



Efforts to Improve the Learning Outcomes of Second Grade Students at SDN 096754 Teluk Lopian on the Subject of Wudu Through the Demonstration Method

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Abstract:

This study aims to analyze the effectiveness of the demonstration method in improving students' learning outcomes on the subject of wudu at SD Negeri 096754 Teluk Lopian. Demonstration is a teaching strategy that involves presenting or showing students a specific process, situation, or object being studied, whether real or simulated, often accompanied by verbal explanations. In this study, the method used is Classroom Action Research (CAR) with a qualitative approach. Data were collected through classroom observation to assess students' progress before and after the implementation of the demonstration method. The results of the study indicate that the demonstration method can enhance students' learning outcomes on the subject of wudu.

Keywords: Learning outcomes, wudu, demonstration method.

INTRODUCTION

This study aims to analyze the effectiveness of applying the demonstration method in improving students' learning outcomes on the subject of wudu at SD Negeri 096754 Teluk Lopian. The demonstration method is a way of presenting lessons by showing or demonstrating to students a particular process, situation, or object being studied, whether real or simulated, often accompanied by verbal explanations. Through the demonstration method, students' reception of lessons becomes more deeply embedded, forming a better and more comprehensive understanding (Djamarah, 2014). The demonstration method is a presentation of the process of an event or object, including the demonstration of behavior so that students can understand it either in its real or simulated form (Syaiful Sagala, 2011). It is expected that the effective use of the demonstration method in learning will improve students' academic performance.

Islamic religious education plays a crucial role in shaping students' character and morals. One fundamental subject in Islamic religious education is wudu, which is a prerequisite for performing prayer. A good understanding of the procedures, pillars, and

sunnah of wudu is essential for students to perform worship correctly and in accordance with Islamic teachings.

In reality, conventional methods such as lectures and discussions are frequently used, making certain curriculum-based subjects less engaging for students. As a result, students often feel disinterested, and teachers' explanations become less comprehensible, leading to difficulties in learning. This issue highlights the need for teaching methods that align with students' preferences and effectively relate one subject to another, ensuring successful learning outcomes.

This study will explore instructional methods that can be implemented to enhance students' understanding and skills in performing wudu correctly. Through a more effective and engaging approach, students are expected to master the subject of wudu and apply it in their daily lives.

METHODS

The data sources in this study consist of two types: primary and secondary data. Primary data were obtained directly from research participants, namely second-grade students of SDN 096754 Teluk Lapian who participated in wudu lessons using the demonstration method. Primary data refers to data collected directly from research subjects to answer the research questions (Ahyar et al., 2020).

In addition to primary data, this study also utilizes secondary data obtained from research journals and reference books related to the effectiveness of the demonstration method in teaching the procedures of wudu. Secondary data includes graphical documents (tables, notes, meeting minutes, text messages, etc.), photographs, films, video recordings, artifacts, and other materials that enrich the primary data (Arikunto, 2013).

This study employs a qualitative approach. Qualitative research methods generate descriptive data in the form of written or spoken words from people and observable behavior. The type of research used is Classroom Action Research (CAR). Suharsimi Arikunto explains that experts generally outline four main stages in classroom action research: Planning, Implementation, Observation, Reflection (Jhoni, 2013).

RESULTS

The research results indicate a significant improvement in students' learning outcomes after the implementation of the demonstration method. Students became more active and motivated in learning, leading to an increase in their academic performance. Based on observations conducted during the study, students demonstrated an improvement in their learning outcomes, particularly in performing ablution (wudhu). Initially, some students struggled with practicing the correct steps of wudhu, but they showed progress and were eventually able to perform wudhu accurately and correctly. Additionally, interviews with teachers revealed that the applied method was more engaging and facilitated the teaching process compared to conventional methods.

The collected data also indicate that the majority of students who participated in learning through the demonstration method experienced an increase in their final test scores compared to their initial test scores. The average student score improved from 65% before the implementation, as many students still made mistakes in the sequence of wudhu or did not fully understand which body parts should be washed correctly. After applying the demonstration method, the average score increased to 85%, and students felt more confident in practicing wudhu after observing a direct demonstration from the teacher. This finding suggests that the demonstration method has a positive impact on enhancing students' learning outcomes in wudhu material.

The following observation table illustrates the effectiveness of the demonstration method in improving students' understanding of wudhu:

Observation Aspect	Before Demonstration Method	After Demonstration Method
Student Participation	50% of students active	80% of students active
Understanding of Wudhu Pillars	60% of students understand	90% of students understand
Student Interest	55% show interest	85% show interest
Wudhu Practice Ability	55% correct	90% correct
Average Test Score	65	85

From the table above, it is evident that the average wudhu proficiency score before the implementation of the demonstration method was 65, which then increased to 85 after applying the method, reflecting a 25% improvement. This result indicates that the demonstration method effectively enhances students' learning outcomes.

