Improving Reading Ability of Q.S. An-Nasr with Demonstration Method and Problem Based Learning Model in Elementary School Students

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Abstract: This study aims to improve students' reading ability in the letter An-Nasr by using the demonstration method and problem-based learning model. This study uses a type of classroom action research. The design of this study uses the Kemmis & Mctaggart design with four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. Data were obtained using test and observation techniques. The data obtained were then analyzed using descriptive statistical techniques. The results of the study indicate that the demonstration method and problem-based learning model can improve students' reading ability in the letter An-Nasr in Islamic religious education learning. This can be seen in cycle I with an average percentage of 50% and in cycle II of 86%. So it can be stated that students' reading ability developed in cycle II. Improving students' reading ability through the application of the demonstration method and problem-based learning model on the material of the letter An-Nasr was carried out for two cycles. Learning outcomes in cycle I were 66.67% and in cycle II of 76.67%. So it can be stated that students' reading ability improved better in cycle II. Based on this, the demonstration method and problem-based learning model can be used as one of the media that can be considered by teachers to overcome the problem of low ability to read the Al-Quran in Islamic religious education learning.

Keywords: Demonstration method, problem based learning model, reading ability.

INTRODUCTION

This research is motivated by the low ability of students to read Surah An Nasr fluently and correctly in Islamic religious education subjects. The formulation of this problem is whether the application of the demonstration method can improve the ability to read Surah Al Ma'un well and correctly in Islamic religious education subjects for grade III. The ability to read the Qur'an, especially short surahs such as Q.S. An-Nasr, is an important aspect in learning Islam in elementary schools. In reality, there are some students in grade III of elementary school 105361 Lubuk Cemara who have difficulty reading correctly, both in terms of pronunciation and understanding its meaning. This can be caused by various

factors, including the lack of appropriate methods in teaching, lack of practice, and lack of interest and motivation of students in studying the Qur'an.

Teaching methods that are less varied or less effective can affect student learning outcomes, so an effort is needed to improve the skills of reading the Qur'an in a more interesting and effective way. One method that can be used is the demonstration method, where the teacher shows the steps or how to read the correct verse directly to the students. Through this method, it is hoped that students can more easily understand and follow the lesson well. To overcome this problem, efforts are needed to improve the ability to read the Qur'an, especially reading the An-Nasr surah properly and correctly. One approach that can be used is the demonstration method and the Problem-Based Learning model. Both of these methods have great potential to increase student involvement in learning, make it easier for them to understand the material, and make the learning process more enjoyable.

The Demonstration Method is a method that involves students to imitate or follow the steps demonstrated by the teacher. In the context of learning to read the Qur'an, the teacher will demonstrate how to read the An-Nasr surah correctly, both in terms of tajwid, pronunciation of letters, and correct intonation. By imitating what the teacher demonstrates, students can more easily understand the correct reading techniques and correct mistakes in pronunciation. Meanwhile, Problem-Based Learning is an approach that emphasizes problem-based learning. In this model, students are faced with real problems that require solutions through active and collaborative learning. In the context of learning to read the Qur'an, problem-based learning can be applied by giving students challenges to solve problems related to learning to read the An-Nasr surah, for example through group discussions or solving problems related to the meaning of the verses in the surah. This approach can improve students' understanding of the contents of the surah and train their critical thinking skills. Considering these conditions, the author feels the need to conduct classroom action research aimed at improving the ability to read Q.S. An-Nasr in grade III students of public elementary school 105361 Lubuk Cemara using the demonstration method.

METHODS

This study uses Classroom Action Research as a research design, which aims to improve the ability to read the An-Nasr surah in grade III students of elementary school 105361 Lubuk Cemara. In this study, two learning methods that will be applied are the Demonstration Method and the Problem-Based Learning Model. These two methods were chosen because they can help students improve their skills in reading the Qur'an, especially in pronouncing letters, and understanding the meaning of the surah. 1) The Demonstration Method is a method that teaches students to imitate the reading done by the teacher. The imitation activity is so that students imitate a process exemplified by the teacher (resource person).

