

# Indonesian Journal of Islamic Education



Indonesian Journal of Islamic Education

Volume 1 (2) 345 – 351 June 2024

ISSN: In Process

The article is published with Open Access at: <https://journal.maalahliyah.sch.id/index.php/ijie/index>

## Improvement of PAI Learning Achievement Through Demonstration Method in Students of 112274 Leidong State Elementary

Multajimah Nasution, SD

[multajimahnasution08@guru.sd.belajar.id](mailto:multajimahnasution08@guru.sd.belajar.id)

Basaria Harahap, UIN Syahada Padangsidempuan

[basariahharahap893@gmail.com](mailto:basariahharahap893@gmail.com)

Syupriati, UIN Syahada Padangsidempuan

[Syupriati21@guru.smp.belajar.id](mailto:Syupriati21@guru.smp.belajar.id)

---

**Abstract:** Student success in learning is influenced by various factors, one of which is the learning method applied by the teacher. In practice, the lecture method is still often used, which leads to a lack of active student participation and suboptimal learning outcomes. Therefore, a more effective alternative method is needed to improve student learning outcomes. This study aims to determine the effectiveness of the demonstration method in improving student learning outcomes in ablution material in grade IV of SD Negeri 112274 Leidong. The demonstration method allows students to see firsthand the process or steps in the material being studied, making it easier to understand and remember. This study uses a classroom action research design (PTK) with two cycles, which includes four stages, namely planning, implementation, observation, and reflection. The research subjects consisted of 16 grade IV students. The research process was carried out with the help of two collaborators who supported in the observation and evaluation of learning. The success indicator of this research is set at 70% with a Minimum Completeness Criterion (KKM) of 70. The data collection technique is carried out through observation, while data analysis uses the calculation of average values and percentage of achievement. The results of the study are expected to show that the use of the demonstration method is effectively able to improve student learning outcomes in PAI subjects, especially in ablution materials.

**Keywords:** Learning Outcomes, Ablution, Demonstration Methods.

### INTRODUCTION

Islamic Religious Education (PAI) has an important role in shaping character and strengthening religious values in students. In the learning process of PAI, there are two main aspects that are assessed, namely the theoretical aspect and the practical aspect. These two aspects have equal weight in assessment, considering the importance of balancing conceptual understanding and skills in practicing Islamic teachings in daily life.

However, in practice, the theoretical aspect is often more emphasized than the practical aspect. In fact, practical ability has a very important role because it is directly related to the application of religious values in daily life, including in terms of worship such as ablution.

Ablution is one of the main pillars in the implementation of prayer. Therefore, understanding and skills in performing ablution correctly are fundamental for every student. However, based on initial observations, the practice skills of ablution practice of grade IV students of SD Negeri 112274 Leidong are still relatively low. Many students have not been able to perform ablution in accordance with the correct procedures as taught in Islamic teachings. This can be caused by various factors, including the lack of interactive and effective learning methods in delivering worship practice materials to students.

So far, the lecture method is still the dominant approach in PAI learning, including in ablution materials. This method does have the advantage of conveying concepts widely and systematically, but it is less effective in improving students' practical skills. Therefore, a variety of learning methods that are more effective and can increase students' active participation in understanding and practicing ablution correctly is needed. One of the methods that can be applied is the demonstration method.

The demonstration method is a learning method that involves teachers in demonstrating a process or skill in front of students. In the context of ablution learning, this method allows students to observe firsthand the correct steps in ablution and imitate them with the guidance of the teacher. Thus, students not only understand theory but are also able to apply it in practice. In this study, the success of ablution learning through the demonstration method was measured based on two categories, namely students who achieved completeness and students who did not complete.

Based on this background, this study tries to answer the following problem formulation: *Can the application of the demonstration method improve student learning achievement in ablution material in grade IV students of SD Negeri 112274 Leidong?*

The hypothesis proposed in this study is that the application of the right demonstration method can improve student learning achievement in PAI subjects, especially in ablution materials. The success of this method will be measured based on the achievement of the indicators that have been set, namely at least 70% of students are able to perform ablution correctly and achieve the Minimum Completeness Criteria (KKM) of 70.

