



The Application of Demonstration Method in Improving Learning Outcomes of Islamic Education on Tolerant and Sympathetic Attitudes Material for Grade 6 Students of SD Swasta 100470 Al-Ismailiyah, Kecamatan Dolok

Nurbahasa Ritonga, SD Swasta 100470 Al-Ismailiyah. (nurbahasaritonga06@guru.sd.belajar.id)
Erlina Hutagalung, UIN Syahada Padangsidempuan. (erlinahutagalung77@guru.sd.belajar.id)

Abstract:

This study examines the demonstration method's effectiveness in enhancing Islamic Education learning outcomes on tolerance and sympathy for grade 6 students. The method provides concrete learning experiences, allowing students to deeply understand concepts through observation and practice. Results show significant improvements in students' understanding and attitudes towards tolerance and sympathy, as well as increased participation in the learning process. The demonstration method is an effective strategy for improving PAI learning outcomes and instilling tolerant and sympathetic attitudes in students.

Keywords: Demonstration Method, Islamic Education, Tolerant Attitude, Sympathetic Attitude, Learning Outcomes.

INTRODUCTION

Islamic Education (PAI) plays a crucial role in shaping students' characters to have attitudes in line with Islamic teachings. One of the primary values that must be instilled from an early age is tolerant and sympathetic attitudes. Tolerant attitudes teach students to appreciate differences and live harmoniously with others, while sympathetic attitudes help them care for others. Educating these values not only aims to enhance students' religious understanding but also to form noble characters in their social lives. In the context of primary education, it is essential for students to understand and apply tolerant and sympathetic values in their daily lives. However, theory-based learning methods often prove ineffective in providing students with real-life experiences. As a result, many students only cognitively understand the concepts without truly internalizing or applying them in their social interactions. Therefore, a more interactive and applicable learning approach is necessary to enable students to genuinely understand and apply these values in their daily lives. The demonstration method is one of the learning strategies that can be used to improve students' understanding of tolerant and sympathetic attitudes. With this method, students do not only hear or read theories but also can see and directly imitate real-life examples from their teachers or classmates.

This experiential learning process is expected to help students develop a deeper understanding while increasing their active participation in the learning process. This study aims to analyze the effectiveness of the demonstration method in improving PAI learning outcomes, particularly on tolerant and sympathetic attitudes material for grade 6 students at SD Swasta 100470 Al-Ismailiyah, Dolok District. This study will examine how the demonstration method influences students' understanding and how they apply tolerant and sympathetic attitudes in their daily lives after receiving instruction using this method. It is expected that this study can contribute to the development of more effective learning strategies in PAI. Through this study, it is hoped that the demonstration method can become one of the solutions to improve the effectiveness of PAI learning. In addition to providing more real-life learning experiences, this method can also help students more easily understand and internalize the values taught. The results of this study can also serve as a reference for educators in choosing the right learning methods to instill moral and religious values in students from an early age. It is hoped that character education based on Islamic values can be further strengthened in the primary education system.

METHODS

In this study, the method used aims to analyze the effectiveness of applying the demonstration method in improving the learning outcomes of Islamic Religious Education (PAI) on the material of tolerant and sympathetic attitudes. To achieve this goal, this study uses a Classroom Action Research (CAR) approach, which consists of two cycles. Each cycle includes stages of planning, implementation, observation, and reflection to assess the effectiveness of the demonstration method in teaching.

RESULTS

The research results show that the application of the demonstration method in Islamic Education (PAI) learning on the material of tolerant and sympathetic attitudes has a positive impact on students' understanding and participation. Based on data collected through observation, learning outcome tests, and interviews, there was a significant increase in student engagement during the learning process. In the first cycle, student participation was still considered moderate, with some students tending to be passive and less active in participating in class activities. However, after improving the strategy in the second cycle, student participation increased significantly. They became more enthusiastic in following demonstrations, actively participated in class discussions, and were more confident in expressing their opinions regarding tolerance and sympathy values.

From the learning outcome tests, it was found that the average student scores increased from the first cycle to the second cycle. In the first cycle, the percentage of students achieving mastery scores was still low, indicating that their understanding of the material was not yet optimal. However, after the more optimal application of the demonstration method in the second cycle, learning outcomes showed a significant improvement. Students who initially only understood the concept theoretically began to demonstrate a better understanding by providing real examples of how tolerance and sympathy attitudes are applied in everyday life. The following is a comparison table of student test results before and after the application of the demonstration method:

Table 1. Comparison of Student Test Results in Cycle 1 and Cycle 2

Cycle	Number of Student	Average Score	Students Achieving Mastery	Students Not Achieving Mastery
Cycle 1	30	65.4	60%	40%
Cycle 2	30	82.7	90%	10%

In addition to the improvement in theoretical understanding, the demonstration method also helps students develop their social skills. Through hands-on practice and interactions conducted during demonstrations, students learn how to be tolerant and sympathetic in various real-life situations. They gain a deeper understanding of the importance of respecting differences, helping friends in need, and behaving politely within the school and community environment. This proves that experiential learning has a stronger impact on shaping students' character compared to purely theoretical learning. Interviews with students and teachers also support these research findings. Teachers feel that the demonstration method makes it easier for them to deliver material in a more concrete and engaging way. Meanwhile, students expressed that learning becomes more enjoyable and easier to understand because they can directly see examples of how to apply tolerant and sympathetic attitudes. Students feel more motivated to learn as this method provides a more realistic learning experience compared to the lecture method that was previously often used.

