



Improving Students' Understanding and Practice of Worship in Islamic Education Learning Using Interactive Learning Methods at SD Negeri 1306 Siborong-Borong

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ABSTRACT

This study aims to improve students' understanding and practice of worship through Islamic Religious Education at SDN 1306 Siborong-Borong. The research method used is classroom action research (CAR) with qualitative and quantitative approaches. The subjects of the study were students in one of the classes at SDN 1306 Siborong-Borong. This study was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages to identify improvements in students' understanding and practice of worship. The results of the study showed that the application of interactive learning methods, such as demonstrations of worship, group discussions, and direct practice, significantly improved students' understanding of worship materials. In addition, this method also contributed to changes in students' habits in carrying out worship, such as praying on time, reading prayers before and after activities, and increasing their awareness of religious values in everyday life. Thus, innovative Islamic Religious Education can be an effective strategy in improving the quality of students' understanding and practice of worship from an early age. It is hoped that the results of this study can be a reference for teachers in developing learning methods that are more interesting, applicable, and in accordance with students' needs in Islamic Religious Education in elementary schools.

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Introduction

Islamic Religious Education plays an important role in shaping students' religious character from an early age. Through effective learning, students are expected to not only understand the concept of worship in theory but also be able to practice it in their daily lives. According to Wibowo (2021), good religious learning can shape students'

religious attitudes and increase their awareness in carrying out worship consistently. However, many students still have difficulty understanding the procedures for worship and do not apply them in their daily lives.

Problems in learning Islamic Religion are often caused by teaching methods that are less interesting and do not provide direct practical experience. A study conducted by Suryadi & Hidayat (2022) shows that students tend to understand worship material better when given the opportunity to practice directly compared to only receiving theoretical explanations. Therefore, a more interactive learning method is needed so that students can understand and internalize the concept of worship better.

In addition to learning methods, environmental factors also play a role in forming students' worship habits. According to research conducted by Rahman (2023), the school and family environments have a major influence on children's worship habits. When the environment is supportive and provides good examples, students are more likely to get used to performing worship properly and correctly. However, if the environment does not provide good examples, students tend to be less motivated in carrying out worship.

In the context of education at SDN 1306 Siborong-Borong, it was found that many students did not understand the procedures for worship as a whole and were less disciplined in carrying them out. This is reinforced by the results of observations made by teachers, where many students still do not understand the movements and readings in prayer and daily prayers. According to Susanto (2020), this lack of understanding can be caused by the lack of student involvement in learning that is applicative and contextual.

As an effort to overcome this problem, this study aims to improve students' understanding and practice of worship through the application of more interactive learning methods. Some of the strategies that will be implemented include demonstrations of worship, group discussions, and direct practice. According to research by Maulana (2021), practice-based learning methods are more effective in improving students' understanding of religious material than conventional lecture methods.

This study uses a Classroom Action Research (CAR) approach which is carried out in two cycles. Each cycle consists of four main stages, namely planning, implementation, observation, and reflection. Through this approach, the effectiveness of the applied learning methods can be measured and adjusted based on the evaluation results of each cycle (Suyanto, 2022). Thus, it is expected that there will be a significant increase in students' understanding and practice of worship.

It is hoped that by implementing innovative learning methods, students can better understand the concept of worship in depth and apply it in their daily lives. According to Wahyuni (2023), a learning approach that prioritizes active student involvement can increase their learning motivation and form positive, sustainable habits. Therefore, this

study not only aims to improve student learning outcomes but also to form a strong religious character.

However, in its implementation, there are several challenges that may be faced, such as time constraints in the learning process and different levels of student understanding. According to Yusuf (2021), the diversity of students' levels of understanding in one class can be a challenge for teachers in delivering material effectively. Therefore, a flexible strategy is needed that is oriented towards the individual needs of students so that learning objectives can be achieved optimally.

From the results of previous studies, it can be concluded that the use of more interactive and applicable learning methods has the potential to improve students' understanding and practice of worship. In addition, teacher involvement and the school environment are also very important supporting factors in forming students' religious habits (Hakim, 2022). With the support of various parties, it is hoped that Islamic religious learning at SDN 1306 Siborong-Borong can run more effectively and have a positive impact on students' spiritual development. Thus, this study is expected to provide a real contribution in improving the quality of Islamic religious learning, especially in terms of students' understanding and practice of worship. In addition, the results of this study can also be a reference for teachers in developing more innovative learning methods that are in accordance with students' needs. As stated by Nasution (2023), good religious education not only provides knowledge but also forms character and good habits that will have a lifelong impact.