According to Muhibbin Syah (2005: 208), the definition of the demonstration method is a teaching method by demonstrating events, rules, or sequences of processes, using media that are relevant to the material being discussed; 2) The Problem-Based Learning Model is a learning approach that focuses on solving real problems. In problem-based learning, students are faced with problems that are relevant to the learning material and are asked to identify the problem, collect information, and find solutions through group discussions and collaboration. problem based learning emphasizes active, collaborative, and research-based learning, which makes students more involved in the learning process and encourages them to think critically. This study will combine both methods to improve the ability to read Surah An-Nasr.

The demonstration method will be used to teach the correct reading technique, while the problem based learning model will help students to understand the meaning of the surah in depth and apply the values contained in the surah. The combination of these

two methods is expected to improve the overall reading skills of Surah An-Nasr, both in terms of correct pronunciation and understanding of the meaning of the surah. The subjects in this study were 15 third grade students.

The subjects of this study were 15 third grade students of public elementary school 105361 Lubuk Cemara, consisting of 6 males and 9 females. The study was conducted in semester I (Odd) of the 2024/2025 academic year, namely in November 2024 by adjusting the schedule of Islamic religious education lessons for class III, located in Lubuk Cemara Village, Perbaungan District, Serdang Bedagai Regency. To achieve the expected research results, the procedure in classroom action research was made through several stages, Problem recognition stage, 1) Identifying problems; 2) Analyzing problems in depth based on relevant theories. Activities in this stage, the researcher carried out, 1) Compiling a research schedule; 2) Compiling a learning plan; 3) Compiling questions. Action implementation stage, Activities in this stage, the researcher carried out the implementation of the implementation in a cycle strategy consisting of two cycles. Each cycle is repeated through the same concept to strengthen the research action so that the level of success in implementing the research objectives becomes greater.

Observation stage. Activities in this stage, researchers observe students who are carrying out teaching and learning activities under the guidance of teachers. Observations are carried out in learning activities as a whole through observation and tests. Report preparation stage, At this stage, researchers compile research reports based on all activities that have been carried out in the study. The research design in cycle one consists of four main stages, namely planning, implementing actions, observation, evaluation and reflection. Activities in this cycle consist of Planning, In the early stages, planning activities are very important to ensure that the steps to be taken in this study are well structured, namely, 1) Teachers prepare a learning plan that integrates the demonstration method and the Problem-Based Learning learning model to improve the ability to read Q.S. An-Nasr; 2) Prepare assessment instruments to measure the ability to read the letter An-Nasr in students, both in the form of oral and written tests; 3) Prepare learning media used in the demonstration method and learning tools for problem based learning.

After the planning is complete, the next stage is the implementation of the action which consists of several steps as follows, 1) The teacher provides an introduction to students about the learning objectives and the importance of the letter An-Nasr, 1) Students are given an understanding of the learning objectives which include improving the ability to read the letter An-Nasr correctly and understand its meaning; 2) The teacher begins with a demonstration of reading the letter An-Nasr correctly, showing the correct pronunciation and the use of appropriate tajwid; 3) The teacher demonstrates the pronunciation of each verse in a clear, slow manner, and invites students to follow along; 4) After that, students are given the opportunity to practice reading individually or in groups, with direct guidance from the teacher; 5) The teacher divides students into small groups. Each group is given a problem related to the meaning or interpretation of the letter An-Nasr (for example, "What moral message can we take from the letter An-Nasr?"); 6) Each group discusses to find solutions and understand more deeply about the message in the letter; 7) After the discussion, each group presents the results of their understanding in front of the class, then the teacher provides clarification or additional explanation.

