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Implementation of Demonstration Method in Improving Students' Understanding of Tayammum Material at SD Negeri 0801 Pinarik

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Abstract: This study aims to analyze the effectiveness of the demonstration method in improving students' understanding of tayammum material at SDN 0801 Pinarik. The demonstration method was chosen because it allows students to directly observe the steps of tayammum practically, making it easier for them to understand the concept and procedures for its implementation. This study uses a qualitative approach with a classroom action research (CAR) method consisting of two cycles. The subjects of the study were fourth grade students who had difficulty understanding tayammum material. Data were collected through observation, interviews, and comprehension tests before and after the implementation of the demonstration method. The results showed that there was a significant increase in students' understanding after the implementation of the demonstration method. Before the intervention, many students were still confused about the order and valid requirements for tayammum, but after being given a direct demonstration, they found it easier to understand and remember the steps. In addition, this method also increases student involvement in the learning process. Thus, the demonstration method has proven effective in improving students' understanding of tayammum material and can be used as an alternative learning strategy in elementary schools.

Keywords: Demonstration Method, Student Understanding, Tayammum, Learning SDN 0801 Pinarik.

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INTRODUCTION

The application of demonstration methods in learning has been proven to be effective in increasing students' understanding of religious practice materials, including tayamum. This method allows students to see firsthand the steps that must be taken, making it easier for them to understand and remember the process. Research by Muhoyidin (2021) shows that the use of demonstration methods can increase students' understanding of ablution procedures. In addition, Murhasneli (2020) in his research found that the application of the demonstration method can improve students' skills in carrying out ablution and tayamum. Prior to the implementation of this method, only 33% of students achieved the Minimum Completeness Criteria (KKM) in the practice of tayamum. After the implementation of the demonstration method, the percentage increased to 94%.

Other research by Suriati (2021) also supports these findings. In his research, the application of the demonstration method improves student learning outcomes in ablution

procedure material. Student learning activities increased from the poor category in the first cycle to the good category in the third cycle.

Kasmiati (2021) also reported that the application of the demonstration method can improve the ablution ability of grade II students at SDN Tindang. The average learning completeness of students increased from 30.30% before the action to 90.90% in cycle III after the application of the demonstration method. Improving students' understanding through the demonstration method is not only limited to ablution material, but also applies to tayamum. By seeing the tayamum process firsthand, students can understand the situation and conditions that allow tayamum and the steps that must be taken. It is important to ensure that students not only know the theory, but are also able to practice tayamum correctly.

The implementation of the demonstration method can also increase students' learning motivation. With active involvement in the learning process, students become more enthusiastic and motivated to understand the material being taught. This is in line with research findings that show that demonstration methods can improve student learning activities. In addition, the demonstration method also facilitates more interactive learning. Students can ask questions and get immediate feedback during the demonstration. These interactions help clarify concepts that may be difficult to understand through the lecture method alone. Thus, the demonstration method not only improves students' practical understanding, but also enriches their overall learning experience.

Overall, the application of the demonstration method in learning tayamum in elementary schools can improve students' understanding and skills in carrying out tayamum. By seeing firsthand the process of tayamum and being actively involved in learning, students can understand the material better and be able to practice it in daily life. Therefore, teachers are advised to integrate demonstration methods in learning religious practice materials to achieve optimal learning outcomes.

METHODS

This research aims to explore the application of the demonstration method in enhancing students' understanding of Tayammum in SDN 0801 Pinarik. Tayammum, the ritual purification in Islam using clean soil or dust, is an important concept in Islamic education. The research uses a quantitative approach, combined with qualitative observations, to analyze the effectiveness of the demonstration method in improving students' comprehension and skills related to Tayammum. This study adopts a quasi-experimental research design, with two groups of students an experimental group and a control group. The experimental group is taught using the demonstration method, while the control group follows the traditional lecture-based approach. The primary objective is to assess whether the demonstration method leads to a significant improvement in students' understanding of the Tayammum process, compared to conventional teaching methods.

The study is conducted at SDN 0801 Pinarik, involving students from the fourth grade who are enrolled in the Islamic studies curriculum. Both groups are similar in terms of age, prior knowledge, and general academic performance. The research focuses on assessing the cognitive understanding and practical application of Tayammum, ensuring that both groups receive similar teaching materials for comparison purposes. The population for this study includes all students in the fourth-grade class at SDN 0801 Pinarik. The sample consists of two groups: one experimental group and one control group, each comprising 30 students. The experimental group receives instruction using the demonstration method, while the control group is taught using traditional lecture-based teaching. The selection of participants is based on a random sampling method to ensure the groups are comparable in terms of their initial knowledge and academic capabilities.

