



Improving Student Understanding Through Demonstration Method in Learning Islamic Education

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Abstract

This research describes improving students' prayer skills through the demonstration method, namely practicing directly with class III students at elementary school 57 Tukum II Bungo, Jambi. This research aims to find out whether the demonstration method can improve students' prayer skills. The type of research used was classroom action research with 16 class III student respondents. The research design uses several cycles, namely planning, action, observation, and reflection. Data was collected by conducting observations, interviews, tests, and documentation, which became the data source for Islamic Education teachers and class III students. Data is analyzed through student learning completeness. Research results: i) students' understanding through the demonstration method of prayer material which was carried out in class III at elementary school 80 Tukum II Bungo, Jambi showed that it was successful in improving students' prayer skills. This can be seen from the analysis of the results of prayer practice where the initial pre-cycle ability consisted of 6 students who completed it with a percentage of 37.5%. In the first cycle, there were 9 students with a percentage of 56.25%, in the second cycle there were 12 students with a percentage of 75% and in the third cycle the Islamic Education target was 16 students, a percentage of 100%. ii) inhibiting factors and supporting factors in class III students' understanding: i) inhibiting factors, namely the time factor, the student's grasping power factor, and the lack of teaching aids. ii) supporting factors, namely learning becomes clearer and reduces student misunderstandings.

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INTRODUCTION

Islamic education is the most important aspect of the existing education system, both in formal educational institutions, non-formal educational institutions, and in the community. Etymologically, the meaning of Islamic education is represented by the terms ta'lim and tarbiyah which come from the basic words, allama and rabba, as stated in the word of Allah in the Quran. In fact, the meaning of the word tarbiyah is broader, because it contains the meaning of nurturing, raising, and educating, and at the same time contains the meaning of teaching (Sassi, 2018). Islamic education is both faith education and charity education.

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Islamic education in particular is based on values in instilling and shaping a life attitude inspired by the values of the Islamic religion, also developing the ability to acquire knowledge in line with the Islamic values that underpin it (Ismail, 2016). As God says in Surat al-Mujadilah verse 11. Meaning you who believe, when it is said to you be spacious in the assembly, then be spacious and Allah will surely give you space. and when it is said: then stand up, surely god will elevate those who believe among you and those who are given knowledge to several degrees and Allah knows best what you do.

The verse above explains Allah promise to people who are serious about pursuing knowledge, Allah will undoubtedly elevate them to a higher level in the eyes of society. Through education, especially in the teaching and learning process, the method is something that cannot be ignored because it also determines the success or failure of the goals of education. The role of methods is very important in the learning process, therefore a teacher is expected to be able to use and apply appropriate methods in presenting lessons because whether a method is effective or not depends on a teacher's abilities (Nugroho, 2019).

Islamic Education is a conscious and planned effort to prepare students to know, understand, appreciate, and believe in, the teachings of the Islamic religion, accompanied by guidance to respect adherents of other religions in relation to inter-religious harmony so that national unity and unity can be realized. Conditions for effective teaching and learning are the presence of student interest and attention in learning. Interest is something that is relatively permanent in a person. This interest has a big influence on learning because with interest a person will do something they are interested in (Sun & Rueda, 2012).

On the other hand, without interest, it is impossible for someone to do something. Thus, one method that can attract students' interest and quickly receive impressions in lessons is the demonstration method (Ward, 2017). The demonstration method is a teaching method by demonstrating items, events, rules, and the sequence of carrying out activities, either directly or through the use of media that is relevant to the subject matter or material being presented in terms of understanding, the demonstration method is a way of presenting lessons by demonstrating or demonstrating to students a particular process, situation, or object that is being studied, either actually or imitation, which is often accompanied by an oral explanation.

In learning Islamic Religious Education, such as Fiqh lessons, perseverance and patience are required, because this subject is the key in forming students to be able to carry out worship well and with focus, especially on prayer material (Siahaan et al., 2022). In this prayer material, there must be a match between the reading and the prayer movements. The readings must be memorized and the prayer movements must be understood because, after all, it is absolutely essential that students are taught material regarding the implementation of prayer properly and correctly, because this is the pillar of a Muslim's religion.

However, in the learning process, especially at the 80 Tukum II Bungo Elementary School, Jambi, there are often obstacles, so in Islamic Education the material is not immediately accepted by students, and there are still students who are not precise in practicing prayer activities, such as not being precise in their movements (Amani et al., 2021; Hasanah et al., 2021; Muswara & Zalnur, 2019; Saputri et al., 2021). Less fluent reading according to the Islamic Education teacher at the Tukum II Bungo elementary school, Jambi, teaching Islamic Education, especially Fiqh material related to students' ability to understand the procedures for worship, is not an easy thing (Adiyono et al., 2022).

Even though many students are able to understand the topic of studying Fiqh theoretically, many experience difficulties when practicing worship (Hamidah et al.,

2021). One of the fiqh learning materials presented in class III of elementary school 80 Tukum II Bungo, Jambi which uses the demonstration method is material about prayer with competency standards for carrying out prayers in an orderly manner. In this lesson, the teacher has provided explanations and guidance to students according to the learning objectives, prayer reading material using learning or lecture methods and Islamic Education teachers have also implemented demonstration methods, namely by the teacher directly practicing prayer movements with students (Anwar et al., 2017; Ashidiqi et al., 2019; Munawaroh et al., 2022; Novebri & Dewi, 2020; Zamzami, 2021).