At this stage, the teacher observes students during the learning process. Observations are made to see to what extent students can follow the learning well, both in reading practice through demonstration methods and in problem-based learning discussions. After the first stage of learning activities is carried out, the teacher together with the researcher reflects on the process that has been carried out, namely, 1) Examining students' reading results; 2) Analyzing the results of observations to make temporary conclusions about the implementation of teaching in cycle I; 3) Analyzing learning scenarios carried out by the teacher; 4) Discussing the results of the analysis for corrective actions in the implementation of research activities in cycle II. After evaluating

action I, action II is carried out. The steps of cycle II are as follows, 1) Evaluation of Cycle I Learning; 2) Adjusting and improving the learning plan that has been carried out in the first cycle; 3) Preparing further assessment instruments to measure whether there is further improvement in students' reading ability and understanding of Q.S. An-Nasr. At this stage, learning is carried out again by improving and adjusting strategies based on reflection and evaluation from the first cycle. The teacher again demonstrates reading the letter An-Nasr in more detail, ensuring that students better understand the correct pronunciation and proper use of tajwid. This learning will be done more interactively, by providing examples and involving students directly. In the second stage, emphasis can be placed on parts that are difficult or that students have not mastered in the first cycle, such as the pronunciation of certain letters. Implementation of a More Targeted Problem-Based Learning Model, 1) Problem-based learning in the second cycle is focused on deeper problems related to the meaning of the letter An-Nasr, such as analysis of interpretation or its relationship to everyday life; 2) Problem-based learning in the second cycle is focused on deeper problems related to the meaning of the letter An-Nasr, such as analysis of interpretation or its relationship to everyday life.

The things observed include, 1) students' reading ability; 2) Understanding of meaning; 3) Student Interaction and Involvement; 4) Observing whether the improvements made based on the first cycle reflection can improve the effectiveness of learning. After the implementation of the second stage of learning activities, the teacher and the researcher again reflected on the learning outcomes that had been carried out. Several things that need to be considered in this second stage of reflection include, 1) Is there a significant increase in students' ability to read the letter An-Nasr compared to the first cycle?; 2) To what extent have the demonstration and problem-based learning methods succeeded in improving students' skills in reading and understanding the letter An-Nasr?; 3) What are the challenges still faced in learning in the second stage? Are there things that need to be improved for the next cycle? 4) Are students more active and interested in participating in learning after improvements in the second stage? The instruments used in this study include the following, 1) Observation sheets, Observation sheets are notes that describe the level of student activity in the learning process. Observations are carried out by observing and recording the activities of teachers and students during learning; 2) Interview Guidelines, Interviews are used to collect data on the implementation of Islamic religious education learning that has been carried out using the Peer Tutor method. Interviews are conducted with the subject teachers concerned and carried out after the learning process ends. In addition, interviews are also conducted with students to collect data on student activities towards the learning that has taken place; 3) Documentation Checklist, Documentation checklist is a list of documents that will be used in the study. The documents used in this study include learning device data and a list of Islamic religious education learning outcomes for grade III students. The data obtained from the study, either through observation, tests or using other methods, are then processed with descriptive analysis and numerical analysis to describe the state of increasing achievement of success indicators for each cycle and to describe the increase in student achievement in reading the An Nasr surah in grade III of elementary school 105361 Lubuk Cemara after using the reading method. The data analysis techniques used in this study are as follows: 1) Data from observations. The data collection technique in quantitative form is in the form of data presented based on numbers, so the analysis used is a percentage with the following formula: Score = score achieved: maximum score x 100%.

RESULTS

Pre-cycle is done to find out the level of students' understanding of learning, where this pre-action is done before the demonstration method is applied in learning and before cycle I, cycle II and so on if necessary. This pre-cycle is done by giving a test/pre-test to

students in the form of a written test. So the data from the test/pre-test results are as follows.

