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Hasil Belajar: Bagaimana Eksperimentasi Model Pembelajaran FERA dalam Pembelajaran Pendidikan Agama Islam?

Learning Outcomes: How is the FERA Learning Model Experimentation in Islamic Religious Education Learning?

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Kata Kunci:
Hasil Belajar,
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Pendidikan Agama Islam

Abstrak: Guru yang lebih sering mengajar dengan cara berceramah dalam pembelajaran membuat siswa menjadi kurang aktif di kelas dan sulit memahami pembelajaran. Akibatnya, hasil belajar siswa juga menurun. Model pengajaran yang bersifat kalsik seperti ceramah dan tugas seringkali tidak memberikan pengaruh besar terhadap hasil belajar siswa. Penelitian ini bertujuan untuk menganalisis eksperimentasi model pembelajaran *Focus, Explore, Reflect, Apply* (FERA) dalam meningkatkan hasil belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SMP Negeri 29 Bandar Lampung. Model pembelajaran *Focus, Explore, Reflect, Apply* (FERA) mendorong siswa untuk aktif, berpikir kritis, merefleksi, dan menerapkan pengetahuan dalam kehidupan sehari-hari. Penelitian menggunakan pendekatan kuantitatif dengan desain *Quasi-Eksperimental Design*. Sampel Penelitian terdiri dari satu kelompok eksperimen dan satu kelompok kontrol. Teknik pengumpulan data menggunakan instrumen tes. Teknik analisis data menggunakan uji normalitas, uji homogenitas, dan uji hipotesis. Hasil analisis data menunjukkan bahwa model pembelajaran *Focus, Explore, Reflect, Apply* (FERA) berpengaruh signifikan terhadap hasil belajar siswa,

hasil uji menunjukkan nilai dengan signifikansi 0,020, karena nilai Sig. 0.020 lebih kecil dari tingkat signifikansi (< 0,05), maka dapat disimpulkan Nilai rata-rata antara kelompok eksperimen dan kontrol menunjukkan perbedaan yang signifikan. Temuan ini membuktikan bahwa penggunaan model pembelajaran yang inovatif seperti FERA Dapat mendorong peningkatan hasil pembelajaran siswa, khususnya dalam Pendidikan Agama Islam. Model FERA berhasil mendorong siswa untuk lebih aktif dan berpartisipasi dalam proses belajar, memperdalam pemahaman konsep, serta mengembangkan sikap positif seperti rasa percaya diri dan tanggung jawab. Model ini juga mampu mengatasi kekurangan metode pembelajaran konvensional yang sering kali monoton dan kurang memotivasi siswa. Oleh karena itu, penerapan model FERA sangat dianjurkan agar proses pembelajaran menjadi lebih inovatif, bermakna, dan selaras dengan nilai-nilai pendidikan Islam yang menekankan pentingnya refleksi serta penerapan ilmu dalam kehidupan sehari-hari. Penelitian ini bermanfaat untuk membantu siswa belajar lebih aktif, mendukung guru memilih model yang tepat, dan menjadi acuan bagi peneliti lain dalam mengembangkan model pembelajaran yang relevan.