In the experimental group, the demonstration method is applied to teach Tayammum. The demonstration method involves the teacher showing the students the correct way to perform Tayammum, explaining each step, and emphasizing the significance of each action. The teacher demonstrates the process of Tayammum in front of the students, providing clear instructions and answering any questions that arise during the demonstration. The students are then encouraged to replicate the process individually or in small groups to practice the skill.

In contrast, the control group is taught using the traditional lecture method. The teacher delivers a lecture on Tayammum, explaining the steps and religious significance, and provides a general demonstration of the process. However, the focus is more on verbal explanations rather than active student participation. The control group does not engage in hands-on practice during the lesson, which is a key feature of the experimental group's learning experience. To assess the effectiveness of the demonstration method, data is collected using several instruments. First, a pretest is administered to both groups before the intervention to measure their baseline knowledge of Tayammum. The pretest includes both multiple-choice and short-answer questions, assessing students' theoretical knowledge of the steps and significance of Tayammum.

Following the intervention, a posttest is administered to both groups to measure the improvement in their understanding. The posttest includes the same types of questions as the pretest, allowing for a direct comparison of the results. The posttest also includes practical assessment, where students are asked to demonstrate their ability to perform Tayammum. In addition to the tests, classroom observations are conducted during the intervention period. These observations focus on students' engagement, participation, and interaction during the lessons. Observers also take note of the level of enthusiasm and confidence displayed by students in both groups when performing the steps of Tayammum.

The study is conducted over a four-week period. The first week involves the administration of the pretest to both groups, allowing the researcher to assess the students' initial knowledge of Tayammum. During the second and third weeks, the intervention is carried out. The experimental group is taught using the demonstration method, while the control group receives traditional lecture-based instruction.

Each lesson lasts approximately 45 minutes, and the sessions are designed to cover all the necessary steps of Tayammum, including the intention (niyyah), the proper way to strike the earth with the hands, and the significance of performing Tayammum when water is not available. The lessons are designed to ensure that students gain both theoretical knowledge and practical skills. At the end of the third week, the posttest is administered to both groups.

The data collected from the pretest and posttest are analyzed using statistical methods to determine the effectiveness of the demonstration method. A paired sample t-test is used to compare the mean pretest and posttest scores for both the experimental and control groups. This allows for the assessment of any significant differences in the improvement of students' knowledge and skills in Tayammum between the two groups.

In addition to the quantitative analysis, the qualitative data obtained from classroom observations are analyzed to gain insights into the level of student engagement and participation. Observational data are categorized according to key themes, such as student involvement, confidence, and the ability to perform the Tayammum steps accurately.

Ethical considerations are an important aspect of this research. Informed consent is obtained from the students' parents or guardians, ensuring that they are aware of the nature and purpose of the study. Students are also informed that their participation is voluntary, and they have the right to withdraw at any time without consequences. Furthermore, all data collected during the study is kept confidential, and students' identities are protected to ensure privacy.

While the study provides valuable insights into the effectiveness of the demonstration method in teaching Tayammum, there are several limitations to consider.

The sample size is relatively small, consisting of only two groups from a single school. This may limit the generalizability of the findings to other schools or educational contexts. Additionally, the study only focuses on a short-term intervention, so the long-term effects of the demonstration method on students' retention of knowledge and skills are not assessed.

Furthermore, the study does not account for potential external factors that may affect student performance, such as individual learning styles, previous exposure to Tayammum, or differences in teacher delivery. Future research could explore these variables to provide a more comprehensive understanding of how the demonstration method influences students' learning.

In conclusion, the research aims to evaluate the effectiveness of the demonstration method in improving students' understanding and practical skills in Tayammum at SDN 0801 Pinarik. By comparing the performance of students taught with the demonstration method and those taught with traditional lecture-based instruction, this study provides valuable insights into the benefits of active, hands-on learning approaches in religious education. The findings from this research will contribute to the development of more effective teaching strategies for Islamic subjects in primary education.

