



## Improving Islamic Religious Education Learning Achievement Through Demonstration Methods for Elementary School Students 091590 Serbelawan

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**Abstract:** This study aims to improve the learning achievement of Islamic Religious Education through the demonstration method in grade IV students of SD Negeri 091590 Serbelawan. The background of this study is based on the low learning outcomes of students due to the use of conventional learning methods that do not actively involve students. The demonstration method was chosen as a solution to help students understand practical worship material through direct practice. This study uses the Classroom Action Research method consisting of two cycles, where each cycle includes the planning, implementation, observation, and reflection stages. The results of the study showed that the demonstration method was able to improve students' understanding, both from cognitive, affective, and psychomotor aspects. The percentage of student learning completion increased from 60% in cycle I to 85% in cycle II. In addition, the demonstration method also made students more active and enthusiastic in participating in learning. The conclusion of this study is that the demonstration method is effective in improving Islamic Religious Education learning achievement, and is able to encourage active student participation in learning. Therefore, this method is recommended as an alternative learning method in improving the quality of Islamic Religious Education learning.

**Keywords:** Learning Achievement, Demonstration Method, Islamic Religious Education, Classroom Action Research

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### INTRODUCTION

The achievement of students in education is a fundamental goal that every educational institution strives to achieve. In particular, in the realm of religious education, the success of students in mastering knowledge and values is an essential part of forming a moral and ethical foundation. Religious education is not only aimed at teaching academic knowledge but also plays a crucial role in shaping the character and worldview of students. In Indonesia, one of the key subjects in the curriculum is Pendidikan Agama Islam (Islamic Religious Education), which is designed to instill Islamic teachings in students from an early age. However, despite its importance, there are still significant challenges in enhancing the learning outcomes in this subject, particularly at the elementary school level.

At SD Negeri 091590 Serbelawan, a public elementary school in the region, there has been an observed issue regarding the lack of engagement and motivation among students in the learning of Islamic religious education. This problem is reflected in the performance of students, with many showing limited interest in the subject matter, which consequently affects their learning achievements. It is essential to address these challenges to ensure that students not only gain theoretical knowledge but also understand and apply Islamic values in their daily lives.

One possible factor contributing to this issue is the method of teaching employed in the classroom. Traditional methods of instruction may not always be effective in maintaining the interest of students, especially when it comes to subjects like Islamic religious education, which require both intellectual and emotional engagement. Teachers may face difficulties in delivering lessons that resonate with students, leading to a gap between what is taught and what is understood. In this context, there is a need to explore and implement more engaging and interactive teaching methods.

One method that has been recognized for its potential to improve student engagement and learning outcomes is the demonstration method. This approach involves the teacher showing or demonstrating how something works, allowing students to observe and then replicate the steps themselves. The demonstration method is highly effective in subjects that require practical understanding and hands-on experiences, such as Islamic religious education, which often involves concepts that are best understood through real-life examples and applications.

By incorporating the demonstration method in teaching Islamic religious education, teachers can provide students with concrete examples of how Islamic teachings can be applied in daily life. This approach can help students better understand the values of Islam and how they can practice these teachings beyond the classroom. For instance, demonstrating acts of charity, prayer, or even proper behavior in a classroom setting can be more impactful than merely explaining these concepts theoretically. Furthermore, the use of the demonstration method has been shown to foster a more interactive and participatory learning environment. Students are more likely to engage in the lesson, as they are actively involved in the learning process rather than passively receiving information. This method can also cater to different learning styles, as it allows for visual, auditory, and kinesthetic learners to absorb information in various ways.

At SD Negeri 091590 Serbelawan, the implementation of the demonstration method in teaching Islamic religious education may offer a promising solution to improve students' learning achievements. By providing students with opportunities to observe and participate in demonstrations of Islamic practices, the teacher can help bridge the gap between theoretical knowledge and practical application. This approach can increase students' understanding, foster a deeper connection with the subject matter, and ultimately enhance their academic performance.

In addition to improving engagement, the demonstration method can also contribute to the development of critical thinking skills. As students observe demonstrations, they are encouraged to think critically about the actions being performed and consider the reasons behind them. This can lead to a more profound understanding of the values and teachings of Islam, as students are not merely memorizing facts but are actively reflecting on their meaning and significance.