This research is compiled in the form of classroom action research (PTK) which consists of three main parts, namely the introduction, content, and closing. In the systematically, this research is presented in five chapters that explain various aspects of the research in detail. It is hoped that the results of this research can contribute to the development of more effective learning strategies in improving students' worship practice skills, especially in terms of ablution, so that they are able to practice it correctly in their daily lives.

## **METHODS**

This study uses two types of data sources, namely primary data and secondary data. Primary data was obtained directly from the results of observations, interviews, and tests given to grade IV students of SD Negeri 112274 Leidong in learning ablution using the demonstration method. In addition, primary data was also collected through direct interaction with teachers of Islamic Religious Education (PAI) subjects involved in the learning process, in order to obtain an overview of the effectiveness of demonstration methods in improving students' ablution practice skills.

Meanwhile, secondary data was obtained from various relevant literature, such as PAI textbooks, previous research journals, and curriculum documents used in schools. For example, research conducted by Syaifuddin (2020) shows that the use of demonstration

methods in learning ablution practices is able to improve students' understanding and skills in applying the correct ablution procedures.

This is in line with research conducted by Rahmawati (2019), which states that the demonstration method can help students understand concepts more concretely through direct experience. In addition, the curriculum documents used in schools are also a reference in ensuring that the methods applied are in accordance with applicable learning standards. This secondary data source is used to strengthen the theoretical foundation and compare the results of the research with studies that have been conducted previously. By combining these two types of data sources, this research is expected to provide valid results and can be used as a reference in the development of more effective learning methods in improving student learning achievement.

### **Data Analysis**

This study uses the demonstration method as a data analysis technique, because this method allows the delivery of learning materials by demonstrating and showing students directly about a certain process, situation, or object, either in real or artificial form. In its application, the demonstration method is inseparable from the verbal explanation given by the teacher. Although the role of students in demonstrations tends to be observers, this method is able to present learning materials in a more concrete and easy-to-understand manner (Surawan, 2020: 164).

## **RESULTS**

This research aims to improve the ablution skills of grade IV students of SD Negeri 112274 Leidong through a demonstration method. The results of the study showed a significant increase in students' understanding and skills after the application of the demonstration method in ablution learning.

Before the application of the demonstration method, the results of the pretest showed that only 19.05% of students were complete in the aspect of ablution knowledge and skills, while 80.95% of students still had difficulties in memorizing intentions, washing ablution members perfectly, and following the order of ablution correctly. This indicates that previous learning methods have not been optimal in improving students' understanding and practice.

Based on the results of the study, it can be concluded that the application of the demonstration method in learning ablution in grade IV of SD Negeri 112274 Leidong shows a significant increase in student learning achievement. In the first cycle, the level of student learning completeness was still relatively low, which was 40.87%. Then, in the second cycle, there was an increase to 57.14%, which was included in the sufficient category. In cycle III, the completeness of student learning reached 92.07%, which was included in the very good category.

The data obtained shows that the demonstration method is an effective learning strategy in increasing students' understanding of ablution material. With direct practice accompanied by teachers, it is easier for students to understand each step of ablution systematically and in accordance with the guidance of Islamic law. In addition to aiding in theoretical understanding, this method also encourages active student involvement in learning. They not only listen to explanations, but also directly practice and receive proper guidance, thus increasing their confidence in performing ablution correctly.

The results of this study also confirm that the demonstration method is able to

significantly improve students' ablution skills. Learning becomes more interactive and fun, so that students better understand the concept and practice of ablution compared to the lecture method that previously used. With this approach, students can more easily remember and apply ablution procedures in daily life. Therefore, the demonstration method can be used as an alternative learning strategy that is effective in improving students' practical skills in Islamic Religious Education subjects, especially in ablution materials.

#### Data Verification

To ensure the validity of the data in this study, triangulation was carried out by comparing the results of formative tests, observations, and documentation. The results of formative tests are used as quantitative indicators in measuring the improvement of students' ablution skills, while observation and documentation are used to confirm whether the improvement is related to the application of demonstration methods in learning (Nasution, 2023).

