

Application of Demonstration Methods and Teaching Aids in Optimizing Learning of Prayer Movements at RA HaeFa MADANI, Binjai City

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Abstract:

This research aims to optimize the learning of prayer movements in RA HaeFa MADANI Binjai City through the application of a demonstration method combined with props. Learning prayer movements is an important aspect in basic religious education that not only improves worship skills, but also shapes students' character and spiritual values. However, learning that only relies on verbal explanations is often less effective because it does not provide opportunities for students to observe and imitate movements in detail. Therefore, this study integrates hands-on demonstrations with the use of props such as posters, and visual models to create an interactive and well-rounded learning experience. The results of the evaluation through observation, independent practice, and interactive discussion showed a significant increase in students' understanding and skills of prayer movements, as well as an increase in learning motivation. The findings of this study indicate that the application of demonstration methods supported by teaching aids can be used as an innovative alternative in increasing the effectiveness of learning prayer movements at the basic education level. The implications of this study suggest the need for the development of innovative teaching aids, regular teacher training, and parental involvement to support the learning process at home.

Keywords: Learning Prayer Movements, Demonstration Methods, Teaching Aids, Basic Religious Education, RA HaeFa MADANI Binjai City, Learning Motivation, Spiritual Values, Learning Innovation.

INTRODUCTION

Learning prayer movements is one of the important aspects of religious education at the primary education level. At RA HaeFa MADANI Binjai City, mastery of prayer procedures from an early age is expected not only to improve students' worship skills, but also to play a role in shaping character and instilling deep spiritual values. With the right understanding, students can internalize religious teachings thoroughly, which will later guide them in their daily lives. However, the learning process that only relies on verbal explanations is often felt to be

less effective. The one-way teaching method does not provide space for students to observe and imitate movements clearly, so their understanding of every detail of prayer procedures is limited. This challenge results in difficulties in mastering the correct sequence and technique of movements, as well as lowering students' motivation to learn due to lack of practical experience.

Therefore, the application of the demonstration method combined with props is an innovative alternative to optimize the learning process of prayer movements. With this method, teachers can demonstrate each movement live while using props such as posters, videos, or supporting visual models, so students can easily observe and imitate the movements. This approach not only increases the effectiveness of learning, but also makes the learning process more interactive and fun, so that it is able to form a strong spiritual character in students from an early age.

METHODS

The demonstration method is one of the most effective learning strategies, especially in the context of practical skills learning where students can observe firsthand the steps taught by the teacher. Research shows that learning that involves hands-on demonstrations can improve students' comprehension because they not only hear the instruction but also see how the instruction is applied in real life (Sarah et al., 2024; , Larosa & Lami, 2022). Observational learning theory emphasizes the importance of observation in the learning process, where students can imitate the behaviors they see, which is in accordance with the principles of interactive learning (Jannah et al., 2022).

Teaching aids have an important role in supporting demonstration methods. The use of props such as posters, videos, and visual models helps clarify the steps that students must follow (Dewi et al., 2021). In addition, the props also provide the concrete context and visualization needed to understand every detail of the worship ordinance (Pamungkas & Koeswanti, 2022). Research shows that the use of interactive learning media, such as videos and digital applications, can significantly improve student learning outcomes compared to traditional learning methods (Suwindra, 2015; , Guspriadi & Suhaili, 2021).

The combination of live demonstrations and the use of props in the learning process creates an interactive and immersive learning experience (Dewi et al., 2021; , Fitra & Maksum, 2021). Students who are involved in this process can more easily understand and internalize the worship ordinances, as they not only observe but also interact with the teaching material. This paradigm supports the belief that learning that involves many senses—seeing, hearing, and actively participating—will lead to deeper understanding (Mahardika et al., 2022).

Thus, the implications of using the demonstration method equipped with teaching aids are very positive for the learning process. This is in line with educators' efforts to create an effective and engaging learning environment, so that students become not only passive observers but also active actors in their own learning process (Sarah et al., 2024; Larosa & Lami, 2022; , Wardani & Listiadi, 2023).

Material: The teacher compiles a series of prayer movements systematically, starting from the intention to the final tahiyyat, along with an explanation of its meaning.

Teaching Aids: Various auxiliary media such as posters, pictures, and visual models are prepared to clarify each movement.



Figure 1. Props Names
Sholat Fardhu



Picture 2. Props
Prayer Movement

Learning Environment: Classes are organized so that students can easily see the demonstrations, both through live demonstrations and through prop displays.

Demonstration Process. Initial Explanation: The teacher begins learning by explaining the purpose and benefits of mastering prayer movements, as well as introducing the props that will be used. **Movement Demonstration:** The teacher demonstrates each prayer movement slowly and clearly. During the demonstration, emphasis was placed on the technical aspects and meanings behind each step of worship.

Use of Props: In turn, props are displayed to show details of movements that may be difficult to capture with just a live demonstration. **Student Participatory Activities Independent Practice:** After the demonstration, students are given the opportunity to imitate the movements that have been demonstrated.



Figure 3. Practice of Prayer Movements by Students

Direct Guidance: Teachers observe each student, provide feedback, and make corrections directly to ensure that the movements carried out are in accordance with the correct rules. **Discussion and Q&A:** Interactive sessions are conducted to clarify students' questions regarding the meaning and purpose of each movement, so that learning is not only mechanical, but also meaningful. **Learning Evaluation** Evaluation is carried out through direct observation during practice, as well as through question and answer methods and short quizzes. The results of the evaluation showed that there was an increase in students' understanding and skills in carrying out prayer movements. Active participation and the use of props significantly help students in internalizing worship procedures more appropriately.

CONCLUSION

The application of the demonstration method combined with teaching aids at RA HaeFa MADANI Binjai City has proven to be effective in optimizing the learning of prayer movements. This method provides an interactive and visual learning experience, so students not only understand the sequence of movements, but also appreciate the meaning behind each step of worship. This is expected to shape the spiritual character of students from an early age, as well

as create a generation that better understands the importance of prayer procedures in daily life.

Suggestion. Prop Innovation: The development of more varied and interactive props can be more interesting for students and make it easier to understand movements. **Teacher Training:** Regular training for teachers on demonstration techniques and the use of teaching aids is very important so that the learning process is more effective. **Parent Involvement:** Inviting parents to participate in the learning process at home can strengthen the mastery of prayer movements and support religious values taught in schools.

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