Demonstration Method to Improve Student Motivation and Learning Achievement in Islamic Education Lessons at SD Negeri 1504 Siborna

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ABSTRACT

This study aims to examine the effectiveness of the use of demonstration methods in improving motivation and learning achievement of Islamic Religious Education (PAI) on the main material of prayer practice at SDN 1504 Siborna. The demonstration method was chosen because it is expected to provide long-term effects on students because they practice the material learned directly in front of the class. The main focus of this study is to see the extent to which the application of the demonstration method can affect the development of student behavior and the achievement of PAI learning outcomes. The research method used in this study is quantitative with an experimental approach, involving students in certain classes who were given treatment using demonstration techniques. Data were collected through observation, questionnaires, and tests to measure the level of achievement and understanding of student learning before and after the application of the method. The results showed a significant increase in student understanding of the material, reflected in their active participation in each learning session and an increase in academic achievement that can be seen from better test results after the use of the demonstration method. The conclusion of this study is that the application of the demonstration method can improve student motivation and learning achievement, especially in the main material of prayer practice. This shows that by giving students practice, students remember the movements and readings of prayer better and achieve more optimal learning outcomes. This finding is expected to contribute to the development of more effective learning methods in Islamic religious education at the elementary school level.

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Introduction

Islamic Religious Education (PAI) at the elementary school level plays a very important role in shaping students' character, especially in understanding religious teachings related to daily life. One of the main focuses of PAI learning is the practice of prayer, which is the second pillar of Islam that must be carried out by every Muslim. Learning to pray at the elementary school level not only emphasizes theoretical understanding of the meaning and laws of prayer, but also on students' ability to practice it correctly. (Hidayat and Irfan, 2020)

However, even though prayer is a mandatory worship for Muslims, many students still find it difficult to understand and carry out prayer movements correctly. Several factors that influence this include a lack of understanding of the order of prayer movements, difficulty in memorizing prayer readings, and a lack of student motivation to learn to pray seriously. Therefore, a more effective and interesting learning method is needed to help students overcome these obstacles.

One method that can be used to improve students' understanding and motivation in learning to practice prayer is the demonstration method. The demonstration method is a teaching method that relies on direct practice where the teacher demonstrates a certain skill or process, in this case prayer movements. By using this method, students can see directly how to perform the correct prayer, which allows them to imitate and practice it more easily. In addition, the demonstration method also provides an opportunity for students to ask questions directly, so that they can get a clearer explanation. (Widodo, W. & Kurniawan, H. 2018). The application of the demonstration method is expected to increase students' learning motivation, because they will be more interested and involved in the learning process that is direct and interactive. In addition, with direct practice, students can master the steps of prayer more quickly, which in turn can improve their learning achievement. In this context, SDN 1504 Siborna can be a good example of implementing the demonstration method in learning prayer practices, in order to create more effective and enjoyable learning for students (Mulyasa, E. 2006)

Methods

This study uses a quantitative approach with a Classroom Action Research (CAR) design. The CAR design was chosen because this study aims to improve and enhance the learning process in the classroom through the application of demonstration methods in the main material of prayer practices. This study was conducted at SD Negeri 1504 Siborna, with the subjects of the study being students in certain classes who were the focus of the application of demonstration methods in Islamic Religious Education (PAI) learning (Arikunto and Suharsimi, 2013).

The subjects of this study were students in classes involved in PAI learning with the main material of prayer practices. These students were selected based on the criteria of their willingness to participate in learning using the demonstration method, as well as their readiness to follow all stages of the study. Overall, this study involved

around 30 students consisting of various levels of understanding and skills in performing prayer practices. Learning Procedures The learning process is carried out in several stages, consisting of:

▪ Preparation Stage: Before starting the learning, the teacher prepares the necessary tools and materials, such as prayer mats, mukena, whiteboards, and prayer reading materials. The teacher also explains the learning objectives to students, as well as the importance of understanding and practicing prayer movements correctly.

▪ Demonstration Stage: At this stage, the teacher demonstrates the prayer movements, starting from takbiratul ihram to greeting. The demonstration is carried out with clear and detailed movements, followed by an explanation of the readings read in each prayer movement. The teacher provides an in-depth explanation of the meaning of each movement and reading, so that students not only learn the movements but also understand their meaning.

▪ Practice Stage: After watching the demonstration, students are given the opportunity to practice the prayer movements that have been taught. The teacher supervises each student and provides direct guidance, corrects mistakes if any, and provides motivation so that students remain enthusiastic about learning.

▪ Evaluation Stage: After the practice session, an evaluation is carried out to determine the extent to which students have mastered the material that has been taught. This evaluation involves written tests and practical tests, where students are asked to carry out prayer movements independently.