Keywords:
Learning Outcomes,
FERA Learning Model,
Isla
mic Religious Education

Abstract: Teachers who frequently rely on lecturing as a teaching method often cause students to become passive in class and struggle to understand the material. As a result, student learning outcomes tend to decline. Traditional teaching models such as lectures and assignments often have minimal impact on improving students' academic performance. This study aims to analyze the experimentation of the Focus, Explore, Reflect, Apply (FERA) learning model in enhancing students' learning outcomes in Islamic Religious Education (PAI) at SMP Negeri 29 Bandar Lampung. The FERA learning model encourages students to be active, think critically, reflect, and apply knowledge in their daily lives. This research used a quantitative approach with a quasi-experimental design. The sample consisted of one experimental group and one control group. Data collection was carried out using a test instrument. Data analysis techniques included normality tests, homogeneity tests, and hypothesis testing.The results of the data analysis show that the FERA learning model had a significant effect on student learning outcomes. The test results yielded a significance value of 0.020. Since this value is less than the significance threshold (< 0.05), it can be concluded that there is a significant difference in the average scores between the experimental and control groups. These findings demonstrate that the use of innovative learning models such as FERA can contribute to improving students' academic performance, particularly in Islamic Religious Education.The FERA model successfully encouraged students to be more active and participative in the learning process, deepened their understanding of concepts, and fostered positive attitudes such as confidence and responsibility. This model also addresses the shortcomings of conventional teaching methods, which are often monotonous and fail to motivate students. Therefore, implementing the FERA model is highly recommended to make learning more innovative, meaningful, and aligned with Islamic educational values that emphasize reflection and the application of knowledge in daily life.This research is beneficial in helping students become more active learners, supporting teachers in selecting appropriate teaching models, and serving as a reference for other researchers in developing relevant instructional approaches.

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INTRODUCTION

Education plays a vital role in enhancing the quality of human resources. As a result, educational institutions must keep pace with the rapid advancements in science and technology. (Lestari & Nuryanti, 2022; Novitriani et al., 2024; Patriasya et al., 2025; Renata Ginting et al., 2022; Saidin et al., 2023). In today's fast-changing world, globalization, the swift progress of Digital technology plays a signifi cant role in modern communication and data management. has become an unavoidable influence on education. As a result, the education sector is compelled to consistently align itself with technological advancements, especially in incorporating information and communication technologies into teaching and learning processes to enhance educational quality (Jayantika & Namur, 2022; Lailan, 2024; Mia et al., 2024; R. S. Putri & Gistituati, 2023; Saodah et al., 2020; Syahrianti, 2024).

As revealed by Allah in Surah Az-Zalzalah, verses 7 and 8, the following message is delivered:

فَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَّرَهٗ ۝٧ وَمَنْ يَّعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَّرَهٗ ۝٨

Interpretation: Anyone who does even the slightest good will witness its recompense, and anyone who does even the slightest evil will likewise witness its result. (Az Zalzalah 7-8)

In Islamic Religious Education (IRE), learning outcomes encompass not only knowledge but also attitudes and behaviors that reflect noble character. Surah Az-Zalzalah, verses 7–8, teaches that every action, no matter how small, will be rewarded or punished by Allah. This principle holds great significance During the learning process, since it encourages Learners who develop honesty, discipline, responsibility, and kindness in their daily lives. By instilling this understanding, Islamic Education is essential in developing the character of students to become faithful individuals with strong moral values.

Nevertheless, the field of education continually encounters a range of issues. As noted by Fajri, these issues are classified into two categories: micro-level and macro-level problems (Alfian et al., 2023; Hendrawati et al., 2024; Kurniawati, 2022; Suncaka, 2023). As such, unvaried teaching methods, disengaging classroom environments, limited student involvement, and the mere transmission of knowledge are indicative of an uninspired and non-innovative learning process (Rahmania et al., 2023). One possible cause is the teacher's reliance on traditional lecture-based methods without incorporating instructional media, which leads to reduced student participation and a limited grasp of practical examples related to environmental awareness. This, in turn, diminishes students' motivation to engage with the topic. Conventional approaches, such as lecturing and assigning tasks, frequently lack significant influence on students' academic performance (Jafar, 2021; Khozaei et al., 2022; Nasihah et al., 2024; Sari et al., 2025; Yanuar & Intansakti, 2023).