Based on this situation, it is necessary to carry out classroom action research to improve the learning abilities and achievement of third-grade elementary school students 80 Tukum II Bungo, Jambi in the Fiqh subject material about prayer using other demonstration methods, such as demonstration methods using demonstration items or through the use of media and so on (MacDonald, 2012). Because the demonstration method is considered appropriate for improving student learning achievement, especially Fiqh lessons regarding prayer in class III elementary school 80 Tukum II Bungo Regency (Febriani et al., 2020; Novita et al., 2022; Pratama & Azhari, 2020; Syafril & Yaumas, 2017; Yuslia et al., 2021). Based on the problems above, the researcher is interested in conducting research and the title taken by the researcher in this research is Increasing Student Understanding Through Demonstration Methods in Islamic Education Learning elementary school 80Tukum II Bungo Jambi.

METHODS

This type of research is classroom action research also known as classroom action research, which was carried out at the 80 Tukum II Bungo Elementary School, Jambi. This research is collaborative in nature using descriptive methods. Research Design, research design is the desired pattern or form of research (Riaz et al., 2015). The design or plan in this research is Classroom Action Research. Classroom Action Research is a type of research that describes both the process and results, which carries out classroom action research in its class to improve the quality of learning.

The classroom action research procedure begins with the first cycle which consists of four activities, namely: planning, action, observation, and reflection as shown in the following picture (Pedaste et al., 2015; Rahman et al., 2018; Syafril et al., 2021). The source of this data is class III students at Elementary School 80 Tukum II Bungo, Jambi. With a total of 16 students, 10 men and 6 women. The parties involved in this research are Islamic Education teachers, and all class III students at elementary school 80 Tukum II Bungo, Jambi. The data collection techniques that the author used in collecting research data were: observation, interviews, tests, and documentation.

After the necessary data is collected, then the data is processed or analyzed. The data analysis that the author uses in this research is to determine students' learning completeness. Indicators of success for this classroom action research are said to be successful if the learning outcomes have a minimum completeness criterion in this research of 70 and the specified percentage criteria is 80%. This means that students are said to be successful in completing their learning in practicing prayer skills if they seek Islamic Education with a score of 70 on the practical test and have sought Islamic Education with a percentage of 80%.

RESULT AND DISCUSSION

Description of students' understanding through the demonstration method of prayer material carried out in class III of the 80 Tukum II Bungo Jambi Elementary School. From the table above, the initial test results showed that there were 6

students in the completed category and 10 students in the incomplete category. The table shows that there are still many students who do not understand and are fluent in prayer movements and readings. To overcome this problem, researchers improved learning and still used the demonstration method using teaching aids (Pedaste et al., 2015). With the hope of helping students understand the learning material clearly so they can find Islamic Education learning objectives.

The cycle is carried out on Saturday 15 July 2022 and Tuesday 19 July 2022 the first hour at 07:15-09:15 for 3x45 minutes carried out by the Islamic Education teacher at elementary school 80 Tukum II Bungo, Jambi, with basic competency in the obligation to carry out prayers as well as observations carried out by the researcher himself with indicators of accuracy of prayer movements, accuracy of prayer readings, and accuracy of prayer movements and readings. i) planning ii) implementation, iii) observation, iv) reflection. Inhibiting Factors in Implementing the demonstration method based on the results of the research, it can be seen that the inhibiting factors in implementing the demonstration method for prayer material are the factor of little time, the student factor, and the next obstacle is the lack of teaching aids (Koopman et al., 2016).

This was conveyed Education teacher in class III in an interview with researchers: the inhibiting factor in the learning process using the demonstration method for prayer material in class III is that there is insufficient time, this prayer material requires quite a long time, there are still students who cannot understand the material, students do not pay attention to the teacher and chat with friends. Others, and the lack of props, the teacher only practices some movements and reads prayers through movement (Koopman et al., 2016). Supporting factors for implementing the demonstration method

Based on the research results, it can be seen that the supporting factor in implementing the prayer material demonstration method is that the teaching becomes clearer. This was described as Islamic Education as a teacher of Islamic Education in class III in an interview with researchers: in implementing this prayer material demonstration method, the supporting factor is that learning becomes clearer, especially in lessons about prayer, so that children do not make mistakes with prayer movements, because they are practiced. Solutions to inhibiting factors in implementing demonstration methods based on research results can be solutions from inhibiting factors for implementing the demonstration method are time factors, student factors, and also inadequate equipment (Wu et al., 2013).

This was expressed in Islamic Education by as a teacher of Islamic Education in class III in an interview with researchers: For the insufficient time in the teaching and learning process, the solution for teachers in schools is to focus on giving explanations and practicing material about prayer. And giving additional assignments to students, so that students can focus and understand the lesson before the learning process begins, the teacher occasionally invites them to play question-and-answer games (Nur Fitria, 2021). And for inadequate equipment, here the teacher carries out practical learning.

CONCLUSION

Based on the results of research that researchers have conducted regarding the application of the demonstration method in learning Islamic Education in elementary school 80 Tukum II. So it can be concluded that in applying this method there are several steps or efforts that must be made in implementing this demonstration method in the learning process, such as the teacher's creativity in applying the demonstration method so that the teaching and learning process and children's comprehension skills are achieved. Elementary school 80 Tukum II, especially class III, achieves the desired goal of Islamic Education. Based on the

results of research conducted by the author, the author provides the following suggestions: In the process of implementing the demonstration method in Islamic Education learning, teachers must be able to choose learning models and methods that are appropriate to the material that will be taught Islamic Education to students so that students find it easy to understand the material. Learning should be designed in such a way as to enrich teaching variations. This is to anticipate boredom experienced by students. And always monitor developments, especially in terms of behavior, thinking, and understanding of the material being taught.

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