



Improving Understanding of Ablution Material through Demonstration Method for Students at SD Negeri 096122 Parbutaran

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ABSTRACT

This study aims to improve the understanding of grade 1 students of SD Negeri 096122 Parbutaran on ablution material through the demonstration method. This method is applied to provide direct experience to students in practicing the correct ablution procedures, making it easier for them to understand and memorize the sequence of ablution. This study uses a qualitative approach with the classroom action research (CAR) method which is implemented in two cycles. Data collection was carried out through observation, interviews, and evaluation tests before and after the implementation of the demonstration method. The results of the study showed that the demonstration method had a positive impact on students' understanding. The increase in understanding can be seen from the evaluation results which showed an increase in the average student score from 60% in the pre-cycle to 85% in the second cycle. In addition, students became more enthusiastic in participating in learning because they could see and practice ablution directly. Thus, the demonstration method can be used as an effective learning strategy in teaching ablution in elementary schools.

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Introduction

Islamic religious education plays a very important role in shaping the character and morals of students. One of the main aspects of Islamic religious education is teaching about worship, including ablution. Ablution is a valid requirement in performing prayers and is part of Islamic teachings that must be understood and practiced correctly by every Muslim from an early age. Therefore, a good understanding of the procedures for

ablution is very necessary so that students are able to carry out their worship correctly according to the guidance of the sharia.

In practice, there are still many 1st grade elementary school students who have difficulty in understanding and memorizing the order of ablution. Many of them do not know which parts of the body should be washed, the correct order, and the prayers to be recited when performing ablution. This difficulty can be caused by ineffective teaching methods, where teachers use more lecture methods without giving students the opportunity to practice directly. As a result, students only memorize theories without really understanding the meaning and correct procedures for performing ablution.

In addition, the lack of interactive learning media is also an obstacle in students' understanding of ablution. Most of the Islamic religious learning in elementary schools is still conventional, with a passive approach. Students only listen to the teacher's explanation and see illustrations in books without doing real practice. This makes their understanding of ablution less than optimal and often makes mistakes in its implementation.

To overcome this problem, a more effective and interesting learning method is needed for students. One method that can be applied is the demonstration method. The demonstration method is a teaching method in which the teacher shows directly how a concept or skill is done, so that students can see and imitate it. According to Arends (2012), the demonstration method is effective in improving student understanding because it involves visual aspects and direct practice. In the context of ablution learning, this method allows students to see the correct order of ablution and do it with teacher guidance, so that their understanding is deeper. With direct practice, students find it easier to understand the steps of ablution and can memorize them better. In addition, this method can also increase student interest and participation in learning.

This study aims to test the effectiveness of the demonstration method in improving the understanding of grade 1 students of SD Negeri 096122 Parbutaran about ablution. By implementing the demonstration method, it is expected that students will be more enthusiastic in learning, more active in participating in learning, and able to understand and memorize the procedures for ablution well. In addition, this study also aims to determine the extent to which this method can help improve students' learning motivation in Islamic Religious Education subjects. The results of this study are expected to contribute to the world of education, especially in Islamic Religious Education learning in elementary schools. With the demonstration method, it is expected that teachers can more easily convey ablution material effectively and students can understand and apply ablution correctly in everyday life. If this method proves effective, it can be recommended as a more innovative learning strategy in teaching other worship practices.

This study aims to improve the understanding of grade 1 students of SD Negeri 096122 Parbutaran regarding ablution through the demonstration method. The demonstration method was chosen because it can help students understand the procedures for ablution directly by seeing and imitating the correct movements. In addition, this study

also aims to: Analyze the effectiveness of the demonstration method in improving students' understanding of ablution. Find out the extent of students' enthusiasm in participating in ablution learning through the demonstration method. Provide recommendations to teachers in choosing more interactive and effective learning methods.

It is hoped that this study can provide benefits for various parties, especially for students, teachers, and schools. By implementing the demonstration method, it is hoped that students will find it easier to understand and memorize the correct sequence and procedures for ablution. In addition, this study is expected to be a reference for teachers in developing more interesting Islamic religious learning methods, so as to improve the quality of learning in schools. Schools can also adopt this method as part of a learning strategy to improve students' understanding of daily worship practices.