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Learning outcomes represent the competencies students develop as a result of instructional experiences facilitated by educators. These experiences typically cover three key domains: affective, cognitive, and psychomotor (Fauhah & Rosy, 2020; Irawati et al., 2021; Nurhayati & , Langlang Handayani, 2020; Ole & Dipan, 2023; Patrama et al., 2024; Sari et al., 2025). Educational effectiveness in schools is measurable by the students' academic performance. After each instructional period, evaluations are carried out To evaluate the degree of students' success throughout The length of the learning period activities (Indira et al., 2022; Ulfah & Opan Arifudin, 2021; Yanuar & Intansakti, 2023). Employing learning models is essential in striving to attain positive educational results (Hidayati et al., 2024; Khadriah & Azizah, 2025; Nada et al., 2024; Pratiwi et al., 2025; R. E. Putri & Zuryanty, 2020; Wardana et al., 2025). Hence, educators ought to continuously make every effort to apply effective teaching methods through the use of suitable learning models in order to optimize the learning process.

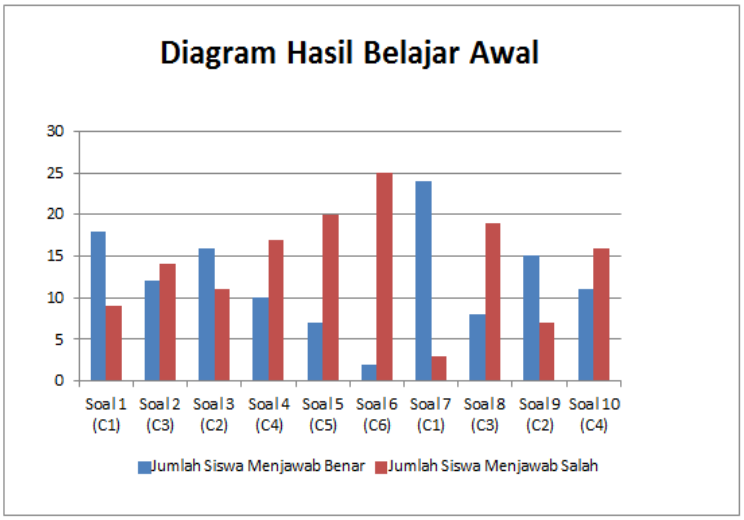

Figure 1.
Recapitulation of Student Achievement Test Scores Conducted Prior to the Research

Based on initial observations and interviews with respondents at SMP Negeri 29 Bandar Lampung, it was found that The academic achievements of eighth-grade students in Islamic Religious Studies remain low and have not yet met the Minimum Competency Criteria (MCC). This situation is attributed to a lack of innovation in the application of instructional models at the school. Therefore, the implementation of effective teaching models is necessary to improve student learning outcomes.

Based on the background and issues outlined above, the researcher aims to offer a solution to enhance student learning outcomes through the implementation of the Focus, Explore, Reflect, and Apply (FERA) instructional model. The FERA model can serve as an effective alternative for improving students' metacognitive abilities and adaptive mathematical reasoning. This model is grounded in constructivist theory,

which views learning as an active process where individuals build their own knowledge, with reality shaped by their personal experiences (Komarudin et al., 2022).

