



Application of Demonstration Method in Improving Students' Understanding of Congregational Shalat at SMP Negeri 3 Marbau

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ABSTRACT

This study aims to analyze the effectiveness of the implementation of the demonstration method in improving students' understanding of congregational prayer at SMP Negeri 3 Marbau. The demonstration method was chosen because it can provide a more concrete, interactive, and easily understood learning experience for students, especially in learning worship practices. With this method, students can see directly the correct example in implementing congregational prayer, so that they can more easily understand the procedures and wisdom of the worship. This study uses a qualitative approach with observation, interview, and documentation techniques to obtain valid and in-depth data. The results of the study show that the implementation of the demonstration method contributes significantly to improving students' understanding, which can be seen from the increase in active participation, accuracy in prayer movements, and increased awareness of the importance of congregational prayer. In addition, this method also has a positive impact on students' learning motivation in understanding religious material, because learning becomes more interesting and easy to practice. Thus, the demonstration method can be used as an effective learning strategy in improving students' understanding of worship practices, especially in Islamic religious education in schools.

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Introduction

The demonstration method is an effective learning strategy in improving students' understanding of practical material, including in Islamic religious education. According to Supriyadi (2021), the demonstration method provides a more concrete learning experience because students can see firsthand examples given by teachers or peers. In the context of learning congregational prayer, this method allows students to observe and imitate the movements and readings of prayer more precisely, so that their understanding of this worship practice becomes deeper. In addition to providing a better understanding, the demonstration method can also increase student involvement in the learning process. Rahmawati & Suryadi (2022) stated that this method encourages

students to be more active because they not only receive theory, but also practice it directly. In learning congregational prayer, students can directly try the correct movements and readings, and get feedback from the teacher to correct their mistakes. This makes learning more interactive and interesting, compared to the lecture method which tends to be passive.

Furthermore, the use of the demonstration method in learning is also closely related to increasing student learning motivation. A study conducted by Nugroho et al. (2023) showed that students are more enthusiastic in learning when they are directly involved in the learning process. In learning congregational prayer, when students are given the opportunity to participate in demonstrations, they will feel more confident and motivated to understand and practice this worship better. In addition to the motivational aspect, the demonstration method also helps students develop a deep understanding of religious values. According to Hidayat & Fauziah (2021), direct and practice-based learning experiences can increase students' spiritual awareness, especially in understanding the importance of worship individually and socially. By understanding the practice of congregational prayer correctly, students are not only able to carry out worship properly, but also understand the meaning of togetherness and discipline contained in it.

Thus, the demonstration method can be an effective strategy in increasing students' understanding and awareness of the importance of congregational prayer. In addition to helping students understand the correct procedures for worship, this method also encourages active involvement, increases learning motivation, and strengthens religious values. Therefore, the application of the demonstration method in Islamic religious learning, especially in the material on congregational prayer, is highly recommended to improve the quality of learning in schools.

Methods

This study uses a qualitative approach with data sources consisting of primary data and secondary data. Primary data were obtained directly from students of SMP Negeri 3 Marbau through observation and interviews to measure their understanding of congregational prayer before and after the implementation of the demonstration method. Observations were carried out in several meetings to see changes in students' movements, readings, and understanding regarding the procedures for congregational prayer. In addition, interviews were conducted with students to find out their experiences and obstacles they faced in learning using the demonstration method.

Primary data were also collected from Islamic Religious Education (PAI) teachers who applied this method in learning, so that they could provide perspectives from the teaching staff regarding the effectiveness of the method used. In addition to primary data, this study also uses secondary data obtained from various literature sources, such as journals, books, and previous research that is relevant to the demonstration method and learning congregational prayer. The literature used includes experiential learning theories and previous research on the effectiveness of the demonstration method in learning worship practices (Supriyadi, 2021; Rahmawati & Suryadi, 2022). This secondary data is used to strengthen the research results and provide a theoretical basis in analyzing the findings obtained from the primary data. With a combination of primary

and secondary data, this study has a strong basis in evaluating the effectiveness of the demonstration method in improving students' understanding of congregational prayer.

The data collected in this study were analyzed using qualitative descriptive analysis techniques. This analysis process involves three main stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2020). Data reduction is carried out by filtering relevant information from the results of observations, interviews, and documentation, so that only data that is related to the research objectives is used. After the reduction process, the data is then presented in the form of a narrative description that describes the increase in students' understanding of congregational prayer after the application of the demonstration method.