Table 1. *Student Learning Evaluation Results Data in Pre-Cycle*

No	Student	Gender	Score	Information
1	AP	F	86	Completed
2	EE	F	86	Completed
3	ARA	F	84	Completed
4	BAN	F	82	Completed
5	NA	F	83	Completed
6	DA	M	70	Completed
7	AM	F	73	Completed
8	MFA	M	61	Incompleted
9	NFA	M	88	Completed
10	AK	F	62	Incompleted
11	AS	F	71	Completed
12	JA	M	63	Completed
13	HA	F	60	Incompleted
14	MFK	M	62	Incompleted
15	MI	M	60	Incompleted
Average			**72,73**	
Percentage of Completion			**60%**	

Based on data from Islamic religious education teachers at elementary school 105361 Lubuk Cemara, the value of Islamic religious education subjects on the Al-Qur'an material in class III in the table above shows that out of 15 students, with an average value of 72.73, 9 students have completed (60%) who have achieved the minimum completion criteria determined, namely 75, and 6 students have not completed (40%) with values below the minimum completion criteria. The highest value obtained was 88 and the lowest value was 60. The majority of students (60%) managed to meet the graduation criteria, while 40% of students still need to increase their efforts in order to achieve the expected standards. By reviewing the learning outcomes in the table above, it is still less than the minimum completion criteria that have been determined, and it can be concluded that the problems that occur are teachers and learning methods that need to be changed. For this reason, a new learning method is needed that can increase learning activities and outcomes. One of the methods offered is the demonstration method and the Problem Based Learning learning model.

Based on direct observation and the results of the initial test with students after the pre-test (initial test), it was found that students had difficulty in remembering the material of Surah Al An Nasr. The results of the pre-test and direct observations carried out, the problems faced by students in learning Islamic religious education material reading Surah An Nasr in general, 1) Some students may feel bored with monotonous and less interactive learning methods; 2) Students' understanding and mastery of Surah An Nasr material is still in the category of needing improvement; 3) some students still have difficulty in

remembering/ memorizing verses in Surah An Nasr. To overcome these problems, the author plans to use the demonstration method and the Problem-Based Learning learning model in the first cycle. The demonstration method is expected to provide direct examples to students on how to read QS. An-Nasr correctly, while the problem-based learning model will increase student involvement in the learning process and encourage them to think critically and solve problems together.

The learning activity plan in the first cycle is as follows, 1) Making a Learning Implementation Plan according to the learning material; 2) The teacher provides a brief explanation of QS. An-Nasr; 3) The teacher demonstrates how to read QS. An-Nasr properly and correctly, by paying attention to tajwid and makhraj letters; Students are divided into small groups to practice reading QS. An-Nasr, while discussing the difficulties faced. 1) Each group presents their reading in front of the class; 2) The teacher provides feedback and corrections to students' reading; 3) An evaluation is carried out through a reading test to determine the extent of students' understanding. At this stage, the researcher carries out learning activities where the researcher acts as a teacher in the class. Learning is carried out using the demonstration method and the Problem Based Learning learning model. The material taught is the Joy of Learning Surah An Nasr with a focus on Reading Surah An Nasr. Meeting I This cycle I meeting was held on Wednesday, August 7, 2024 with an allocation of 4 lesson hours (4 x 35 minutes) starting at 07.30. - 10.05 WIB, the activities carried out were implementing learning using demonstration methods and problem-based learning models in accordance with the learning implementation plan, at the end of learning a test was carried out on the extent to which students understood the lesson.

In the implementation of the first cycle, 1) The teacher greets, prays, arranges the class and takes attendance; 2) the teacher begins by introducing QS. An-Nasr to students and provides an explanation of the meaning and significance of the surah; 3) After that, the teacher demonstrates how to read QS. An-Nasr correctly, with an emphasis on proper tajwid; 4) Students are then divided into small groups to practice the reading, During the practicum session, students are given the opportunity to discuss in groups and provide feedback to each other, After that, each group presents their reading in front of the class, The teacher corrects reading errors and gives praise to students who have read well. During the implementation of the first cycle, the teacher observed students' participation and their understanding in reading QS. An-Nasr. Some students seemed more active and confident in participating in learning, but there were also those who still found it difficult to read correctly. This was especially true for students who did not understand the Reading of Surah An Nasr well enough. Therefore, further guidance is needed for students who experience difficulties.