Based on research carried out by earlier scholars, including Komarudin, Novia Dwi Rahmawati, Bambang Sri Anggoro, Suherma, Sari Arfina (2022), Nisa Siti Rahmadona, Nana, Rahmat Rizal (2024) Siti Nurhalimah, Aripin, Rahmat Rizal (2024) Previous research has indicated that the application of the FERA learning model significantly improves student academic achievement. Despite numerous studies on the FERA model within the educational sector, its comprehensive implementation remains limited, especially in the context of Islamic Religious Education. The majority of existing research has concentrated on general subjects such as Mathematics, whereas investigations focusing on Islamic Religious Education are notably scarce. Consequently, this study seeks to determine the extent of the FERA model's impact on student learning outcomes in Islamic Religious Education at SMP Negeri 29 Bandar Lampung. This study proposes a novel approach to teaching Islamic Religious Education (IRE) by employing the Focus, Explore, Reflect, and Apply (FERA) learning model. This approach encourages students to engage and collaborate with their peers, thereby boosting their self-confidence, particularly among those who are typically reluctant to ask questions. The research findings indicate that this model enhances students' comprehension and academic performance. These results underscore the significance of implementing interactive, flexible, and adaptive teaching methods, contributing meaningfully to the development of more effective instructional models at SMP Negeri 29 Bandar Lampung. Education plays a crucial role in improving human quality, especially in the era of globalization marked by rapid technological advancements. Schools must be able to adapt, including by integrating technology into the teaching and learning process. In the context of Islamic Religious Education (PAI), the challenge lies not only in delivering knowledge but also in shaping students' character in accordance with Islamic values, such as honesty, responsibility, and noble behavior. Observations at SMP Negeri 29 Bandar Lampung indicate that students' learning outcomes in PAI remain low, primarily because teachers still rely heavily on lecture-based methods, which result in passive and disengaged learners. This study is important as it seeks to offer a solution through the implementation of the FERA (Focus, Explore, Reflect, and Apply) learning model, which encourages students to be more active, think critically, and gain a deeper understanding of the material. Although the FERA model has been previously studied, it has mostly been applied to general subjects such as mathematics. Therefore, this research aims to apply the model specifically to the subject of PAI, with the goal of improving learning outcomes while making the learning experience more engaging and meaningful for students.

The objective of this study is to introduce an innovative and more effective learning model, namely the FERA model, and to analyze the impact of its implementation on improving student learning outcomes, particularly in the subject of Islamic Religious Education.

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METHOD

This study adopts a quantitative research methodology, emphasizing the systematic collection, statistical analysis, and interpretation of numerical data. In order to evaluate the impact of the intervention and conduct a comparative analysis between two groups, a quasi-experimental design featuring a post-test only control group framework is employed.

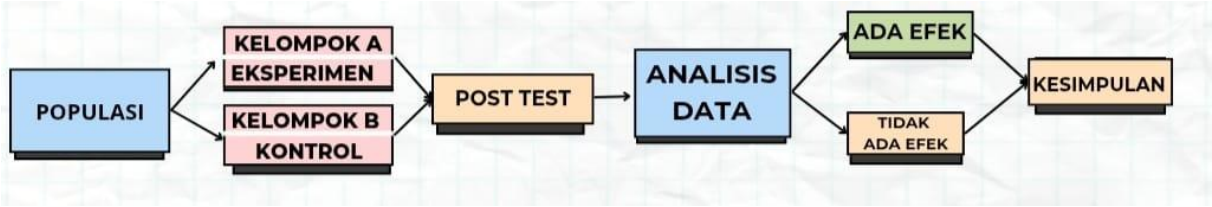

Figure 2. Quasi Experimental Design

The research was conducted on a population of 122 eighth-grade students. The sample consisted of two classes: Class VIII A (30 students) was assigned as the experimental group, while Class VIII C (31 students) served as the control group. Sampling was carried out using the Simple Random Sampling technique, allowing for the random selection of participants based on the established research criteria. Both groups were subjected to specific instructional interventions, after which a post-test was administered to assess learning outcomes and evaluate the effectiveness of the applied instructional model. The assessment instrument employed in this study was a multiple-choice test that had undergone prior validation and reliability testing. Based on the trial analysis, seven test items were identified as having significance values greater than 0.361. The value of 0.361 represents the r-table threshold used to determine whether an item is considered valid. This r-table value is not calculated directly from the data, but can be obtained using the following approximation formula:

$$r_{tabel} = \frac{t}{\sqrt{t^2+(n-2)}}$$

The value of *t* represents the critical value taken from the t-distribution table, which is determined based on the degrees of freedom (df = n - 2) and the selected level of significance, commonly set at 0.05. Meanwhile, *n* refers to the number of respondents or samples used in the study. By applying these values into the formula, the result obtained is the r-table value. This r-table value serves as a benchmark and is then compared with the calculated r value (r count) from each item to determine whether the item is considered valid. indicating that the test instrument was sufficiently valid. Meanwhile, the reliability test yielded a Cronbach's Alpha coefficient of 0.635, suggesting that the instrument is reliable and reasonably consistent in its measurement. Accordingly, the test instrument was considered suitable for evaluating the variables under investigation. Subsequent analysis was conducted using data collected from the