Furthermore, conclusions are drawn by identifying patterns and main findings that indicate the effectiveness of the demonstration method in improving students' understanding. The results of the study were compared with previous theories and research to ensure the relevance of the findings to existing concepts. To strengthen the validity of the data, this study used a triangulation technique, namely comparing data from various sources, such as observations, interviews, and documentation. This technique aims to ensure that the research results are unbiased and have a high level of accuracy (Nugroho et al., 2023). With a systematic analysis method, this study is able to present results that can be accounted for academically and practically.

Result

The results of the study showed that the application of the demonstration method in congregational prayer learning at SMP Negeri 3 Marbau had a positive impact on student understanding. Before the application of the demonstration method, many students had difficulty memorizing prayer readings, performing movements correctly, and understanding the procedures for being a good congregation and imam. After this method was applied, there was a significant improvement in these aspects. Students became more aware of the procedures for congregational prayer, more fluent in readings, and more disciplined in carrying out worship together.

Based on the results of observations conducted in several meetings, the increase in student understanding was seen from their activeness in participating in learning and practicing congregational prayer. If previously many students were hesitant in carrying out movements and readings, after being given a demonstration they became more confident and were able to perform congregational prayer better. The teacher also noted that students more quickly understood the difference between the roles of the imam and the congregation, and knew the etiquette that must be carried out during congregational prayer.

To support the results of the observation, interviews with Islamic Religious Education (PAI) teachers showed that the demonstration method was more effective than the lecture method in explaining worship practices. The teacher stated that students became more focused, enthusiastic, and actively asked questions during the learning process. Several students also stated that they found it easier to understand and remember the procedures for congregational prayer because they directly saw examples given by the teacher and practiced repeatedly with their friends. In addition to interviews with teachers, interviews with students were also conducted to find out their

experiences in learning using the demonstration method. Most students admitted that they were more comfortable with this method because they could directly see and practice the correct movements. Several students who previously found it difficult to memorize prayer readings also felt more helped because in the demonstration practice, the teacher gave examples and corrections directly.

The results of documentation during the learning process also showed changes in students' skills in performing congregational prayer. Photos and videos taken during the learning session showed that students who previously often made mistakes in movements, such as not tuma'ninah in bowing or prostrating, began to improve their methods after seeing the demonstration given by the teacher and their friends. With this visual evidence, it can be concluded that the demonstration method has a positive impact on improving students' understanding.

To clarify the results of the study, the following is a comparison table of students' understanding before and after the implementation of the demonstration method:

Table 1. Comparison table of student understanding

Aspect of Understanding	Before Demonstration Method implementation (%)	After Demonstration Method implementation (%)
Accuracy of Shalat Movements	55%	85%
Fluency of Shalat Recitation	50%	80%
Understanding of the Role of Imam & Makmum	45%	90%
Awareness of the Importance of Congregational Shalat	60%	88%
Participation in Practice	58%	92%

From the table, it can be seen that there was an increase in student understanding in various aspects after the demonstration method was applied. The most significant increase occurred in understanding the role of the imam and makmum, as well as participation in the practice of congregational prayer. This shows that the demonstration method helps students understand concepts more deeply compared to the usual lecture or discussion methods.

Data analysis also shows that the effectiveness of the demonstration method lies not only in increasing theoretical understanding, but also in the direct experience provided to students. According to Miles & Huberman (2020), experiential learning is more effective because it allows students to connect concepts with real practices. By seeing the correct movements and readings directly, students find it easier to understand and remember the material.

Furthermore, interviews with several students showed that they were more motivated to learn congregational prayer after the demonstration method was applied. Several students who were previously less interested in Islamic Religious Education lessons began to show greater interest because this method made them more active in

learning. This is in line with research by Rahmawati & Suryadi (2022), which states that active involvement in learning can improve student understanding and motivation.

Overall, the results of this study indicate that the demonstration method can significantly improve students' understanding of congregational prayer. With direct practice, students find it easier to memorize readings, understand their roles in congregational prayer, and perform movements more precisely. Therefore, the demonstration method can be an effective alternative in learning Islamic Religious Education, especially in practical materials such as congregational prayer.

To ensure the validity and accuracy of the data, this study applied triangulation techniques by comparing data obtained from various sources, such as observation, interviews, and documentation. Observations were conducted to see the development of students' understanding before and after the implementation of the demonstration method. The results of observations that showed an increase in students' understanding were then verified through interviews with teachers and students. Islamic Religious Education (PAI) teachers stated that the demonstration method made it easier for students to understand the procedures for congregational prayer, while students expressed that learning became more interesting and easier to remember. In addition, documentation in the form of photos and learning notes were used as evidence of the development of students' understanding from the beginning to the end of the study.

