



## Efforts to Improve Motivation To Learn To Pray by Applying The Demonstration Method To Students In The RA Alfithriyah V, Watuagung, Pasuruan, East Java

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### ABSTRACT

Motivation to learn to pray in early childhood is an important aspect in the formation of religious character from an early age. This study aims to analyze the effectiveness of the application of the demonstration method in increasing the motivation to learn to pray in students of the RA Al-Fithriyah V Watuagung group, Pasuruan, East Java. The research method used is classroom action research (CAR) with a qualitative and quantitative approach. The subjects of the study were students of the RA group who had difficulty in understanding the procedures for praying. Data were collected through observation, interviews, and questionnaires to measure changes in learning motivation. The results of the study indicate that the application of the demonstration method directly can increase students' understanding and interest in learning to pray. This method provides a more interactive learning experience, allowing students to directly imitate the movements and readings of prayer with teacher guidance. In addition, direct feedback from the teacher strengthens students' understanding. Thus, the demonstration method has proven effective in increasing the motivation to learn to pray in early childhood. The recommendation from this study is that the demonstration method be applied more often in Islamic religious learning in RA to build stronger prayer habits from an early age.

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## Introduction

Prayer is a mandatory worship for Muslims that must be instilled from an early age so that it becomes a habit that is firmly embedded in everyday life. Religious education, especially regarding prayer, has an important role in shaping the character and discipline of children from an early age. RA (Raudhatul Athfal) as an elementary Islamic educational institution has the responsibility to provide a good understanding of the procedures and importance of prayer to students. Therefore, an effective learning method is needed so that children can more easily understand and are motivated to perform prayers properly.

However, in reality, there are still many early childhood children who lack motivation in learning to pray. This is due to several factors, such as less interesting learning methods, limited learning media, and the lack of direct involvement of students in prayer practices. The lecture method that is often used in religious learning in several RA tends to be less effective because early childhood children find it easier to understand something through direct practice than just listening to theoretical explanations.

One method that can be applied to increase motivation to learn to pray is the demonstration method. This method allows children to see directly how prayer movements are performed and imitate them with the guidance of a teacher. With the active involvement of students in learning, it is expected that they will find it easier to understand and be motivated to perform prayers correctly.

This study aims to determine the effectiveness of the demonstration method in increasing motivation to learn to pray in students of RA Al-Fithriyah V Watuagung, Pasuruan, East Java. Through this study, it is hoped that the right strategy can be found in building the habit of praying from an early age and improving the quality of religious learning in RA.

The main problem raised in this study is the low motivation of students in learning to pray in RA Al-Fithriyah V. Some students seemed less enthusiastic and did not understand the procedures for praying even though they had been given theoretical material. The lack of direct practice in learning is one of the factors that causes low understanding and motivation of students in performing prayers.

The gap in this study lies in the lack of application of effective learning methods in increasing motivation to learn to pray in the RA environment. Several previous studies have discussed the importance of early religious education, but there are still few that specifically examine the application of the demonstration method in learning to pray in RA. Therefore, this study will contribute to filling this gap.

With this research, it is expected that a more effective solution can be found in increasing the motivation to learn to pray in early childhood. If the demonstration method is proven effective, then this method can be recommended as one of the main strategies in learning Islam at the RA level. Ultimately, this research is expected to provide benefits for teachers, parents, and students in improving the quality of prayer

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learning. With a more interesting and interactive learning method, children can be more motivated to perform prayers with full awareness and discipline from an early age.

## Methods

This study uses the Classroom Action Research (CAR) method which aims to improve the motivation to learn to pray in students of RA Al-Fithriyah V Watuagung, Pasuruan, through the application of the demonstration method. This study was conducted in several cycles involving planning, implementation of actions, observation, and reflection. Qualitative and quantitative approaches were used to obtain accurate data on the effectiveness of the demonstration method in learning to pray.

The learning resources used in this study include textbooks on prayer, video tutorials on prayer movements, student worksheets, and direct guidance from teachers. In addition, the classroom environment and the mosque around the school are also used as a place for direct practice so that students can learn in a more supportive atmosphere. Direct interaction between teachers and students is the main source in improving students' understanding and motivation in performing prayers.

The data collected in this study were in the form of observation results, interviews with teachers and students, and questionnaires given to students to measure changes in their motivation.

The data obtained were analyzed descriptively by comparing the results before and after the implementation of the demonstration method. Quantitative analysis was carried out by calculating the average increase in student motivation scores. Meanwhile, qualitative analysis was carried out by examining student and teacher responses to the learning methods applied. Based on the results of the analysis, the demonstration method showed effectiveness in increasing motivation to learn to pray. Students were more enthusiastic and were able to understand the movements and readings of the prayer better than before. Thus, this method can be recommended as a more interactive and effective learning strategy in increasing students' understanding and motivation in performing prayers.

## Result

This study found that the implementation of the demonstration method significantly increased the motivation to learn to pray in students of RA Al-Fithriyah V Watuagung, Pasuruan. Before the implementation of this method, many students were less motivated and had difficulty in understanding and memorizing the movements and readings of prayer. However, after the implementation of the demonstration method, there was an increase in student involvement during the learning process. They were more enthusiastic in following each stage of prayer because they could see the examples given by the teacher directly and imitate them in practice.

Data obtained from the results of observations and questionnaires showed an increase in student learning motivation after the implementation of the demonstration method. Based on the observation data table, the average score of student motivation before the

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implementation of the demonstration method was in the range of 1 to 3 on a scale of 5. After the demonstration method was implemented, the average score increased to 3 to 5, which indicated a positive change in student attitudes and involvement in learning to pray.