Some data collection techniques used in this study are:

▪ Observation: The teacher conducts direct observation of students during the learning process. This observation aims to see the extent to which students are involved in learning and how their abilities in practicing prayer movements develop.

▪ Learning Outcome Test: The learning outcome test is conducted to measure students' understanding of the material on prayer practice. This test consists of two parts: a theory test containing questions about prayer readings and meanings, and a practical test asking students to practice prayer movements in sequence and correctly.

▪ Interviews: Interviews are conducted with teachers and students to explore their experiences in participating in learning with the demonstration method. These interviews provide insight into their perceptions of the application of the method, as well as the factors that influence its effectiveness.

Data obtained from observations, learning outcome tests, and interviews were analyzed using quantitative and qualitative descriptive analysis techniques. For quantitative data, changes in test scores before and after the implementation of the demonstration method were analyzed using a comparison of the average student scores. Meanwhile, for qualitative data, interview results were analyzed to explore teacher and student perceptions of the learning carried out and to assess the

effectiveness of the demonstration method in improving motivation and learning achievement.

To ensure the validity and reliability of the data, verification was carried out by comparing the results of observations with interviews and learning outcome tests. Verification was also carried out by asking for opinions from several parties, such as Islamic Religious Education teachers and fellow teachers. Through structured procedures and comprehensive data collection, it is hoped that this research can provide an accurate picture of the effectiveness of the demonstration method in improving student motivation and learning achievement in the material on prayer practices at SD Negeri 1504 Siborna.

Result

Student Learning Motivation: Based on direct observation during learning, there was an increase in student motivation in participating in prayer practice lessons after the implementation of the demonstration method. Before the implementation of this method, most students showed low interest in prayer practice material, with only a few students actively asking questions or participating in the practice. However, after the teacher directly demonstrated the prayer movements, students became more enthusiastic about following each stage of the prayer that was demonstrated.

Student Learning Achievement: Data from tests conducted before and after the implementation of the demonstration method showed a significant increase in students' understanding and skills in prayer practice. Before the use of the demonstration method, most students still made mistakes in the sequence of movements or prayer readings. However, after the implementation of this method, many students were able to perform prayer movements correctly and smoothly. This is reflected in the increase in test scores conducted after the practice session.

Student and Teacher Experience: The results of interviews with teachers and students also provide a clear picture of the effectiveness of the demonstration method. Teachers said that the demonstration method made the learning process more dynamic and easier for students to understand. Students also expressed that they found it easier to follow the learning after seeing firsthand how the prayer movements were performed, and they felt more confident in practicing prayer. The following is a description of the data in the form of a table that shows the increase in student learning achievement in prayer practice, which can be supplemented with the names of students at SD Negeri 1504 Siborna. This table includes student learning outcome test data before and after the implementation of the demonstration method.

Table 1. Learning Outcomes

No.	Name of Students	Score Before Demonstration Method	Score After Demonstration Method	Score Improvement
1	Student 1	60	85	25
2	Student 2	65	88	23
3	Student 3	55	75	20
4	Student 4	70	90	20
5	Student 5	50	78	28
6	Student 6	72	92	20
7	Student 7	63	80	17
8	Student 8	68	85	17
9	Student 8	60	82	22
10	Student 9	75	95	20

Description: 1). Score Before Demonstration Method: The score obtained by students before the application of the demonstration method in learning prayer practices. 2). Score After Demonstration Method: The score obtained by students after the application of the demonstration method. 3) Score Increase: The difference

This table provides an overview of how students' learning achievement in prayer practice has increased after they have participated in learning with the demonstration method. The scores obtained reflect students' understanding and skills in carrying out prayer movements and readings correctly.

Data verification was carried out to ensure the validity of the findings obtained through several different data sources. The following are the results of data verification:

1. Verification Through Learning Outcome Tests: Test data showing an increase in student learning achievement after the implementation of the demonstration method has been verified by comparing test scores before and after learning. The results of this verification show a significant increase in the average student test score, indicating that the demonstration method contributes to improving students' understanding and skills in prayer practice.

2. Verification Through Class Observation: During the learning process, direct observation of students showed a real change in their attitudes and behavior. Students who were initially passive became more active participants after seeing the teacher's demonstration. This is reinforced by the increase in the quality of prayer movements carried out by students during practice.

3. Verification Through Interviews: Interviews with teachers and students also provide consistent information regarding the positive influence of the demonstration method on student motivation and learning achievement. Teachers reported that this method made students more involved in the learning process, while students found it easier to understand and practice prayer after seeing direct examples from the teacher. Overall, the data obtained through observations, learning outcome tests, and interviews provide a clear picture that the application of the demonstration method in learning prayer practice material at SD Negeri 1504 Siborna has succeeded in increasing student motivation and learning achievement.