trial class, which underwent prerequisite testing procedures, including tests for normality and homogeneity. To examine whether there were statistically significant differences in learning outcomes between the experimental and control groups, an Independent Samples T-Test was employed in the hypothesis testing phase.

The FERA instructional model comprises several structured stages, the first of which is the *Focus* phase. In this initial stage, students are encouraged to activate and express their prior knowledge related to the topic in order to establish a clear foundation and direction for the learning process; b) students are presented with a problem by the teacher and engage in activities such as experiments or observations to find solutions (Explore); c) students process the results of these activities and draw conclusions to address the given problem (Reflect); d) students apply the learned concepts in everyday life to deepen their understanding and practical use (Apply).

RESULTS AND DISCUSSION

This study was undertaken at State Junior High School 29 (SMP Negeri 29) in Bandar Lampung, Indonesia. Data collection involved several methods, including the distribution of multiple-choice tests developed according to learning outcome indicators. The tests were subsequently evaluated to determine their validity and reliability. Presented below are the results obtained from the validity and reliability assessments

Table 1.
Description of Validity Test Results for the Trial Class

Question No	R_{tabel}	R_{hitung}	Information
1	0.3610	0.270	Invalid
2	0.3610	0.513	Valid
3	0.3610	0.463	Valid
4	0.3610	0.005	Invalid
5	0.3610	0.579	Valid
6	0.3610	0.369	Invalid
7	0.3610	0.460	Valid
8	0.3610	0.499	Valid
9	0.3610	0.318	Invalid
10	0.3610	0.604	Valid
11	0.3610	0.013	Invalid
12	0.3610	0.257	Invalid
13	0.3610	0.390	Valid
14	0.3610	0.196	Invalid
15	0.3610	0.063	Invalid

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Table 2. Description of Reliability Test Results for the Trial Class

Reliability Statistics

Cronbach's Alpha	N of Items
.635	15

Validity and reliability assessments conducted on the trial class revealed that seven test items demonstrated significance values above 0.361, confirming the adequacy of the test instrument's validity. Additionally, the reliability analysis produced a Cronbach's Alpha coefficient of 0.635, indicating that the instrument exhibits acceptable reliability and consistent measurement properties. Therefore, the test instrument is deemed appropriate for measuring the variables in this study. Following data analysis of classes 8.7 and 8.9 as experimental groups, and class 8.5 as the control group, Concerning the students' academic performance in Islamic Religious Education (IRE), the subsequent interpretations were derived:

Normality test

A normality test was performed to assess whether the obtained data were distributed normally. Data are deemed to follow a normal distribution if the significance value is greater than 0.05. The results of the normality analysis in this research are shown below.

Table 3. Description of the Normality Test Outcomes

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	1.00	.125	32	.200*	.940	32	.077
	2.00	.143	30	.121	.933	30	.060

Referring to the normality test results shown in Table 3, the significance values derived from the Kolmogorov-Smirnov and Shapiro-Wilk tests for the experimental and control groups were 0.077 and 0.060, respectively. Given that both values are greater than 0.05, it can be inferred that the data for both groups follow a normal distribution.

Homogeneity Test

A homogeneity test was carried out to examine whether the population variances in this study are equal (homogeneous) or not (non-homogeneous). If the significance value (Sig.) is greater than 0.05, the data are considered to have homogeneous variances. The results of the homogeneity analysis in this research are outlined below:

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Table 4. Description of the Results from the Homogeneity Tes

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	2.092	1	60	.153
	Based on Median	2.179	1	60	.145
	Based on Median and with adjusted df	2.179	1	59.224	.145
	Based on trimmed mean	2.179	1	60	.145

As presented in Table 4, the homogeneity test yielded a significance value of 0.153, surpassing the 0.05 criterion. The findings confirm that the variance across groups is equal, thereby fulfilling the homogeneity condition essential for conducting this research.