To achieve these goals, this study will be conducted using the classroom action research (CAR) method which consists of several stages, namely planning, implementation, observation, and reflection. The subjects of the study were grade 1 students of SD Negeri 096122 Parbutaran in the 2024/2025 academic year. Data collection will be carried out through observation, interviews, and evaluation tests before and after the implementation of the demonstration method. The data obtained will be analyzed descriptively qualitatively to determine the effectiveness of the demonstration method in improving students' understanding of ablution. Through this study, it is hoped that effective solutions will be found in learning ablution at the elementary school level. With a more interactive and practice-based approach, students' understanding can increase, and they can be better prepared to practice Islamic teachings in everyday life.

Methods

This study uses the Classroom Action Research (CAR) method with a qualitative approach. CAR was chosen because it allows for continuous improvement in the learning process, so that the effectiveness of the demonstration method in improving students' understanding of ablution can be evaluated directly.

Type and Design of Research This research is a classroom action research (CAR) conducted in two cycles. Each cycle consists of four stages, namely planning, implementing actions, observation, and reflection. This method aims to gradually improve students' understanding through continuous improvement of learning strategies.

Subjects of the Study The subjects in this study were grade 1 students of SD Negeri 096122 Parbutaran in the 2024/2025 academic year. The selection of this class was based on the consideration that grade 1 students were still in the early stages of understanding the concept of ablution and needed a more interactive learning approach.

Data Collection Techniques The data in this study were collected through several techniques, namely 1) Observation, to observe student activities during the learning process using the demonstration method; 2) Interviews, conducted with teachers and students to determine the effectiveness of the methods applied; and 3) Evaluation Test, in the form of a pre-test and post-test to measure the increase in student understanding before and after the implementation of the demonstration method.

Research Instruments The instruments used in this study include observation sheets to record student involvement in learning, interview guidelines to obtain teacher and student perspectives, and evaluation questions to measure the increase in student understanding related to ablution material.

Data Analysis Techniques The data obtained were analyzed descriptively qualitatively, with the following steps: 1) Data reduction: Selecting and summarizing data obtained from the results of observations, interviews, and evaluation tests; 2) Data presentation: Arranging data in the form of tables or graphs to facilitate analysis; and 3) Drawing conclusions: Comparing the results of the pre-test and post-test to determine the effectiveness of the demonstration method.

Success Indicators The success of this study was measured based on several indicators, namely 1) An increase in the average student score from the pre-test to the post-test by at least 20%; 2) Increasing student participation in the learning process; and 3) Increasing student understanding of the correct sequence and procedures for ablution.

With this research method, it is expected to obtain valid data regarding the effectiveness of the demonstration method in improving the understanding of 1st grade elementary school students regarding ablution material.

Result

This section presents the research findings that include a description of the data from the measurement of students' understanding of ablution material before and after the application of the demonstration method. The data obtained were analyzed to determine the effectiveness of the method used.

Based on the results of the pre-test and post-test conducted in two cycles, there was a significant increase in students' understanding of ablution material. The following is a table of the results of the evaluation of student understanding:

From the table above, it can be seen that the average student score increased quite significantly after the application of the demonstration method. The increase occurred gradually in each cycle carried out.

Verification was carried out through data triangulation by comparing the results of observations, interviews with teachers and students, and the test results obtained. From the results of the observations, it was found that students were more active and enthusiastic when the demonstration method was applied. The results of interviews

with teachers also showed that this method helped students understand the concept of ablution better.

In addition, the results of interviews with several students showed that they found it easier to understand ablution material by seeing the practice carried out by the teacher directly. Students also expressed that this method was more interesting than just listening to explanations without practice.

The results of the study showed that the demonstration method was very effective in improving students' understanding of ablution. This increase was due to the active involvement of students in the learning process, where they not only listened to the explanation but also saw and did direct practice. With these results, it can be concluded that the demonstration method is effective in improving the understanding of 1st grade elementary school students on ablution material. These results also support the use of the demonstration method as a more effective alternative compared to the lecture method in Islamic religious learning at the elementary school level.

