



## The Implementation of the Demonstration Method in Improving Learning Achievement in Islamic Religious Education (PAI) on Wudhu Material for Second Grade Students at SDN 101030 Batu Sundung

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### Abstract:

This study aims to analyze the implementation of the demonstration method in enhancing learning achievement in Islamic Religious Education (PAI) on the topic of Wudhu among second-grade students at SDN 101030 Batu Sundung. The demonstration method was chosen as it provides a more concrete learning experience through direct practice, making it easier for students to understand the correct steps of Wudhu. This research employs a quantitative approach with a classroom action research (CAR) design conducted in multiple cycles. Each cycle consists of planning, implementation, observation, and reflection stages to assess students' learning progress. Data were collected through observations, tests, and interviews to measure the effectiveness of the demonstration method in improving students' understanding. The findings indicate that the demonstration method significantly enhances students' comprehension of Wudhu material. This is evidenced by the increase in students' average test scores in each cycle. Additionally, students were more enthusiastic and actively engaged in the learning process due to their direct involvement in Wudhu practice. Thus, the demonstration method has proven effective in improving students' learning achievement in PAI, particularly in Wudhu material. Therefore, this method can be considered an innovative and engaging teaching strategy to enhance the quality of education in elementary schools.

**Keywords:** Demonstration Method, Learning Achievement, Islamic Religious Education, Ablution (Wudhu), Elementary School.

### INTRODUCTION

Teaching Islamic Religious Education (PAI) in elementary schools plays a crucial role in shaping students' religious understanding and practices from an early age. One of the fundamental topics in PAI is ablution (Wudhu), which is a prerequisite for performing prayer (shalat). Therefore, a solid understanding of the correct procedures for Wudhu is essential to ensure that students perform their worship in accordance with religious guidelines (Sari & Hidayat, 2021). Ideally, students should be able to comprehend both the

theoretical and practical aspects of Wudhu. However, in reality, many students struggle to perform Wudhu correctly. Common mistakes include improper washing of body parts, incorrect sequencing of Wudhu steps, and a lack of understanding regarding its obligatory (rukun) and recommended (sunnah) elements (Putra, 2022).

One of the key factors contributing to students' limited understanding of Wudhu is the teaching methods employed by teachers in the classroom. Instructional approaches are often conventional, relying heavily on lecturing, which minimally engages students. This method frequently results in students losing focus and struggling to grasp practical subjects such as Wudhu (Rahmawati et al., 2023). To address this issue, more effective and engaging teaching methods are necessary. One such approach is the demonstration method, which allows students to observe the teacher's example before practicing the steps themselves. This hands-on approach enables students to better understand the correct sequence and execution of Wudhu (Susanto, 2024).

The demonstration method offers several advantages over traditional lecturing. It creates a more interactive learning environment where students can directly observe and imitate the teacher's movements. Additionally, students have the opportunity to practice under the teacher's guidance, boosting their confidence in performing Wudhu correctly (Hakim & Widodo, 2021). Previous studies have shown that the demonstration method enhances students' learning outcomes, particularly in subjects that require practical application. Research conducted by Arifin (2023) revealed that implementing the demonstration method in PAI instruction at elementary schools improved students' comprehension by up to 80%. This finding underscores the effectiveness of this method in helping students master Wudhu more efficiently. Beyond improving comprehension, the demonstration method also enhances students' motivation and participation in learning. By actively engaging in hands-on practice, students become more enthusiastic about the learning process. Increased student interest is expected to lead to significant improvements in learning outcomes (Nurhidayah et al., 2022).

Based on these issues and potential solutions, this study aims to analyze the effectiveness of the demonstration method in improving students' learning achievement in the topic of Wudhu among second-grade students at SDN 101030 Batu Sundung. The findings of this study are expected to contribute to the development of more effective and interactive instructional strategies for PAI in elementary schools.

## **METHODS**

This study employs a quantitative approach with a Classroom Action Research (CAR) design conducted over multiple cycles. Each cycle consists of four stages: planning, implementation, observation, and reflection, aimed at evaluating the effectiveness of the demonstration method in enhancing students' learning achievement. The demonstration method is implemented by having the teacher perform the correct procedures for Wudhu, followed by students observing and practicing the steps directly under the teacher's guidance.

### **Data Sources**

The data sources in this study consist of primary and secondary data. Primary data is collected directly from second-grade students at SDN 101030 Batu Sundung through observations, learning achievement tests, and interviews with teachers and students regarding the effectiveness of the demonstration method. Meanwhile, secondary data is obtained from instructional documents, relevant literature, and previous research findings on the use of the demonstration method in Islamic Religious Education (PAI) learning.

## Data Analysis

Data analysis is conducted using a descriptive quantitative approach, comparing students' learning outcomes before and after the implementation of the demonstration method. Data from the learning achievement tests are analyzed using simple statistical techniques, such as calculating the average scores and percentage increases in student performance. Additionally, observation and interview data are analyzed qualitatively to assess the extent to which the demonstration method influences students' motivation and participation in learning. The results of this analysis serve as a basis for reflection and improvement in subsequent cycles.