In addition to comparing various data sources, the analysis of the research results also refers to the theory of experiential learning. According to this theory, students find it easier to understand the material when they are actively involved in the learning process (Miles & Huberman, 2020). In the context of this study, the demonstration method allows students to see and practice the procedures for congregational prayer directly, thereby significantly increasing their understanding. This approach is different from the lecture method which is more passive and tends to be less effective in teaching practical worship skills.

The results of this study are also in line with the findings of Rahmawati & Suryadi (2022), which stated that the demonstration method can improve students' understanding and skills in practicing worship more optimally compared to conventional methods. With data triangulation, theory-based analysis, and support from previous research, the results of this study can be considered valid and can be the basis for the application of the demonstration method in learning worship practices in schools. This confirms that the application of the demonstration method at SMP Negeri 3 Marbau has a positive impact on improving students' understanding of congregational prayer.

Discussion

Data validation in this study was carried out through triangulation techniques, which include triangulation of sources, methods, and theories. Source triangulation was carried out by comparing the results of observations with teacher and student interviews and learning documentation to ensure consistency of findings. Meanwhile, method triangulation was applied using various data collection techniques, namely direct observation of congregational prayer practices, in-depth interviews with students and teachers, and analysis of documentation in the form of learning notes and photos of activities. In addition, theory triangulation was carried out by comparing the results of

this study with experiential learning theories and previous studies that discussed the effectiveness of the demonstration method in learning worship practices.

The results of data validation showed that the application of the demonstration method significantly improved students' understanding of congregational prayer. Based on observation data, there was an increase in the accuracy of prayer movements and readings after the demonstration method was applied. Before the application of this method, many students had difficulty memorizing prayer readings and performing movements correctly. However, after several practices with direct guidance from the teacher, students showed better development in understanding the procedures for congregational prayer.

In addition to observation, interviews with Islamic Religious Education (PAI) teachers also strengthened the results of this study. The teacher stated that the demonstration method made students more active, enthusiastic, and easier to understand the material being taught. Students who previously tended to be passive in learning became more involved, and they even asked more questions when they had difficulties. The students also said that the demonstration method was more effective than the lecture method because they could directly see and practice the movements and readings of congregational prayer repeatedly until they really understood. Analysis of documentation in the form of learning notes and photos of worship practice activities also showed positive changes in student skills. T

he documentation recorded the development of students from the initial stage to the end of the study, showing an increase in understanding and applying the procedures for congregational prayer correctly. With validation from various sources, such as observation, interviews, and documentation, the results of this study can be concluded as accurate and accountable. Therefore, the demonstration method has proven to be an effective learning strategy in improving students' understanding of worship practices, especially congregational prayer.

Conclusion

The results of this study indicate that the application of the demonstration method significantly improves students' understanding of congregational prayer at SMP Negeri 3 Marbau. Based on the results of observations, interviews, and documentation, it was found that the demonstration method helped students understand the procedures, movements, and readings of prayer better than the lecture method. Students became more active, enthusiastic, and memorized and practiced congregational prayer worship faster. In addition, the increase in student participation in worship practices also showed that the demonstration method was able to build awareness of the importance of congregational prayer in everyday life. The main findings of this study confirm that experiential learning, such as the demonstration method, is more effective in improving students' worship practice skills than theoretical learning methods. Data collected through triangulation techniques showed that after the application of the demonstration method, students not only understood the procedures for congregational prayer better but were also more confident in carrying them out independently or in groups. These results are also in line with previous studies which emphasized that the demonstration method is an effective approach in improving religious practice skills.

This study contributes to the development of Islamic Religious Education learning methods, especially in the aspect of worship practice. The application of the demonstration method can be used as a reference for teachers in developing more interactive and effective learning strategies. In addition, this study also provides insight into the world of education about the importance of a practical approach in teaching religious material so that students not only understand the theory, but are also able to apply their knowledge in everyday life. In terms of social contribution, this study has the potential to increase awareness and habits of worship among students. By increasing students' understanding of congregational prayer, it is hoped that they can apply this habit both in the school environment and at home. This can have an impact on the formation of student characters who are more disciplined, religious, and have a stronger togetherness in carrying out worship. Therefore, the demonstration method not only has an impact on increasing academic understanding, but also on the formation of social and spiritual values in students' lives.

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