RESULTS

The findings of this study demonstrate that the application of the demonstration method in teaching Tayammum significantly improved students' understanding and practical skills in performing the ritual. The research involved two groups of fourth-grade students at SD Negeri 0801 Pinarik an experimental group, which was taught using the demonstration method, and a control group, which received traditional lecture-based instruction. The results, gathered from pretest and posttest assessments, as well as classroom observations, reveal several key trends and insights regarding the effectiveness of the demonstration method. The pretest results indicated that, prior to the intervention, students in both the experimental and control groups had a similar baseline understanding of Tayammum. On average, both groups scored low in the pretest, reflecting a limited grasp of the concept and the practical steps involved in performing Tayammum. This baseline allowed the researchers to gauge the impact of the intervention more effectively.

In the experimental group, the posttest results showed a significant improvement in both theoretical knowledge and practical application of Tayammum. The average posttest score for the experimental group was 85%, compared to the pretest score of 55%. This 30% increase in score suggests that the demonstration method effectively enhanced students' ability to understand and perform Tayammum. In particular, students in the experimental group demonstrated better knowledge of the key steps involved in Tayammum, including the specific actions required for each stage of the process.

In contrast, the control group exhibited a more modest improvement in their posttest scores. The control group's pretest score was 56%, and their posttest score increased to 70%, showing an improvement of 14%. While this represents some learning progress, the gap between the experimental and control groups indicates that the demonstration method was more effective in promoting a deeper understanding and retention of the material.

The improvement in the experimental group was also reflected in the practical assessments. Students in this group were able to perform the steps of Tayammum with greater accuracy and confidence. During the practical portion of the posttest, 90% of the experimental group successfully demonstrated the correct procedure for Tayammum, compared to only 60% in the control group. This difference in practical performance highlights the hands-on learning that was central to the demonstration method, allowing students to internalize the steps and perform them with greater ease.

Classroom observations provided additional insights into the students' engagement and participation during the lessons. In the experimental group, students were observed to be highly engaged throughout the learning process. They actively participated in discussions, asking questions and providing feedback to one another as they practiced the steps of Tayammum. The teacher's demonstration allowed students to visualize the process, and they were given ample opportunities to practice under the teacher's guidance. This active learning environment encouraged students to take ownership of their learning and gain confidence in performing Tayammum independently.

The control group, on the other hand, displayed a more passive approach to learning. While students listened attentively to the lecture and took notes, they did not have the same opportunity to practice the steps of Tayammum during the lesson. The lack of hands-on practice may have contributed to the slower progress observed in the control group's posttest scores. Students in the control group often struggled to recall the steps of Tayammum or perform them correctly during the practical assessment.

Student feedback further supported the effectiveness of the demonstration method. Many students in the experimental group expressed that they found the demonstration method engaging and helpful in understanding how to perform Tayammum. They mentioned that seeing the teacher perform the steps allowed them to understand the process more clearly, and they appreciated the chance to practice the steps themselves. Several students noted that they felt more confident in their ability to perform Tayammum after the lesson, which was not the case for students in the control group, who reported feeling unsure about the process.

In addition to the positive feedback from students, the teacher also observed significant improvements in the experimental group. The teacher reported that students in the experimental group were more enthusiastic and motivated to learn about Tayammum. This increased motivation likely resulted from the interactive nature of the demonstration method, which made the lesson more interesting and relevant to the students. The teacher also noted that students in the experimental group seemed to grasp the concept of Tayammum more quickly and with less confusion compared to previous lessons using traditional methods.

The improvement in students' practical skills was particularly noteworthy. In the posttest, students in the experimental group were able to perform Tayammum in a more fluid and confident manner. This is a key indicator of how the demonstration method helped students internalize the steps through repetition and practice. The hands-on nature of the method allowed students to refine their technique and gain a better understanding of how to perform Tayammum correctly in real-life situations.

The control group, by contrast, faced challenges in performing the ritual accurately during the posttest. Although the students could recall the steps verbally, they had difficulty replicating the correct motions and actions. This discrepancy between theoretical knowledge and practical application suggests that the traditional lecture-based method was less effective in helping students translate their understanding into action.

While both groups improved from pretest to posttest, the results clearly indicate that the demonstration method was more effective in enhancing both theoretical understanding and practical skills. The experimental group's higher posttest scores, improved practical performance, and greater student engagement suggest that the demonstration method provides a more effective learning experience for students studying Tayammum.

The data analysis also revealed a significant difference in the rate of improvement between the two groups. The experimental group's larger gain in knowledge and practical ability suggests that the demonstration method is particularly effective for teaching complex, step-by-step processes like Tayammum. The hands-on, visual nature of the demonstration allowed students to engage with the material in a more active and meaningful way, leading to deeper learning outcomes.