From the results of the evaluation of cycle 1, it can be concluded that there is a significant increase in the ability to read QS. An-Nasr in grade III students of public elementary school 105361 Lubuk Cemara. Of the 15 students, 11 students (73%) managed to achieve the minimum completion criteria set (75), while 4 students (24%) still have not achieved the minimum completion criteria and require further guidance. The average score of students increased from 72.73 in the pre-cycle to 77.20 in cycle 1, which indicates a positive improvement in the learning process. Although most students managed to achieve the minimum completion criteria, 20% of students still require further attention. Therefore, in the next cycle, additional guidance and a more intensive approach will be given to students who have not completed to ensure that they can meet the expected standards. The demonstration method used has been able to improve students' memorization abilities but has not achieved completion with a minimum completion criteria value of > 75. Therefore, the researcher will continue this research in the second stage (Cycle II).

Data reduction aims to transform data obtained from the field into a transcript of notes. From the results of the first learning test, it was found that there were still students who had difficulty reading the material on Surah An Nasr. The reduced data was then

explained with data exposure. Based on the cycle I learning outcome test, the exposure was obtained in table 7 above. From the table, it can be seen that out of 15 students, 11 (73%) students have achieved a level of learning completion with a minimum completeness criteria value of >75, while 4 students (26%) have not achieved a level of learning completion with a minimum completeness criteria value of ≤ 75 and the average value of the student test results is 77.20. Based on the data that has been reduced and explained through the learning outcome test in cycle I, it can be concluded as follows: From the table presented, information was obtained that out of 15 students who took the test, 11 students (73%) had achieved a level of learning completion with a score above the minimum completion criteria (≥75), while 4 students (26%) had not achieved a level of learning completion with a score below the minimum completion criteria (≤75). The average score of students' test results in cycle I was 77.20. A significant increase was seen when compared to the previous test (pre-cycle), which had an average score of 72.73. This increase shows that the use of the methods applied in cycle I, namely the demonstration method and the Problem-Based Learning learning model, had a positive impact on students' reading ability. Based on the results of observations of learning activities during cycle I, it can be said that this learning is included in the good category, because most students have shown significant progress in reading ability, although there are still some students who need more attention and guidance.

These results will be used as a benchmark in implementing actions in cycle II, where it is expected that with more emphasis on individual practice and more intensive guidance for students who have not completed, it can improve student learning outcomes. Cycle II is expected to achieve a higher level of completion, with all students achieving the minimum completion criteria set. In cycle I, the implementation of learning with the demonstration method and the Problem-Based Learning learning model has had a positive impact on student learning outcomes. Based on the available data, it can be seen that 73% of students have achieved the minimum completion criteria (≥75), which indicates that the majority of students have succeeded in improving their reading skills after implementing the method. However, 26% of students have not yet achieved completion, which is a reflection material for Improving Student Ability in the next cycle. Overall, cycle I showed positive results in improving students' reading skills. Although most students have achieved the minimum completion criteria, there are still students who need more attention. This reflection is the basis for planning and improvement in cycle II, so that all students can achieve optimal learning completion. With more intensive guidance, the use of more interesting media, and time adjustments, it is hoped that cycle II can provide even better results.

The problems in cycle II are the mistakes made by students in completing the learning outcome test in cycle I, the obstacles found are, 1) Some students have difficulty in memorizing and reciting the reading of QS. An-Nasr correctly, even though they have followed learning using the demonstration method; 2) Some students who have not yet completed their studies do not have enough time for independent practice at home or during additional class hours; 3) The use of learning media in cycle I is still limited, so that there are students who feel less interested and less focused on the material. To overcome these problems, the action plan in cycle II is as follows, 1) Making a Learning Implementation Plan according to the learning material; 2) Preparing materials, media and learning resources that will be used in the learning process; 3) Making observation sheets that will be used in the demonstration method research on Surah An Nasr material; 4) Compiling observation tools, to measure student learning outcomes during the research action is applied.