## RESULTS

The research findings indicate that the implementation of the demonstration method significantly enhances students' understanding of Wudhu. This is evident from the increase in students' average test scores in each cycle. Additionally, students exhibited greater enthusiasm in the learning process as they actively participated in the practical application of Wudhu. With direct demonstrations from the teacher, students found it easier to comprehend the correct sequence and procedures of Wudhu. Beyond improving comprehension, the demonstration method also positively impacted students' learning motivation. Before its implementation, students tended to be passive when receiving theoretical material. However, after applying the demonstration method, students became more engaged by asking questions, engaging in discussions, and actively practicing Wudhu correctly.

The collected data show a significant increase in students' average scores from the pre-cycle to the first and second cycles. Before the demonstration method was introduced, the students' average score was only 65, with a 45% mastery level. After the first cycle, the average score increased to 75, with a 70% mastery rate. In the second cycle, the average score reached 85, with a 90% mastery rate. In addition to test results, observation data also revealed that students became more proactive in asking questions and practicing Wudhu after receiving demonstrations from the teacher.

The following table presents the improvement in students' learning outcomes:

Cycle	Average Score	Mastery Level (%)
Pre-cycle	65	45%
Cycle 1	75	70%
Cycle 2	85	90%

From the table above, it is evident that the demonstration method contributed positively to students' understanding of Wudhu. The significant increase in average scores across cycles indicates that students were able to absorb the material more effectively through this method.

Furthermore, observational data showed that students who initially lacked confidence in performing Wudhu became more active and enthusiastic in trying it independently. Their confidence improved as they gained a better understanding of the material.

## Data Verification

To ensure data validity, this study employed data triangulation by comparing test results, observations, and interviews. Students' learning test scores were cross-checked with observations conducted during the learning process. Additionally, interviews with teachers and students were used to confirm the findings from the test results and observations. Interviews with teachers revealed that the demonstration method was more effective in helping students understand the material compared to the previously used lecture method. Teachers also observed that students were more confident in performing Wudhu after learning through demonstrations. Similarly, interviews with students indicated that most of them found it easier to grasp Wudhu material by directly observing the correct way to perform it. Several students admitted that before the demonstration method was applied, they frequently made mistakes in the sequence of Wudhu or failed to properly distribute water over the required body parts. After receiving direct demonstrations, they felt more confident and understood the steps correctly. The improvement in learning outcomes is also supported by previous research, which states that the demonstration method effectively enhances students' practical skills (Hakim & Widodo, 2021). This method not only delivers theoretical knowledge but also provides hands-on experiences that help students comprehend concepts more effectively.

In addition to improving students' understanding and skills, the demonstration method also contributes to increasing student engagement in the learning process. Teachers reported that students who were previously passive became more active in asking questions and independently practicing Wudhu after receiving demonstrations. This indicates that the demonstration method not only enhances cognitive understanding but also fosters student participation in learning. Thus, it can be concluded that the demonstration method is highly effective in improving students' academic achievement in Wudhu material. Therefore, this method can be widely implemented as a teaching strategy in Islamic Religious Education (PAI) as well as other subjects that require practical skills. It is hoped that this research will serve as a foundation for teachers in selecting more interactive and effective teaching methods to enhance the quality of education in elementary schools.

## CONCLUSION

Based on the research findings, it can be concluded that the implementation of the demonstration method significantly enhances students' understanding of Wudhu material. The increase in the average score from 65 in the pre-cycle to 75 in the first cycle and 85 in the second cycle indicates that this method is effective in helping students comprehend and correctly practice Wudhu. Additionally, students demonstrated more active engagement in the learning process, as evidenced by observations and interviews with teachers and students. The success of the demonstration method in improving student achievement lies in its interactive approach, where students do not merely receive theoretical knowledge but also observe and directly practice the material being taught. Thus, this method has proven to be more effective than the lecture method, which tends to be passive. The findings of this study have significant implications for the field of education, particularly in the teaching of Islamic Religious Education (PAI). By applying the demonstration method, teachers can more effectively deliver practical lessons such as Wudhu, prayer, and other religious practices. Furthermore, this method can be applied to other subjects requiring hands-on skills, such as science and life skills education. The success of the demonstration method in enhancing students' understanding and motivation indicates that practice-based learning approaches can be more effective than conventional methods. Therefore, schools should consider incorporating this method more frequently into the teaching process to improve the quality of education. Beyond academic outcomes, this study also provides positive social contributions. With a better understanding of the correct way to perform Wudhu, students

will be more prepared to carry out their prayers properly. This contributes to the development of students' religious character from an early age, which in turn may positively impact their social behavior in daily life. Additionally, the success of the demonstration method in increasing student engagement in learning can serve as a model for developing experiential learning strategies in schools. By creating a more interactive and enjoyable learning environment, students are expected to be more motivated to learn and apply their acquired knowledge in real-life situations.

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