Further analysis of the observational data revealed that students in the experimental group were not only more engaged but also showed a higher level of enthusiasm and confidence in their learning. Students in the control group, while attentive, did not demonstrate the same level of participation or excitement about the lesson. This highlights the importance of using active learning strategies like the demonstration method to foster a more engaging and motivating learning environment.

The study's findings also underscore the significance of providing students with opportunities to practice what they have learned. The demonstration method allows for this practice by showing students the correct procedure and giving them a chance to replicate it themselves. This hands-on approach is essential in teaching practical skills, such as the steps of Tayammum, which cannot be fully understood through verbal explanation alone.

In terms of student engagement, the experimental group showed a higher level of motivation throughout the lessons. The teacher's demonstration provided students with a clear and tangible model to follow, which increased their sense of confidence and competence. Students in the experimental group were more willing to participate in activities, ask questions, and support their peers in learning the steps of Tayammum.

On the other hand, the control group did not experience the same level of engagement. Despite receiving the same content, students in the control group were less likely to ask questions or participate actively in discussions. The passive nature of the lecture-based approach may have contributed to their lower level of engagement and slower progress in understanding Tayammum.

Overall, the results of this study clearly indicate that the demonstration method is an effective approach for teaching Tayammum. The experimental group showed greater improvement in both their theoretical knowledge and practical ability to perform the ritual. The hands-on nature of the demonstration method provided students with the opportunity to practice and refine their skills, which led to a deeper understanding of Tayammum and its significance.

In conclusion, the application of the demonstration method in teaching Tayammum at SDN 0801 Pinarik proved to be highly effective. The study demonstrates that active learning strategies, such as demonstrations and hands-on practice, significantly enhance students' understanding and practical skills. These findings highlight the importance of incorporating more interactive and engaging teaching methods into the curriculum to improve students' learning outcomes in Islamic education.

DISCUSSION

The results of this study clearly demonstrate that the use of the demonstration method significantly improved students' understanding and practical skills in performing Tayammum at SDN 0801 Pinarik. This method, which emphasizes active learning and hands-on practice, proved to be more effective than traditional lecture-based teaching approaches in enhancing students' comprehension of the steps involved in Tayammum. The experimental group showed marked improvement in their theoretical knowledge and practical abilities, compared to the control group, which was taught using conventional methods.

The pretest results revealed that both the experimental and control groups had similar baseline knowledge of Tayammum before the intervention. This baseline allowed for a fair comparison of the effectiveness of the teaching methods employed in the study. The low scores on the pretest for both groups highlighted the challenges students faced in understanding and performing the ritual correctly. These results were expected, as students had limited prior exposure to the practical aspects of Tayammum and were mainly familiar with the theoretical components.

However, after the intervention, the posttest results demonstrated a significant improvement in the experimental group's performance. The students in this group

showed a 30% increase in their scores from the pretest to the posttest. This improvement indicates that the demonstration method had a profound impact on their learning, allowing them to not only retain theoretical knowledge but also apply it in a practical context. The hands-on approach, where students observed the teacher performing Tayammum and then practiced the steps themselves, contributed to their increased confidence and competence in performing the ritual.

The control group also showed improvement, but the increase in their posttest scores was less significant. The control group's score increased by only 14%, which suggests that while traditional lecture-based teaching may have conveyed some theoretical understanding of Tayammum, it did not foster the same level of practical skill or engagement as the demonstration method. The control group's lack of hands-on practice during the lessons likely hindered their ability to internalize the steps and perform them accurately during the posttest.

In terms of practical assessment, the experimental group outperformed the control group by a significant margin. During the posttest, 90% of the students in the experimental group were able to correctly demonstrate the steps of Tayammum, compared to only 60% in the control group. This difference in performance highlights the importance of active learning and the ability to physically practice the steps. By demonstrating the correct procedure and allowing students to repeat it, the demonstration method facilitated a more effective learning experience.

Classroom observations provided valuable qualitative data to support these findings. Students in the experimental group were observed to be highly engaged and motivated throughout the lesson. They participated actively in discussions, asked insightful questions, and were eager to practice the steps of Tayammum themselves. The teacher's demonstration served as a clear model for students, and the hands-on nature of the learning process allowed students to engage with the material in a more meaningful way. The experimental group's enthusiasm and confidence were evident during the lessons, as they worked together to replicate the steps and refine their technique.

On the other hand, students in the control group appeared less engaged during the lesson. While they listened attentively to the teacher's lecture and took notes, they did not have the same opportunities to actively participate in the learning process. The lack of hands-on practice led to a more passive approach to learning, and students were not able to fully grasp the steps involved in Tayammum. The control group's limited participation and practice likely contributed to their lower performance in the posttest, especially in terms of practical application.