The learning carried out in this action II, the researcher again carried out learning using the demonstration method and the problem based learning model. The implementation of cycle II actions was carried out on Thursday, August 8, 2024 with an allocation of 4 lesson hours (4 x 35 minutes) starting at 07.30 - 10.05 WIB with the hope that the results will be better than the results obtained during cycle I activities. The

material to be taught is still the same, namely the joy of learning Surah An Nasr with a focus on reading Surah An Nasr. As action II which is carried out with various improvements in the learning process using the demonstration method of memorizing Surah An Nasr. The activities carried out are, 1) The teacher opens the lesson by reading Basmallah followed by greetings and praying together led by one of the students solemnly; 2) The teacher starts the lesson by reading the short surah of the Qur'an of choice; 3) The teacher directs the readiness of the students and the presence of students by filling out the attendance sheet; 4) The teacher asks questions communicatively related to the learning material; 5) The teacher will start each lesson with a learning video about the correct pronunciation of QS. An-Nasr. Students are asked to observe and follow the reading shown in the video; 6) Gradual memorization exercises will be carried out by starting from the first verse and continuing to the last verse. The teacher will provide clear instructions, and students will repeat together; 7) Students who have not finished will be divided into small groups to get more attention from the teacher and more advanced peers; 8) The teacher will provide intensive assistance to students who have difficulty, by providing additional exercises or discussing the mistakes they made during the test in cycle I; 9) Independent homework will be given to students who have not finished, containing exercises to recite QS. An-Nasr and understanding the meaning of the verses; 10) The teacher will hold an interactive discussion session with students about the meaning of QS. An-Nasr and its relevance in their lives. Each student will be given the opportunity to speak; 11) Providing motivation to increase the self-confidence of students who still feel hesitant in reciting the reading. Similar to cycle I, observations in cycle II were carried out by the Islamic Religious Education teacher of grade III of elementary school 105361 Lubuk Cemara as an observer

DISCUSSION

The students' ability to solve the questions on the Surah An Nasr material in the last meeting of cycle II increased compared to cycle I, this can be seen from 15 students, 14 students (94%) have achieved the learning completion level with a minimum completion criteria value of ≥ 75, while 1 student (6%) has not achieved the learning completion level with a minimum completion criteria value of ≤ 75 and the average value of the students' test results is 84.06. Overall, Cycle II showed very good success, with almost all students successfully achieving the minimum completion criteria. There are only a few students who still need further attention. The learning process implemented, with the support of demonstration methods and problem-based learning, has proven effective in improving students' ability to read QS. An-Nasr. Data reduction aims to transform data obtained from the field into a transcript of notes. From the results of the learning test II, it was obtained that students' abilities had increased and were more active compared to cycle I, this can be seen from the test results that have been presented. The reduced data is then explained with data exposure.

Based on the learning outcome test of cycle II at the second meeting from table 8 above, it can be seen that students' ability to solve questions on the material of Surah An Nasr in the last meeting of cycle II test has a very significant increase compared to cycle I. This can be seen from 15 students, there are 14 students with a percentage value of 94% who have achieved the level of student learning completion with a minimum completeness criterion value of ≥ 75, while 1 student with a percentage value of 6% has not achieved the level of student learning completion individually with a value obtained below the minimum completeness criterion value of ≤75, and the average class value is 84.06. and learning at the end of cycle II has achieved student learning completion classically, so learning is said to be complete. Based on the learning test result data in Cycle II, it can be concluded that there is a significant increase in students' ability to read QS. An-Nasr compared to Cycle I. In the final test of Cycle II, out of 15 students, 14 students (94%) managed to achieve the level of learning completion with a score of ≥ 75, while only 1 student (6%) had not achieved the minimum completion criteria with a score of ≤ 75.

The average class score in Cycle II was 84.06, which showed a significant increase compared to the average score in Cycle I, which was only 77.20. This shows that the learning methods used, namely the demonstration method and the Problem-Based Learning learning model, are effective in improving students' understanding and skills in reading Surah An-Nasr With 94% of students achieving learning completion, learning in Cycle II can be said to be classically complete. Only one student has not achieved completion, but the improvement that occurred in the student shows that there is progress that needs to be appreciated. Overall, learning in Cycle II has succeeded in improving students' abilities and meeting the expected goals.