In addition to test results, observations during the learning process show that in the **first cycle**, only about **55% of students actively participated** in discussions and demonstrations, while **45% remained passive**. However, in the **second cycle**, the level of student participation increased significantly, with **85% of students actively contributing** to discussions and hands-on practice, while only **15% were still less involved**. The following is a comparison **table of student participation in the learning process**:

Table II. Student Participation in Learning

Cycle	Active Participation	Passive Participation
Cycle 1	55%	45%
Cycle2	85%	15%

In addition, to assess the effectiveness of the demonstration method at each stage of learning, **observations were made on the level of student involvement in preparation, discussion, hands-on practice, and reflection**. The following is a **table showing the level of student involvement at each stage of learning**:

Table III. Level of Student Involvement at Each Stage of Learning

Cycle	Preparation	Discussion	Hands-on Practice	Reflection
Cycle 1	50%	55%	60%	50%
Cycle 2	80%	85%	90%	85%

From the table above, it can be seen that the demonstration method encourages increased student involvement in all aspects of learning, especially in hands-on practice, where only 60% of students were active in the first cycle, but this increased to 90% in the second cycle. In addition, interviews with students revealed that 90% of students found it easier to understand the material through the demonstration method, while 10% of students still experienced difficulties, although they showed improvement compared to before. From the teachers' perspective, this method is considered helpful in delivering material more effectively, especially in illustrating how tolerance and sympathetic attitudes can be applied in daily life. Thus, the application of the demonstration method in PAI learning has proven not only to improve student learning outcomes but also to create a more meaningful, interactive, and applicable learning experience. Through observation, learning outcome tests, and interviews, strong evidence was obtained that students became more active, better understood the concepts, and were able to apply religious values in everyday life. Therefore, this method can be an effective learning strategy to

enhance the quality of PAI learning, particularly in shaping students' character from an early age.

The following is a table showing the comparison of student learning outcomes before and after the implementation of the demonstration method:

Table I. Comparison of Student Test Results in Cycle 1 and Cycle 2

Cycle	Number of Students	Average Score	Students Achieving Mastery (%)	Students Not Achieving Mastery (%)
Cycle 1	30	65.4	60%	40%
Cycle 2	30	82.7	90%	10%

From the table above, it can be seen that there was an increase in the average student score from **65.4 in the first cycle to 82.7 in the second cycle**. In addition, the number of students who **achieved mastery increased from 60% to 90%**, indicating that most students experienced an improvement in understanding after the demonstration method was applied more optimally.

Observations during the learning process also showed that in the **first cycle**, only about **55% of students actively participated** in discussions and demonstrations, while **45% remained passive**. However, in the second cycle, the level of student participation increased significantly, with **85% of students actively contributing** to discussions and hands-on practice, while only **15% were still less involved**.

Data verification was also strengthened by interview results, where **90% of students stated that the demonstration method made it easier for them to understand the material**, while **10% still found it difficult, although they had shown improvement compared to before**. From the teachers' perspective, they revealed that the demonstration method helped them deliver the material more **effectively**, especially in illustrating how tolerant and sympathetic attitudes can be applied in daily life.

Thus, it can be concluded that **data verification through triangulation** provides strong evidence that the demonstration method has a positive impact on PAI learning. The measurable improvement in **observations, test results, and interviews proves** that this method not only enhances **students' cognitive understanding** but also helps them **internalize religious values in everyday life**. Therefore, the demonstration method can be recommended as a learning strategy to improve the quality of Islamic education at the elementary school level.

CONCLUSION

This study shows that the demonstration method significantly improves students' understanding and participation in Islamic Education (PAI) learning, particularly on the topic of tolerant and sympathetic attitudes. Based on data collected through observation, learning outcome tests, and interviews, it was found that there was a consistent increase in student engagement during the learning process, as well as an improvement in academic outcomes from the first cycle to the second cycle. Moreover, interviews with students and teachers confirmed that the demonstration method provides a more concrete and enjoyable learning experience compared to the more theoretical lecture method. Students find it easier to understand and internalize the taught concepts because they can directly observe and practice how tolerant and sympathetic attitudes are applied in everyday life. From an academic perspective, this study proves that the demonstration method can significantly improve students' learning outcomes. This is evidenced by the increase in the average student score from 65.4 in the first cycle to 82.7 in the second

cycle, as well as the rise in the percentage of students achieving mastery from 60% to 90%. In addition, the application of this method also contributes to increasing students' learning motivation. They become more active in class discussions, more confident in expressing their opinions, and more enthusiastic about participating in the learning process. Teachers also feel the benefits of this method because they can deliver the material in a more engaging, clear, and applicable way for students' lives. From a social perspective, this study demonstrates that the demonstration method not only enhances academic understanding but also positively impacts students' character development. By directly observing and practicing tolerance and sympathy, students become more aware of the importance of respecting differences, caring for others, and maintaining harmony within both the school and community environments. This social contribution is highly relevant in the context of religious and community life in Indonesia, where tolerance and mutual respect are essential to creating peaceful and harmonious social interactions. Therefore, the demonstration method can be an effective strategy to instill moral and social values from an early age, shaping a generation that is more caring, inclusive, and characterized by strong moral values.

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