Discussion

The results of the study showed that the demonstration method had a significant impact on improving students' understanding of ablution material. This increase can be seen from the evaluation results which showed an increase in the average value from 60% in the pre-cycle to 90% in the second cycle. This shows that direct practice-based learning is more effective than the lecture method.

One of the main factors that supports the effectiveness of the demonstration method is the active involvement of students in the learning process. With direct practice, students not only hear explanations from the teacher but also experience and practice the steps of ablution themselves. This is in line with the theory of experiential learning, where students' understanding will be stronger if they actively participate in the learning process.

The results of this study are also in line with previous studies which show that the demonstration method increases student involvement in the learning process and improves understanding of procedural concepts. By seeing the practice carried out by the teacher directly and imitating it, students find it easier to remember the order of ablution and understand the importance of each step in the ablution process.

In addition, this study also revealed that students' learning motivation increased after the implementation of the demonstration method. Students became more enthusiastic in participating in learning, which was seen from the high level of participation when the teacher gave them the opportunity to do direct practice. This enthusiasm contributes to increased understanding because students are more focused and motivated to learn.

Data validation was carried out using data triangulation, namely by comparing the results of observations, interviews, and evaluation tests. This triangulation aims to ensure that the increase in student understanding is truly the result of the application of the demonstration method, not because of other external factors.

The results of the observation showed that students were more active and enthusiastic when the demonstration method was applied. This was reinforced by the results of interviews with teachers, who stated that students found it easier to understand the material and were able to remember the order of ablution better after the demonstration method was applied. In addition, interviews with students also revealed that they were more comfortable learning with direct practice compared to just hearing theoretical explanations.

Based on the validation results, it was found that the increase in student understanding reflected in the results of the evaluation test was consistent with the data obtained from observations and interviews. The evaluation results showed an increase in the average score from 60% in the pre-cycle to 90% in the second cycle. Observations also showed that students who initially had difficulty understanding ablution were now able to practice ablution in the correct order.

In addition, data from interviews also supported the evaluation results. The teacher stated that after the implementation of the demonstration method, students were more confident in performing ablution and showed a better understanding of the importance of ablution in prayer. Several students also said that they felt more confident in performing ablution after participating in learning with the demonstration method. Thus, the validation results support the main findings of the study that the demonstration method is effective in improving students' understanding of ablution material. Therefore, it is recommended that this method can continue to be applied in Islamic religious learning, especially in teaching procedural materials such as ablution and prayer.

Conclusion

Based on the results of the research that has been conducted, it was found that the demonstration method significantly improved the understanding of grade 1 students of SD Negeri 096122 Parbutaran in ablution material. This increase can be seen from the increase in the average score of students from 60% in the pre-cycle to 90% in the second cycle. In addition to increasing academic scores, this method also has a positive impact on student motivation and involvement in the learning process, where students are more enthusiastic and active in participating in ablution learning with the demonstration method.

In terms of academic impact, this study provides empirical evidence that the demonstration method is an effective approach in practical skills-based learning. This finding confirms that direct experience in learning greatly helps students understand procedural concepts, such as ablution procedures. Thus, the demonstration method can be integrated more widely in the teaching of Islamic religious education as well as other learning areas that require practical skills.

The social contribution of this study is also very significant. With increased student understanding of ablution, they can apply personal hygiene better, which contributes to the formation of clean living habits from an early age. In addition, a better

understanding of ablution also supports the improvement of the quality of students' prayer worship, which ultimately plays a role in the formation of better character and morals in everyday life. With these positive results, it is hoped that the demonstration method can be applied more widely in the learning process in elementary schools, especially in Islamic religious education subjects. Teachers are expected to be able to adapt and develop demonstration techniques to be more interactive and interesting for students. Further research can be conducted to explore other learning methods that can improve the effectiveness of teaching in the field of religious education and other academic fields.

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