Based on the results obtained in the Cycle II learning test, it can be concluded that the learning carried out showed very positive results. The increase in students' ability to read QS. An-Nasr was very significant, with 94% of students achieving learning completion and only 1 student who had not completed it. This increase indicates that the methods applied, namely the demonstration method and the Problem-Based Learning learning model, have proven effective in improving students' skills. The average class score which increased from 77.20 in Cycle I to 84.06 in Cycle II indicates that there was rapid progress in students' understanding of the material. This also shows that the learning applied in Cycle II was more successful in achieving the desired goals compared to Cycle I. With 94% learning completion classically, it can be said that almost all students have achieved the minimum completion criteria determined, which means that learning in Cycle II can be considered classically complete. However, although this achievement is very positive, there is 1 student who has not achieved completion. This is an important concern for further evaluation and guidance for the student. Nevertheless, the significant progress of the students, when compared to the results in Cycle I, indicates a successful learning process, although there are still some areas that need to be improved.

Overall, the results in Cycle II show that the use of demonstration methods and problem-based learning have a positive impact on students' understanding in reading QS. An-Nasr. The improvement that occurred in this cycle illustrates that the method can be maintained and even developed further in subsequent learning. The use of demonstration methods and problem-based learning models in Islamic religious education subjects can improve students' reading skills, especially in the material of Surah An Nasr. This has been proven by the implementation and achievement of student learning outcomes in class III of SDN No. 105361 Lubuk Cemara.

Based on the initial test given before learning using the demonstration method and the problem based learning approach, an average score of 72.73 was obtained, consisting of 9 students who completed (60%) who had achieved the minimum completion criteria set, namely 75, and 6 students who did not complete (40%) with scores below the minimum completion criteria. The highest score obtained was 88 and the lowest score was 60. The majority of students (60%) succeeded in meeting the graduation criteria, while 40% of students still needed to increase their efforts in order to achieve the expected standard. Therefore, the implementation of the demonstration method and the problem based learning model on the An Nasr surah material carried out in cycles I and II is expected to further improve students' reading skills on the An Nasr surah material. At the end of cycle I, students were given a learning outcome test I which then contained Of the 15 students, 11 students (73%) succeeded in achieving the minimum completion criteria set (75), while 4 students (24%) still had not achieved the minimum completion criteria and needed further guidance.

The average score of students increased from 72.73 in the pre-cycle to 77.20 in cycle 1, which indicates a positive improvement in the learning process. Then after being given action in cycle II, students were again given a second learning outcome test which was then obtained at the second meeting, there were 14 students (94%) who succeeded in achieving the level of learning completion with a score of ≥ 75, while only 1 student (6%) had not achieved the minimum completion criteria with a score of ≤ 75. The average class score that increased from 77.20 in Cycle I to 84.06 in Cycle II indicates that there was

rapid progress in students' understanding of the material. This also shows that the learning applied in Cycle II was more successful in achieving the desired goals compared to Cycle I. With 94% learning completion classically, it can be said that almost all students have achieved the minimum completion criteria determined, which means that learning in Cycle II can be considered classically complete.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the use of demonstration methods and Problem-Based Learning learning models in Islamic Religious Education subjects, especially the material of Surah An-Nasr, can improve students' reading skills. This is proven by the increase in students' average scores from the initial test to cycle II. In the initial test, the average score of students was 72.73 with 60% of students achieving the minimum completion criteria, while in cycle I the average score increased to 77.20 with 73% of students achieving the minimum completion criteria, and in cycle II the average score increased again to 84.06 with 94% of students successfully achieving the minimum completion criteria. The application of demonstration methods and problem-based learning models in learning can improve students' reading skills, especially in the material of Surah An-Nasr, and approach classical learning completion.

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