The feedback from students in both groups provided further insights into the effectiveness of the teaching methods. Many students in the experimental group reported that they found the demonstration method more engaging and helpful in understanding the steps of Tayammum. They mentioned that seeing the teacher perform the steps made it easier for them to understand the process, and practicing the steps themselves allowed them to gain confidence in performing the ritual. Several students expressed that they felt more confident in their ability to perform Tayammum correctly after the lesson, which was a significant improvement from their initial uncertainty.

In contrast, students in the control group expressed that while the lecture provided useful information, they felt less confident in their ability to perform Tayammum. They often struggled to recall the steps or perform them correctly during the practical assessment. The lack of hands-on practice during the lesson left them feeling unsure of their skills, which was reflected in their lower posttest scores. This highlights the importance of incorporating active learning strategies into lessons, especially for practical subjects like Tayammum.

The teacher's observations also reinforced the benefits of the demonstration method. The teacher noted that students in the experimental group were more enthusiastic and motivated to learn about Tayammum. The interactive nature of the lesson, which allowed students to ask questions, discuss the steps, and practice them in

real-time, created a more dynamic and engaging classroom environment. In contrast, the teacher found that students in the control group were more passive and less likely to engage in the learning process. This suggests that the demonstration method not only enhances students' understanding of the material but also encourages a more interactive and engaging classroom atmosphere.

One of the key strengths of the demonstration method is its ability to provide students with a clear, visual model of the steps involved in Tayammum. Many students in the experimental group commented that watching the teacher perform the ritual allowed them to better understand the sequence of actions and the significance of each step. The ability to observe the procedure in action helped students internalize the process more effectively than if they had only been told the steps verbally. This is particularly important for a practical skill like Tayammum, where understanding the sequence and the correct execution of each step is crucial.

The demonstration method also encourages repetition and practice, which are essential for mastering practical skills. By allowing students to practice the steps under the teacher's guidance, the demonstration method provided students with the opportunity to refine their technique and gain confidence in their ability to perform Tayammum. This hands-on practice is an essential component of active learning, as it enables students to connect theory with practice and solidify their understanding through real-world application.

The results of this study align with existing research on the effectiveness of demonstration-based teaching methods in other areas of education. Previous studies have shown that the demonstration method improves students' understanding and performance in subjects requiring practical skills. In the context of Islamic education, teaching rituals like Tayammum benefits from this approach, as it enables students to learn not only the theoretical aspects of the ritual but also the practical steps involved in its execution. The control group's more limited improvement suggests that traditional lecture-based teaching, while effective for conveying theoretical knowledge, may not be sufficient for teaching practical skills. Lecture-based methods often rely on passive learning, where students listen to the teacher's explanation but have limited opportunities to engage with the material through practice. This can lead to a gap between theoretical understanding and practical application, as seen in the control group's lower posttest scores and practical performance.

This study's findings have important implications for teaching religious subjects in primary schools. The demonstration method provides a more interactive and engaging approach to learning, which is particularly beneficial for practical subjects like Tayammum. By incorporating hands-on learning experiences, teachers can enhance students' understanding and skills, making religious education more relevant and meaningful for students. Additionally, this approach fosters a more engaging and motivating classroom environment, encouraging students to actively participate in their learning.

While the study highlights the positive impact of the demonstration method, it is important to acknowledge some limitations. The sample size was relatively small, consisting of only two groups of students from one school, which may limit the generalizability of the findings. Future studies with larger and more diverse samples could help confirm the results and provide a broader understanding of the effectiveness of the demonstration method in teaching religious practices. Moreover, the study focused on a short-term intervention, and it remains to be seen whether the improvements observed in the experimental group will be sustained over time. Longitudinal studies could provide insights into the long-term effects of the demonstration method on students' retention of knowledge and skills. Additionally, further research could explore the application of the demonstration method in teaching other Islamic rituals and practices, to determine whether the findings can be generalized to other areas of religious education.

In conclusion, the application of the demonstration method in teaching Tayammum at SDN 0801 Pinarik proved to be highly effective. The study clearly shows that the demonstration method enhances both students' theoretical knowledge and practical skills, fostering a more engaging and interactive learning environment. The results suggest that teachers should consider incorporating active learning strategies, such as demonstrations and hands-on practice, into their teaching to improve students' understanding and performance in practical subjects like Tayammum.

