates an atmosphere of collaborative learning. A supportive environment, where students are not afraid to make mistakes thanks to the support of their peers, will create a sense of security and confidence to try new things.

f) Valuable experience of leadership opportunities

The role of the facilitator in this method gives students the opportunity to feel in control and responsible for the learning process. The experience of being a small “leader” in a group fosters a sense of pride and confidence in one's own abilities.

In other words, the SFE method not only enhances students' academic knowledge, but also helps develop social and emotional skills that are important for their self-confidence.

The following are the steps of implementing the Student Facilitator and Explaining strategy in learning Islamic Religious Education (PAI) for grade five elementary schools:

1. Lesson planning

Identification of Core Competencies: Teachers set learning objectives based on the Core Competencies (CoC) of the curriculum, for example “Exemplifying the praiseworthy character of the Prophet Muhammad” or “Understanding the modalities of daily worship”.

Selecting the right material: Choosing material that can be explained by students, for example, the nobility of character, the pillars of faith, the process of prayer or the stories of the prophets. Preparing learning tools and resources: Prepare materials such as textbooks, videos, or pictures that help students understand the material before explaining it to their peers.

2. Opening

Introduction: The teacher opens the lesson by conveying the learning objectives and the benefits of the subject in daily life.

Motivation: The teacher motivates students about the importance of sharing and developing communication skills knowledge.

Role sharing: The teacher explains that some students will be facilitators who will explain the material to their friends.

3. Provision of Initial Materials

The teacher delivers a brief and clear introduction to the material, so that students have an initial understanding. The teacher gives students time to delve deeper into the material they will explain. Students designated as facilitators are given the opportunity to ask questions or seek further guidance from the teacher.

4. Implementation of the strategy

Designation of facilitators:

The teacher assigns some students as facilitators or gives them the freedom to volunteer to be facilitators.

Facilitators can work individually or in groups.

Delivery of material by facilitators:

The student who plays the role of facilitator explains the material to his/her peers in a way that is easy to understand.

The facilitator can also use tools such as whiteboards, pictures or props to support the explanation.

Discussion and Q&A:

After the moderator explains the material, his/her peers have the opportunity to ask questions. The moderator tries to answer the questions, while the teacher provides clarification or additions if needed.

5. Reinforcement and Closing

Reflection: The teacher invites students to reflect on the learning process, for example by asking: “What did you learn today?” or “What are the benefits of being a facilitator?”.

Reinforcement: The teacher gives feedback to the students, both to the facilitators and other students, on the learning outcomes and their participation.

Closing: The teacher summarizes the essence of the material that has been conveyed by the students and gives assignments or exercises as enrichment.

## 6. Evaluation

**Cognitive Evaluation:** The teacher evaluates students' understanding of the material through questions, quizzes, or discussions.

**Affective Evaluation:** Teachers observe students' attitudes during the learning process, such as cooperation, self-confidence, and the ability to respect other people's opinions.

**Psychomotor Evaluation:** If the material is related to practice, such as prayer or ablution procedures, the teacher assesses students' ability to do so.

### 1.2. Identifying obstacles to the application of the Student Facilitator and Explaining (SFE) strategy to foster self-confidence in fifth grade elementary school students.

In the Implementation Constraints, researchers present them in a table form accompanied by solutions to these constraints.

**Tabel 1.** Identifying obstacles to the application of the Student Facilitator and Explaining (SFE) strategy to foster self-confidence in fifth grade elementary school students.

| NO | Constraint                                                                                                                                                                                       | Solution                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | There are students who are a bit late in understanding the material presented by the teacher.                                                                                                    | The teacher repeats the material twice so that students can understand the material presented.                                              |
| 2. | There are students who are not willing to come to the front of the class to deliver a review of the material.                                                                                    | The teacher provides greater understanding and personal motivation to students who are not yet willing to provide a review of the material. |
| 3. | Lack of attention when a friend comes forward in a low voice so that the friend behind talks to himself so that he doesn't pay attention to the student who is delivering the material in front. | The teacher reminds students who are not paying attention.                                                                                  |
| 4. | There are differences in the time taken by students to deliver material reviews.                                                                                                                 | Teachers are more careful in managing time.                                                                                                 |

### **1.3. The impact of applying the Student Facilitator and Explaining (SFE) strategy to foster self-confidence in fifth grade elementary school students.**

The impact of the application of this SFE strategy according to the principal of SD Negeri 2 Kapungan, he said the positive impact that resulted from the application of this strategy. Among other things, the communication skills of students outside the classroom are more improved, when the principal gives orders to class V students, the students begin to be responsive and are not afraid to communicate with the principal and carry out orders properly, for example when the principal gives an assignment to class V students to become flag ceremony officers, students carry out more confidently than before. The impact of the application of the SFE strategy according to the Islamic Religious Education teacher at SD Negeri 2 Kapungan he said that there was also a positive impact from the application of this strategy, although at the beginning of the implementation there were several obstacles but with the passage of time and evaluation from the Islamic Education teacher, students began to be comfortable and interested in the application of this strategy, the impact that was caused in the classroom was that students began to be comfortable in Islamic Education learning activities, the ability to communicate in front of the class increased and the critical reasoning of students began to emerge and they could express their opinions without any fear anymore. The value also increased.

The impact of the implementation of the SFE strategy according to the fifth grade homeroom teacher of SD Negeri 2 Kapungan, he argued that when the homeroom teacher communicated with the PAI teacher, the homeroom teacher was also interested in applying this strategy in other lessons besides PAI lessons, he also revealed that the self-confidence of V students was less strong, especially in academic subjects such as math, English, Indonesian, so the homeroom teacher wanted to collaborate with PAI teachers in applying this strategy not only in PAI lessons but also in other subjects.

The impact of the implementation of this strategy according to class V students after being asked by researchers related to the application of the SFE strategy in PAI learning, the students feel happy and not bored in the learning process they are not just silent listening to the explanation of the teacher which was previously only done by the lecture method, with this method students become more active in the learning process recognized also their confidence increases, they are no longer afraid to express opinions or speak in front of the class, the hope of students that they are learning models like this to be developed not only in PAI lessons but in other lessons.

## **CONCLUSION**

Based on the research, it can be concluded that the application of the Student Facilitation and Explaining (SFE) strategy can increase the confidence of grade V elementary school students and can help solve problems related to lack of confidence in speaking. In front of the class and can practice expressing ideas. Because one of the negative impacts of a lack of self-confidence in students is that it can result in reduced effort in learning and cause doubts in doing something. One of the objectives of applying the facilitation and Student Interpreting (SFE) strategy is to educate students to: be able to express their thoughts and ideas without fear and doubt in their minds and hearts and must be able to express them.

As for some of the obstacles faced in the application of this strategy, the solution has been found, for further development, the positive impact of the application of this SFE strategy was expressed by several parties including the principal, Islamic education teacher, homeroom teacher and class V students. To collaborate again in solving the problem of self-confidence in class V students. The principal also expects students from grade I to grade VI to have good self-confidence, so that teachers can apply fun learning methods in order to solve these problems.

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