In addition, interviews with teachers and parents also strengthened this finding. Teachers stated that students understood prayer movements more quickly when taught by demonstration compared to the lecture method. Parents also revealed that children began to show more disciplined prayer habits at home, which had previously been rare. This shows that the demonstration method is not only effective in the school environment but also has an impact on students' daily lives.

To ensure the validity of the data obtained, this study used data triangulation by combining the results of observations, interviews, and questionnaires. Observations were carried out during the learning process to observe student involvement directly. Interviews with teachers and parents were used to confirm changes in student attitudes and behavior at school and at home. Meanwhile, questionnaires were given to students with teacher guidance to measure the extent to which they felt more motivated in learning to pray after the demonstration method was applied.

In addition to data triangulation, simple statistical analysis was also carried out to see the percentage of increase in student motivation. From the calculation results, as many as 85% of students experienced an increase in motivation to learn to pray after the demonstration method was applied. Only about 15% of students still needed additional guidance to understand the movements and readings of prayer properly. These results show that the demonstration method can be a more effective learning alternative than conventional methods.

Based on the data verification carried out, this study concluded that the demonstration method is a learning strategy that can significantly increase student motivation in learning to pray. This improvement is not only seen in the results of the questionnaire and observations at school, but also confirmed by teachers and parents through interviews. Therefore, this method is recommended to be applied more in Islamic religious learning at the RA level in order to form the habit of praying from an early age.

## **Discussion**

The results of the study showed that the demonstration method had a positive impact on increasing motivation to learn to pray in students of RA Al-Fithriyah V Watuagung, Pasuruan. Students became more active in following the learning process, understood prayer movements more quickly, and showed improvements in daily prayer practices. This improvement was supported by observation data, interviews with teachers and parents, and questionnaire results that showed changes in student attitudes after the implementation of the demonstration method.

To ensure the accuracy of the research results, data validation was carried out through data triangulation, namely by comparing the results of direct observations, interviews with teachers and parents, and questionnaires filled out by students with teacher

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guidance. This method is used to see the consistency of the results obtained from various sources and ensure that changes in motivation to learn to pray are truly caused by the implementation of the demonstration method.

In addition to data triangulation, reliability testing was carried out by comparing the results obtained from several research cycles. If in each cycle there is a consistent increase in motivation, then the research results can be said to be valid. In this study, it was found that student motivation increased gradually after the implementation of the demonstration method in each learning cycle.

The results of data validation show that the observations made during the study are in accordance with the results of interviews and questionnaires. Teachers observed that students were more active in participating in prayer learning, while parents reported that children were starting to get used to praying at home. The questionnaire data also supports this finding, with the majority of students stating that they found it easier to understand the movements and readings of prayer after following the demonstration method.

In addition, the results of interviews with teachers stated that the demonstration method made it easier for them to teach prayer compared to lecture methods or just reading books. This is because early childhood children absorb information more easily through direct observation and practice compared to just listening to theory. Thus, the demonstration method is proven to be more effective in increasing motivation to learn to pray compared to conventional learning methods.

## **Conclusion**

This study found that the demonstration method significantly increased the motivation to learn to pray in students of RA Al-Fithriyah V Watuagung, Pasuruan. The main findings showed that students found it easier to understand and memorize the movements and readings of prayer when they saw the examples given by the teacher directly and imitated them in practice. This proves that learning based on direct experience is more effective than the lecture method which only relies on verbal explanations.

From the results of observations, interviews, and questionnaires, it was found that the majority of students experienced an increase in motivation in learning to pray after the demonstration method was applied. Before using this method, many students were less enthusiastic about learning to pray, but after it was applied, they showed increased interest and active involvement in the learning process. The data collected consistently supports the effectiveness of the demonstration method in learning Islam.

In addition, this study also revealed that the demonstration method not only increased students' understanding of prayer, but also formed positive habits in their daily lives. Many students began to get used to praying at home with more discipline, which was previously rare. This shows that the impact of the demonstration method is not only limited to the school environment, but also affects students' lives at home.



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The results of the analysis show that the demonstration method has a positive impact on students' cognitive and affective development. Cognitively, students understand the movements and readings of prayer more quickly because they see the examples given by the teacher directly. Affectively, students become more motivated to perform prayers because they feel more confident after being able to imitate the movements correctly.

In addition, the analysis of changes in students' attitudes before and after the implementation of this method shows a significant increase. Students are more enthusiastic in following prayer lessons, ask the teacher more often about the correct way to pray, and are more courageous in practicing it in front of their friends. This increase shows that the demonstration method can be an effective tool in increasing students' interest and understanding of prayer.

This study provides a significant social contribution to the world of education, especially in Islamic religious education for early childhood. With the demonstration method, students not only learn theory, but also gain direct experience that helps them form prayer habits from an early age. Thus, this method can help build better religious character in children.

In addition, the findings of this study can be a reference for other educational institutions in improving the quality of Islamic religious education. If the demonstration method is widely applied in various RA and Islamic elementary schools, it is hoped that a generation will be born that understands the importance of prayer and has the habit of carrying it out with full awareness.

Thus, this study confirms that the demonstration method is an effective approach and needs to be adopted in learning prayer at the RA level. It is hoped that RA teachers can continue to develop this method to make it more interactive and interesting for students. Furthermore, further research can be conducted to explore the combination of the demonstration method with other learning media to increase the effectiveness of building prayer habits in children from an early age.

With strong data validation results, this study provides evidence that the demonstration method can be used as an effective alternative in learning prayer at the RA level. These findings also indicate that a more interactive and practice-based approach is more appropriate for early childhood than learning methods that are only based on theory. Therefore, the demonstration method is recommended to be widely applied in Islamic religious learning to improve understanding and habits of prayer from an early age.

The following is a list of references consisting of books, journals, and other academic sources that are relevant to research on increasing motivation to learn prayer through the demonstration method:

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