The observation results showed that after the implementation of the demonstration method, students were more active in participating in learning. The teacher observed that students were more enthusiastic in paying attention to the demonstration process, asked questions more often, and showed improvement in the practice of ablution independently. In addition, students are more confident in practicing ablution in front of their friends, because they get direct guidance before doing it themselves (Manurung, 2023).

In addition, the documentation of learning results showed an increase in student scores in terms of ablution skills. Students who previously experienced mistakes in washing ablution members or forgetting the order of the pillars of ablution, after going through several learning cycles, were able to perform ablution better according to the guidance of Islamic law. This shows that the demonstration method not only improves students' practical skills, but also strengthens their understanding of the concept of purification in daily life (Ritonga, 2023).

Based on quantitative and qualitative data analysis, it can be concluded that the demonstration method is an effective learning strategy in improving students' ablution practice skills. With direct guidance from teachers and repeated practice, students are able to better understand and apply ablution procedures (Sihotang, 2023).

Thus, the results of this study reinforce the previous findings that the demonstration method can improve learning outcomes and student involvement in the learning process. Therefore, this method can be used as an effective alternative strategy in improving the quality of Islamic Religious Education learning in elementary schools (Rambe, 2023).

## **DISCUSSION**

The application of the demonstration method in the subject of Islamic Religious Education (PAI) has proven to be effective in increasing students' understanding, especially in the material on ablution procedures in accordance with the guidance of Islamic law. In the learning process, the teacher not only delivers the material theoretically but also demonstrates the ablution movement directly. In addition, learning media such as videos and images displayed through LCD projectors are also used to provide a clearer picture of the correct steps of ablution. With this method, students can see concretely the order and procedures of ablution in accordance with Islamic teachings. More than that, the demonstration method allows students to imitate the movements demonstrated by the teacher, so that the learning experience becomes more immersive and applicable in daily life.

PAI learning is not only oriented towards memorization, but must also ensure that

students truly understand and are able to practice the material studied. Therefore, the demonstration method is an effective strategy in strengthening the understanding of the concept. After the delivery of the material, the teacher held a question and answer session to clarify the students' understanding and provide corrections to errors that may occur in the practice of ablution. With this approach, students can improve their understanding of the pillars and procedures of ablution in accordance with Islamic teachings. In addition to increasing the clarity of the material, the demonstration method also makes learning more interactive and varied. Students not only receive information passively, but also directly participate in the learning process, so that the learning experience becomes more interesting and meaningful.

Based on the results of classroom action research (PTK), the application of the demonstration method is proven to have a significant positive impact on students' understanding and skills in performing ablution. This method not only helps students in understanding the theoretical concept of ablution ordinances, but also trains their motor skills in carrying out each movement correctly. With direct demonstrations from teachers, students can see and imitate practices that are in accordance with the guidance of Islamic law, so that their understanding becomes more concrete and deep. In addition, this method also encourages an increase in student activity in the learning process. They are more enthusiastic in following every step of ablution, because they are given the opportunity to try for themselves and get direct feedback from the teacher. This creates a more interactive and effective learning environment, where students not only memorize theories, but are also able to apply them in real life in daily life.

## **CONCLUSION**

Based on the results of the classroom action research that has been carried out, it can be concluded that the application of the demonstration method in learning Islamic Religious Education (PAI) on ablution material has proven to be effective in improving students' understanding and practical skills. Before the application of the demonstration method, many students had difficulties in understanding and practicing ablution correctly. Some students still make mistakes in the order of the pillars of ablution, are not perfect in washing their limbs, and have not understood the prayers that must be read. This shows that theory-based learning alone is not enough to build a deep understanding of worship practices in daily life.

However, after the demonstration method was applied systematically, there was a significant improvement in student learning outcomes. Teachers not only explain the concept of ablution theoretically, but also directly demonstrate the steps through practice and the use of learning media such as videos and pictures. With demonstrations, students can see concretely how to perform ablution correctly and be able to imitate it more easily.