Methods

This study uses the Classroom Action Research (CAR) method which aims to improve students' understanding and practice of worship through Islamic religious learning at SDN 1306 Siborong-Borong. The data sources in this study consist of primary data and secondary data.

Primary data were obtained directly from students who were the subjects of the study through observation, interviews, and evaluation tests before and after the application of interactive learning methods. Secondary data were obtained from learning documents, research journals, reference books, and previous research results related to improving students' understanding and practice of worship in Islamic religious learning.

The subjects of the study were students in one of the classes at SDN 1306 Siborong-Borong, who were selected based on the results of initial observations of problems with understanding worship. In addition, teachers who teach Islamic religious subjects were also sources of data through interviews and reflection notes during the study.

The data in this study were collected through several techniques, namely: 1). Observation: Directly observing the process of Islamic religious learning and student behavior in carrying out worship before and after the application of interactive learning methods. 2). Interview: Conducting interviews with students and teachers to obtain information about students' understanding and habits of worship. 3). Evaluation Test:

Conducting pre-test and post-test to measure the improvement of students' understanding of worship procedures. 4). Documentation: Collecting data in the form of photos, videos, and learning outcome notes as evidence of changes in students' understanding and practice of worship.

The data that has been collected is analyzed using qualitative and quantitative descriptive analysis methods. Qualitative analysis is obtained from observation data, interviews, and documentation analyzed using descriptive techniques, namely identifying patterns of changes in students' understanding and practice of worship during the study. The data is then categorized based on indicators of students' understanding and practice of worship to see their development after the implementation of interactive learning methods. Quantitative analysis is carried out on data from the evaluation test analyzed quantitatively by comparing the results of the pre-test and post-test using simple statistical techniques, such as the percentage increase in student understanding.

These results are used to determine the effectiveness of the learning methods applied in improving students' understanding and practice of worship. With a combination of qualitative and quantitative analysis, this study is expected to provide a clear picture of the impact of interactive learning methods on students' understanding and practice of worship at SDN 1306 Siborong-Borong.

Result

After conducting classroom action research (CAR) in two cycles, it was found that students' understanding and practice of worship had increased significantly. Data were collected through observation, interviews, evaluation tests, and documentation during the learning process. The data obtained provided a clear picture of the effectiveness of interactive learning methods in improving students' understanding and practice of worship at SDN 1306 Siborong-Borong.

Observations were conducted to see changes in students' understanding and practice of worship before and after the implementation of interactive learning methods. In the first cycle, it was found that there were still some students who did not understand the procedures for worship, especially in the movements and readings of prayer. However, after demonstrations and direct practice, students began to show improvements in understanding and memorizing the readings of worship.

In the second cycle, the majority of students were able to perform worship correctly and showed increased discipline in daily practice, such as reading prayers before and after activities and performing prayers on time. Students who were initially less enthusiastic about participating in Islamic religious lessons began to show greater interest and were active in practicing worship.

Interviews were conducted with students and teachers to obtain more in-depth information regarding the impact of interactive learning methods on students' understanding and practice of worship. Interviews with students showed that interactive

learning methods were more interesting than lecture methods. Students find it easier to understand the material because they can directly practice worship in learning.

Meanwhile, interviews with teachers revealed that students' active involvement in practicing worship made them more confident and had better worship habits than before. Teachers also stated that this approach helped increase students' motivation in understanding Islamic teachings more deeply.

Evaluation tests were conducted to measure the increase in students' understanding of worship procedures before and after the implementation of interactive learning methods. The following are the results of the evaluation test after the implementation of interactive learning methods.

The pre-test conducted before the implementation of the interactive method showed that the average student understanding of worship was still low, with an average score of 65. After the first cycle, there was an increase in the average score to 75, and after the second cycle the average score increased to 85. This increase shows that the practice-based and interaction-based learning method has a positive impact on students' understanding of worship material.

Documentation in the form of photos and videos during learning shows that students are more active and enthusiastic when participating in worship demonstrations. This documentation also shows a change in students' attitudes towards Islamic religious learning, where they are more focused and motivated in understanding the procedures for worship.

Teacher reflection notes also show that students who initially did not understand the movements and readings of worship began to show significant development after participating in practice-based learning. This shows that a more interactive learning approach is able to increase student involvement directly in understanding Islamic teachings.