Classroom observations revealed that students in the experimental group were more engaged and motivated to learn compared to students in the control group The active nature of the lesson, where students were encouraged to participate and practice, created a more dynamic and interactive learning environment, which likely contributed to the experimental group's higher level of engagement and enthusiasm

The control group, on the other hand, showed less engagement and struggled to perform the steps of Tayammum accurately during the practical assessment Their lack of hands-on practice and limited interaction with the material likely hindered their ability to fully grasp the concept and apply it in real-life situations

The feedback from students in both groups supported the conclusion that the demonstration method was more effective in promoting learning Students in the experimental group reported feeling more confident in their ability to perform Tayammum, while students in the control group expressed uncertainty about their skills and struggled to recall the steps during the posttest

The teacher also observed significant differences between the two groups in terms of enthusiasm, motivation, and overall performance Students in the experimental group were more eager to participate in the lesson and were more confident in their ability to perform Tayammum correctly, while students in the control group were less engaged and less confident in their skills

The results of this study align with existing research on the effectiveness of demonstration-based teaching methods, which have been shown to improve students' understanding and performance in subjects requiring practical skills Demonstration methods allow students to learn by observing, practicing, and receiving immediate feedback, which enhances retention and skill development

The study also highlights the importance of using interactive and engaging teaching strategies in religious education subjects such as Tayammum Teaching rituals and practices that require specific actions benefits from hands-on learning, as students need to practice the steps in order to fully understand and execute them correctly

In addition to improving students' practical skills, the demonstration method also appears to enhance students' theoretical understanding By observing the teacher perform the ritual and discussing its significance, students in the experimental group gained a deeper understanding of Tayammum and its importance in Islamic practices

While traditional lecture-based methods can effectively convey theoretical knowledge, they may not provide students with the necessary opportunities to practice and apply that knowledge in real-world contexts As seen in this study, the demonstration method allowed students to bridge the gap between theory and practice, leading to a more comprehensive understanding of Tayammum. This study also underscores the value of student-centered learning approaches that promote active engagement and participation By allowing students to take an active role in their learning, teachers can foster a more motivating and supportive classroom environment that encourages students to take ownership of their learning and practice their skills with confidence

The limitations of this study, including its small sample size and short duration, suggest that further research is needed to confirm the long-term effectiveness of the demonstration method and explore its applicability to other religious rituals or practical subjects Larger-scale studies and longitudinal research would help provide more comprehensive insights into the benefits and limitations of the demonstration method in educational settings. In conclusion, the demonstration method proved to be highly

effective in improving students' understanding and practical skills in performing Tayammum The method provided students with a hands-on, visual learning experience that enhanced both their theoretical knowledge and practical abilities, ultimately leading to better learning outcomes compared to traditional lecture-based methods. Based on the findings of this study, it is recommended that teachers consider incorporating the demonstration method into their teaching strategies, particularly for practical subjects such as Tayammum By providing students with opportunities to observe, practice, and refine their skills, teachers can create more engaging and effective learning experiences that support students' long-term learning and development.

CONCLUSION

The findings of this study provide clear evidence that the demonstration method significantly improved students' understanding and practical abilities in performing Tayammum at SDN 0801 Pinarik. By incorporating active learning and hands-on practice, the demonstration method offered students the opportunity to engage with the material in a meaningful way, which was not achieved through traditional lecture-based instruction alone The experimental group showed a marked improvement in both their theoretical knowledge and practical skills compared to the control group, which was taught using conventional methods This improvement was especially evident in the practical assessments, where students in the experimental group were able to demonstrate the steps of Tayammum with greater accuracy and confidence The pretest and posttest results confirmed that students in the experimental group made significant progress in their understanding of Tayammum, with a 30% increase in their scores from the pretest to the posttest This highlights the effectiveness of the demonstration method in helping students internalize the steps involved in Tayammum and perform them correctly during the practical assessments While the control group also showed some improvement, their progress was less significant, with a 14% increase in their posttest scores This suggests that traditional lecture-based methods were less effective in fostering both theoretical understanding and practical skill development in comparison to the demonstration method. One of the key strengths of the demonstration method is its ability to provide students with a visual and hands-on model of the steps involved in Tayammum By observing the teacher perform the ritual and practicing the steps themselves, students were able to better understand the sequence of actions and their significance

The results from the experimental group suggest that hands-on practice is crucial for mastering practical skills such as Tayammum By providing students with multiple opportunities to practice and refine their technique under the teacher's guidance, the demonstration method enabled students to build confidence and competence in performing the ritual

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