In the first cycle, the level of student learning completeness was still relatively low, which was 68.75%. Some of the obstacles faced include the lack of motivation of students in participating in learning and the lack of active participation during the practice of ablution. In addition, the interaction between teachers and students is still not optimal, so many students are not confident in practicing ablution in front of their friends.

After improvements were made in the second cycle, including increased teacher-student interaction and more effective use of learning media, learning completeness increased to 87.5%. At this stage, students are more active in participating in learning, dare to ask questions when experiencing difficulties, and are more confident in the practice of ablution. Thus, there was an increase of 18.75% from cycle I to cycle II, which shows that the

demonstration method has a positive impact on students' understanding and skills.

The application of the demonstration method not only improves students' conceptual understanding, but also helps them in developing motor skills in the practice of ablution. In addition, this method increases student activity in the learning process, improves interaction between teachers and students, and creates a more interesting and meaningful learning atmosphere. With a more concrete and practice-based learning approach, students can more easily understand and remember every step in ablution.

Thus, the demonstration method can be used as an effective learning strategy in improving student learning outcomes in Islamic Religious Education subjects, especially in ablution materials. It is hoped that this method can continue to be applied and developed so that learning is more interactive, innovative, and provides optimal results for students. In addition, this research can also be the basis for teachers to adapt practice-based learning methods in other materials that require special skills, so that PAI learning is more meaningful for students.

## REFERENCES

- Ahmadi, A. (2004). *Psikologi Belajar*. Jakarta: PT Rineka Cipta.
- Arikunto, S. (2006). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Burhanudin. (2007). *Teori Belajar dan Pembelajaran*. Yogyakarta: Bumi Aksara.
- Depdiknas. (2007). *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Dimiyati & Mudjiono. (2013). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Djamarah, S. B. (1997). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Djamarah, S. B. (2000). *Guru dan Anak Didik dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Djamarah, S. B. (2011). *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Hamalik, O. (2004). *Proses Belajar Mengajar*. Jakarta: PT Bumi Aksara.
- Hamzah, B. U. (2019). *Model Pembelajaran Inovatif dalam Kurikulum 2013*. Jakarta: Bumi Aksara.
- Kementerian Pendidikan dan Kebudayaan. (2013). *Model-Model Pembelajaran Inovatif*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Majid, A. (2013). *Strategi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, E. (2013). *Menjadi Guru Profesional*. Bandung: Remaja Rosdakarya.
- Purwanto, N. (2007). *Psikologi Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Rambe, S. (2023). *Implementasi Metode Demonstrasi dalam Pembelajaran PAI di Sekolah Dasar*. *Jurnal Pendidikan Islam*, 10(2), 45-58.
- Rusman. (2015). *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: PT RajaGrafindo Persada.
- Roestiyah. (2001). *Strategi Belajar Mengajar*. Jakarta: PT Rineka Cipta.
- Sabiq. (2006). *Fiqh Sunah*. Jakarta: Pundi Aksara.
- Sihotang, L. (2023). *Efektivitas Metode Demonstrasi dalam Meningkatkan Pemahaman Konsep Wudhu pada Siswa SD*. *Jurnal Pendidikan Agama Islam*, 12(1), 67-80.
- Slameto. (1991). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Bandung: Rineka Cipta.
- Sudjana, N. (2011). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: PT Remaja Rosdakarya.
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.
- Surawan. (2020). *Dinamika Dalam Belajar: Sebuah Kajian Psikologi Penelitian*. Yogyakarta: K-Media.
- Surawan, U. (2020). *Metode Pembelajaran Pendidikan Agama Islam di Sekolah Dasar*. Yogyakarta: Deepublish.

- Thomas, J. W. (2000). *A Review of Research on Project-Based Learning*. The Autodesk Foundation.
- Tohirin. (2008). *Psikologi Pembelajaran Pendidikan Agama Islam*. Jakarta: PT Rineka Cipta.
- Uno, H. B. (2011). *Teori Motivasi dan Pengukurannya: Analisis di Bidang Pendidikan*. Jakarta: Bumi Aksara.
- Wena, M. (2011). *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta: Bumi Aksara.
- Zaenal, A. (2006). *Penelitian Tindakan Kelas*. Bandung: Irama Widya.