In addition to test results, observations during the learning process also recorded behavioral changes in students. Before implementing the method, many students tended to be passive and lacked confidence in practicing wudhu. However, after the demonstration-based learning was conducted, they exhibited increased participation, confidence, and seriousness in following the lesson. Students became more confident in practicing wudhu after observing direct demonstrations from the teacher. Interviews with teachers also supported these findings. Teachers stated that the demonstration method was more effective than merely providing theoretical explanations or reading texts. They also noted that this method was more effective than conventional approaches, which rely solely on memorization without adequate practice.

Overall, it is evident that the demonstration method has a significant impact on improving students' understanding and skills in performing wudhu. The data suggest that this approach is more effective than theory-based learning alone. Therefore, it is hoped that this method can be widely implemented in other schools to optimize students' learning outcomes in wudhu material.

Data Verification

To ensure the validity of the obtained data, this study conducted data triangulation through multiple techniques, including student ability tests, direct observations, and interviews with students and teachers. The tests were conducted in two phases: before and after the implementation of the demonstration method, to measure the extent of students' learning improvement. The test results were then compared with observational data that recorded student behavior during the learning process, including activeness, accuracy in practicing the wudhu sequence, and reciting prayers before and after wudhu.

Observations during the learning process provided insight into changes in students' attitudes and skills in performing wudhu. Before implementing the method, some students made mistakes in the wudhu sequence or did not fully understand the body parts that needed to be washed correctly. However, after applying the demonstration method, mistakes were reduced by up to 15%, indicating a significant improvement in understanding. Students felt more confident in performing wudhu after observing a direct demonstration by the teacher.

Additionally, interviews with students and teachers were conducted to reinforce the findings obtained from the tests and observations. The interviews aimed to understand students' experiences during the learning process and teachers' perceptions of the effectiveness of the implemented method.

Teachers stated that the demonstration method was more effective than merely providing theoretical explanations or reading texts. Several students also considered the demonstration method more engaging and easier to understand compared to the lecture-based method they had previously encountered.

In interviews, some students admitted that they initially struggled to practice the correct wudhu sequence. However, after participating in learning through the demonstration method, they felt more confident in performing wudhu after observing a direct example from the teacher.

Data verification was carried out by comparing this study's findings with previous studies discussing the effectiveness of similar methods in wudhu learning. The results of this study are consistent with research conducted by Sabli (2020), which stated that the demonstration method could enhance students' learning interest, making it a viable alternative teaching method for Islamic Religious Education in elementary schools.

Besides Sabli (2020), this study also references the findings of Rina & Endayani (2020), which demonstrated that the demonstration method could improve students' learning outcomes. Their study highlighted that previous analyses of the demonstration method emphasized factors such as teachers' instructional strategies, students' comprehension levels, and the effectiveness of the method in enhancing learning outcomes. Prior to implementing the demonstration method, student performance was relatively low, but after its application, student scores significantly improved, satisfying various stakeholders. However, one of the main challenges teachers faced was the lack of well-prepared instructional materials.

To ensure data accuracy, this study also applied a reliability test by repeating the assessment with several students. Consistent test results confirmed that the observed improvement was not coincidental but a direct result of the implemented teaching method. Therefore, it can be concluded that the demonstration method significantly impacts students' learning outcomes in wudhu material.

With the validity of the data tested through various techniques, this research provides important contributions to Islamic religious education, particularly in enhancing the quality of religious instruction in schools. Hence, the demonstration method can be recommended for wider implementation in religious education to improve students' understanding.

Overall, data verification in this study demonstrates that the demonstration method effectively enhances the learning outcomes of second-grade students at SDN 096754 Teluk Lopian in wudhu material. This method yields more optimal results compared to conventional teaching methods. The findings of this study are expected to serve as a reference for other schools in implementing similar methods to enhance students' proficiency in wudhu.

CONCLUSION

Based on the results of the research conducted, the author can draw the following conclusion: The use of the demonstration method in wudu learning in Grade II at SDN 096754 Teluk Lopian is able to provide an enjoyable experience for students, resulting in an increase in students' self-confidence in performing wudu as well as their active participation in learning, as expected. This can be seen from the percentage increase in learning mastery as follows: In the initial study on wudu material, the average score was 60% before the demonstration method was applied. Meanwhile, the score increased to 80% after the demonstration method was implemented.

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