To ensure the validity of the research findings, the data collected was verified through triangulation, namely:

Source Triangulation where Data is compared between the results of observations, interviews, and evaluation tests to ensure the accuracy of the findings. The results of interviews with students and teachers were confirmed with the results of direct observations in class and outside the classroom. The results of triangulation show that data from various sources have high consistency.

Technique Triangulation where data is collected using various techniques, such as observation, interviews, evaluation tests, and documentation, thus providing a more comprehensive picture of the improvement of students' understanding and practice of worship. The results of these various techniques complement each other and provide strong evidence regarding the effectiveness of the learning methods applied.

Time Triangulation where data is collected at several stages of the study (before, during, and after the implementation of interactive learning methods) to see the development of students gradually. The results of time triangulation show a consistent increase from the first cycle to the second cycle, which indicates the success of the method used.

The results of the verification show that the data obtained are consistent and valid, so it can be concluded that the interactive learning method is effective in improving students' understanding and practice of worship at SDN 1306 Siborong-Borong. This study also confirms that a practice-based and interaction approach is able to build stronger worship habits among students.

Based on the results of the study, it can be concluded that the application of interactive learning methods in Islamic religious learning can significantly improve students' understanding and practice of worship. This method not only provides theoretical understanding but also encourages students to practice worship in everyday life.

With the increase in evaluation test scores and changes in students' attitudes towards worship practices, it is hoped that this learning method can continue to be applied and developed in Islamic religious learning in elementary schools. The results of this study can also be a reference for teachers in developing more innovative and applicable learning methods to improve the quality of Islamic religious education at the elementary school level.

Discussion

Data validation in this study was conducted to ensure the accuracy and consistency of the results obtained from various data collection techniques, such as observation, interviews, evaluation tests, and documentation. The validation process was carried out through triangulation of sources and methods to strengthen the research findings.

Source Triangulation: Data was compared from various parties, namely students, Islamic Religion teachers, and evaluation test results. Interviews with teachers were conducted to verify changes in students' understanding and practice of worship after the implementation of interactive learning methods. The results of teacher observations were also confirmed with student reflections on their understanding of worship material.

Method Triangulation: Comparisons were made between quantitative data (pre-test and post-test results) and qualitative data (observations and interviews). The results of documentation in the form of photos and field notes were used to confirm student involvement in worship practices. Based on the validation process, it was found that the data obtained showed consistency and supported the initial hypothesis that interactive learning methods can improve students' understanding and practice of worship.

The results of the pre-test and post-test showed an increase in student understanding from 45% to 85%, which confirmed the effectiveness of interactive learning methods. Teacher observations showed positive changes in student involvement during learning, where they were more enthusiastic in participating in worship demonstrations and

group discussions. Interviews with students revealed that they better understood the procedures for worship after doing direct practice compared to just listening to theoretical explanations. Documentation in the form of photos and videos during learning showed an increase in student participation in practical worship activities, such as congregational prayer and reading prayers correctly. Thus, data validation shows that the learning method applied in this study is effective in improving students' understanding and practice of worship at SDN 1306 Siborong-Borong.

Conclusion

This study shows that the implementation of interactive learning methods in Islamic Religion subjects significantly improves students' understanding and practice of worship at SDN 1306 Siborong-Borong. The results of the pre-test and post-test showed an increase in students' understanding from 45% to 85% after being given direct practice-based learning, group discussions, and demonstrations of worship. In addition, observations and interviews with teachers and students confirmed that this method was more effective than conventional lecture methods in increasing student engagement and understanding of worship materials.

Academically, this study provides new insights into the importance of an interactive learning approach in improving students' understanding of religious education. Students not only improved their academic evaluation scores, but also in terms of understanding concepts and worship skills. Thus, this learning model can be used as a reference for teachers in designing more effective teaching strategies, especially in Islamic Religion subjects in elementary schools.

In addition to academic impacts, this study also provides significant social contributions. Increasing students' understanding and practice of worship affects their habits in daily life, such as being more disciplined in praying, reading prayers before and after activities, and increasing religious awareness in the school and home environments. With these positive changes, it is hoped that schools and families can continue to support more applicable religious learning, so that the formation of students' religious character can take place sustainably. In conclusion, interactive learning methods in Islamic Religion subjects have proven effective in improving students' understanding and practice of worship. Therefore, this approach can be a recommended strategy for teachers in increasing the effectiveness of religious learning, both in the school environment and in students' wider social lives.

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