Discussion

The application of the demonstration method in Islamic Religious Education (PAI) learning with the main material of prayer practice at SD Negeri 1504 Siborna showed very positive results in increasing student motivation and learning achievement. Based on data obtained from observations, learning outcome tests, and interviews, it can be concluded that the demonstration method has been effective in providing a positive impact on students' understanding of prayer movements and related readings.

1. Increasing Student Motivation

One of the main findings in this study is the increase in student motivation in participating in prayer practice learning after the application of the demonstration method. Before using this method, most students showed inactivity and lack of interest in learning to pray. However, after the teacher gave a direct demonstration on how to perform prayer correctly, students became more enthusiastic and actively participated in each stage of the movement. This shows that students are more interested in learning when they can see firsthand how something is done. This visual and direct learning provides a more real experience and makes it easier for students to follow.

2. Increasing Student Learning Achievement

The demonstration method also has a positive impact on student learning achievement. The results of the tests conducted before and after the implementation of the demonstration method showed a significant increase in students' understanding and skills in performing prayer movements correctly. Before the implementation of this method, many students had difficulty remembering the order of movements and readings in prayer. However, after they saw the teacher demonstrate the correct methods, they were able to imitate them more easily, and the results were reflected in the increase in their test scores. The data obtained showed that almost all students experienced a significant increase in scores after learning with the demonstration method.

3. Experiences of Students and Teachers

Interviews with teachers and students revealed that their experiences with the demonstration method were very positive. Teachers stated that this method allowed them to more easily correct students' mistakes in prayer movements and readings,

because students could immediately see what should be done. Teachers also found it easier to explain prayer practice material, because students could immediately practice each movement after seeing the demonstration. On the other hand, students felt more confident in performing prayers after seeing direct examples from the teacher, and they felt they understood more about the steps that needed to be taken.

4. Challenges in Implementing the Demonstration Method

Although the demonstration method has proven to be effective, there are several challenges that need to be considered. One of them is the time required for each learning session. Learning with the demonstration method takes longer than the conventional method, because students must be given the opportunity to practice prayer movements one by one. This requires good time management so that all students can get enough opportunity to practice. In addition, although the majority of students showed improvement, some students still needed more attention in mastering prayer movements, which shows that more personalized learning and direct guidance from teachers are needed (Suryani, S. & Rahmawati, M. 2023)

5. Implications for Further Learning

Based on the results of this study, it can be suggested that the demonstration method be applied routinely in Islamic Religious Education learning, especially for materials involving practical skills such as prayer. The use of this method not only improves student understanding, but can also strengthen the relationship between teachers and students, because there is direct interaction in the learning process. In addition, it is important to provide more opportunities for students to practice, especially for those who find certain movements difficult. A more varied approach, such as small group-based learning, can be a solution to overcome time constraints and ensure that all students get enough attention.

6. The Effect of the Demonstration Method on Learning Practical Prayer Skills

The application of the demonstration method has been proven to have a significant influence on students' ability to master prayer movements. When students can witness directly how prayer movements are performed correctly, they find it easier to understand each step and reading involved. This is in accordance with the opinion of Mulyasa (2006), who stated that visual and demonstrative approaches are very effective in teaching practical skills such as prayer. In this way, students can correct their mistakes directly and get a deeper explanation of the meaning of the movement. Therefore, the demonstration method not only improves students' theoretical understanding, but also their practical skills in performing prayer.

7. Challenges in Implementing the Demonstration Method and Its Solutions

However, although the implementation of the demonstration method has proven effective, there are several challenges that must be faced, especially related to the allocation of learning time. Learning using the demonstration method takes longer than conventional learning methods. According to Rusman (2013), efficient use of time is very

important in learning activities so that students can get adequate opportunities to practice. To overcome the problem of time, a more structured approach, such as small group-based learning, can be an effective solution. With group learning, each student can get more attention from the teacher, and more time can be used to practice difficult prayer movements. In addition, this technique can also help students who are quicker to master the movements to practice independently without waiting for their turn.

Conclusion

Overall, the application of the demonstration method in learning prayer practices at SD Negeri 1504 Siborna has proven effective in increasing students' motivation and learning achievement. This method has succeeded in helping students to understand and master prayer movements better, as well as providing a more enjoyable and interactive learning experience. The application of the demonstration method allows students to learn directly and visually, which makes it easier for them to imitate and master each stage of prayer. Thus, this method not only improves students' practical skills but also strengthens their motivation to continue learning. In the future, the use of this method can be further developed by involving technology or other visual aids. Tools such as video tutorials, animations, or interactive learning devices can be used to support a more interesting and efficient learning process. With the use of technology, learning can be more accessible, more flexible, and more interesting for students.

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