Hypothesis Test

To evaluate the final performance of the samples, an Independent Sample T-Test was utilized. The detailed findings of the test performed in this research are outlined below:

Table 5. Description of the Results from the Independent Sample T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	2.092	.153	2.398	60	.020	.96667	.40311	.16032	1.77301
	Equal variances not assumed			2.415	58.689	.019	.96667	.40030	.16559	1.76775

Based on the descriptive results of the Independent Sample T-Test presented above, the significance value (2-tailed) obtained was 0.020, which is less than the threshold of 0.05. Consequently, it can be concluded that there is a statistically significant difference between the mean scores of the two groups. The results suggest that implementing the FERA learning model significantly improves students' academic performance in Islamic Religious Education.

Findings from this research indicate that the FERA learning model substantially improves students' academic achievement in Islamic Religious Education at SMP Negeri 29 Bandar Lampung. This conclusion is corroborated by the results of the Independent Samples T-Test, which produced a significance value of 0.020 ($p < 0.05$). Consequently, the null hypothesis is rejected, confirming that the FERA learning model has a statistically significant impact when compared to traditional instructional methods.

The FERA learning model was developed to accommodate diverse learning styles by employing the FERA approach (Diani et al., 2019; Nurhalimah et al., 2024; Ranialini et al., 2024). The findings of this study indicate that the application of the FERA model produced a significant effect and distinct differences between the experimental and

control groups. This effect is likely due to the FERA learning model's substantial contribution to improving student learning outcomes. Overall, the analysis indicates that the FERA model positively influences academic achievement. The study concludes that the utilization of innovative instructional models has the potential to improve student learning outcomes, especially within the context of Islamic Religious Education.

The findings of this study indicate that the FERA learning model effectively improves both student engagement and academic performance. By utilizing an active learning cycle approach, FERA encourages students to concentrate on learning objectives, gain a deep understanding of concepts, reflect on their comprehension, and apply their knowledge to real-life situations. The research indicates that the FERA model is well-suited for improving critical and analytical thinking skills, as it emphasizes reflection and application processes.

The results imply that the FERA model warrants wider adoption in curriculum design, particularly for disciplines that emphasize problem-solving skills and creative thinking. The researcher recommends providing training for teachers to effectively apply this model, as well as conducting further studies to explore how it can be adapted to various learning formats, such as online learning or interdisciplinary collaboration. These findings provide a valuable basis for formulating instructional approaches that meet the requirements of 21st-century education. (Alhamuddin et al., 2021; Davy et al., 2022; Herlinawati et al., 2024; Kim et al., 2019).

The distinguishing factor of this study compared to previous research is (Budiman et al., 2019). This study investigates the effect of the FERA model on learning outcomes within Islamic Religious Education, contrasting with previous research that primarily explored the application of the FERA learning model to improve the cognitive skills of prospective elementary science teacher candidates. While the current research was conducted at SMP Negeri 29 Bandar Lampung, the earlier study was carried out at STKIP Sebelas April Sumedang. The sampling technique employed in this study was Simple Random Sampling, whereas the prior research utilized Independent Sample T-Test and Paired Sample T-Test methods. The main distinction of this investigation is its emphasis on the learning outcomes of Islamic Religious Education students at SMP Negeri 29 Bandar Lampung.

The differentiation between the present study and previous research is characterized by (Ranialini et al., 2024), This research specifically examines the effect of the FERA learning model on students' academic performance in Islamic Religious Education, whereas previous research examined the implementation of both the Focus Explore Reflect Apply (FERA) and Interactive Conceptual Instruction (ICI) models in the same academic discipline. Additionally, this study employs the Independent Sample T-Test for hypothesis testing, while the earlier study utilized the One-Way ANOVA method.

The divergence between this study and prior research is characterized by(Anawati et al., 2024), This research investigates the effect of the FERA learning model on students' academic achievement in Islamic Religious Education, while earlier

studies concentrated on applying the Focus Explore Reflect and Apply (FERA) model to improve students' critical thinking abilities in Fiqh topics. The present study was carried out at SMP Negeri 29 Bandar Lampung, whereas the previous investigation was conducted at MTs Al-Mas'udiyah Ko'olan.

Moreover, this study may provide a valuable reference for future researchers engaged in the development and assessment of innovative instructional models. The findings provide insight into the effectiveness of the FERA model and can form the basis for further research, testing in different contexts, or the development of new strategies aligned with current educational needs, including the exploration of technology integration in learning.

The effectiveness of this study is demonstrated by the Independent Samples T-Test results, which produced a two-tailed significance value of 0.020, falling below the 0.05 significance level. This indicates that the FERA instructional model exerts a statistically significant impact on students' academic achievement in Islamic Religious Education.

The findings of this research suggest that applying the FERA (Focus, Explore, Reflect, and Apply) learning model significantly enhances students' academic achievement in Islamic Religious Education. The findings of this study suggest that the FERA learning model offers an effective strategy to overcome the low academic achievement frequently associated with traditional, less engaging teaching methods. By promoting active student participation, enhancing conceptual comprehension, and fostering positive traits such as self-confidence and responsibility, the FERA model supports improved learning outcomes in Islamic Religious Education. Furthermore, the model aligns well with Islamic educational principles, emphasizing reflection and the practical application of knowledge in daily life. Consequently, educators are encouraged to implement this model to facilitate more innovative and meaningful learning experiences. This study also lays the groundwork for future investigations that could examine the use of the FERA model across diverse educational settings or in conjunction with technological tools.

CONCLUSION

This study seeks to improve student learning outcomes in Islamic Religious Education (IRE) through the application of the FERA (Focus, Explore, Reflect, Apply) learning model at SMP Negeri 29 Bandar Lampung. The FERA model has demonstrated effectiveness in fostering greater student engagement, promoting critical thinking, encouraging reflective understanding, and facilitating the practical application of knowledge. Utilizing a quantitative design with a quasi-experimental approach, the study involved one experimental group and one control group. The evaluation tool employed was subjected to rigorous validity and reliability assessments. Employing a quantitative approach with a quasi-experimental method, the research involved one experimental class and one control class. The assessment instrument used in this study underwent both validity and reliability testing, yielding a Cronbach's Alpha value of

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0.635, which signifies that the instrument is reliable. The hypothesis was evaluated through an Independent Samples T-Test, which yielded a two-tailed significance value of 0.020, falling below the 0.05 threshold. Consequently, the null hypothesis was rejected, indicating that the implementation of the FERA model exerts a statistically significant impact on students' learning outcomes.

In summary, the results demonstrate that the FERA instructional model effectively enhances student achievement and shows promise for wider application in Islamic Religious Education as well as other academic disciplines.This study has several limitations that should be considered. The research was conducted at only one school, SMP Negeri 29 Bandar Lampung, and involved only eighth-grade students; therefore, the findings may not be generalizable to other schools or different educational levels. The focus of the study was limited to cognitive learning outcomes and did not address students' attitudes or skills. Data collection relied solely on multiple-choice tests, which may not fully capture students' critical thinking abilities and overall attitudes. Furthermore, the FERA learning model was implemented over a short period, so its long-term effects remain unknown. Therefore, it is recommended that future studies involve a larger number of schools, employ more diverse assessment tools, implement the FERA model over a longer duration, integrate digital learning technologies, compare this model with other instructional approaches, and examine its influence on the comprehensive development of students' Islamic character.

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