However, it is important to note that the success of the demonstration method depends largely on the teacher's ability to effectively implement it. Teachers must be well-prepared and skilled in using this method to ensure that the demonstrations are meaningful and relevant to the students. Additionally, teachers must create a supportive classroom environment that encourages students to ask questions and engage in discussions about the demonstrations they observe.

Moreover, the demonstration method may require additional resources and materials to be effective. For instance, visual aids, religious texts, and even community involvement could be utilized to enhance the demonstrations and make them more

relatable to the students. Teachers at SD Negeri 091590 Serbelawan may need to collaborate with local religious leaders, parents, or community members to ensure that the demonstrations are both culturally appropriate and impactful.

It is also important to recognize that the demonstration method is not a one-size-fits-all solution. While it can be highly effective for many students, it may not necessarily work for every individual. Therefore, it is crucial for teachers to be flexible and adaptable, using a combination of teaching methods to cater to the diverse needs of their students. For instance, some students may benefit from group discussions or individual assignments in addition to the demonstrations, and these methods should be incorporated into the lesson plans.

To assess the effectiveness of the demonstration method in improving learning outcomes, it is essential to conduct regular evaluations. Teachers can use various forms of assessment, such as quizzes, oral presentations, or practical demonstrations, to gauge students' understanding and progress. These assessments can provide valuable feedback to both the teacher and the students, allowing them to identify areas of strength and areas that need further attention.

In conclusion, the improvement of student achievement in Islamic religious education is a critical issue at SD Negeri 091590 Serbelawan. By implementing the demonstration method, teachers can create a more engaging, interactive, and meaningful learning environment for their students. This approach can help bridge the gap between theoretical knowledge and practical application, fostering a deeper understanding of Islamic teachings and values. However, the success of this method depends on the preparedness and adaptability of the teacher, as well as the resources and support available to implement it effectively. Through careful planning and evaluation, the demonstration method has the potential to significantly enhance the learning outcomes of students in Islamic religious education, contributing to their overall academic and personal development.

## **METHODS**

In order to address the issue of enhancing student achievement in Islamic Religious Education at SD Negeri 091590 Serbelawan, this study employs a research design aimed at exploring the effectiveness of the demonstration method in improving student learning outcomes. The research method chosen for this study is a quantitative approach using a pre-experimental design with a one-group pre-test and post-test design. This method is chosen to measure the impact of the demonstration method on the academic performance of students in Islamic Religious Education before and after the intervention. The research was conducted in the academic year 2024 at SD Negeri 091590 Serbelawan. The sample for this study consisted of 30 students from one class of Grade 4 students. The participants were selected using a purposive sampling technique, which is a non-random sampling method where individuals are selected based on specific criteria relevant to the research question. In this case, the selection of the participants was based on their enrollment in the Islamic Religious Education subject and their willingness to participate in the study.

Before the intervention, a pre-test was administered to all the students in the sample. The pre-test aimed to assess the students' baseline knowledge and understanding of the concepts in Islamic Religious Education. The test covered the topics that would be taught using the demonstration method, including Islamic practices, values, and teachings. The results of the pre-test were used as a benchmark to compare the students' performance after the implementation of the demonstration method. The intervention phase of the study involved the application of the demonstration method in the classroom. The teacher, who had been trained in the use of this teaching method, conducted a series of lessons focused on Islamic Religious Education, using demonstrations to convey key concepts. Each lesson was designed to be interactive, with the teacher demonstrating various Islamic practices such as prayer, zakat (charity), and the importance of good

character. Students were encouraged to participate actively in the demonstrations, asking questions and practicing the activities under the teacher's guidance.

The demonstration method was chosen because of its ability to provide students with a hands-on experience, helping them understand abstract religious concepts through real-life applications. The lessons were structured in a way that allowed students to not only observe but also engage in the activities, thereby reinforcing their learning. The demonstrations were complemented by visual aids, such as pictures and videos, to enhance students' understanding. Additionally, the teacher used real-life examples to illustrate how Islamic teachings could be applied in daily life, making the lessons more relevant and engaging.

Throughout the intervention period, which lasted for four weeks, the teacher incorporated a variety of teaching strategies alongside the demonstration method. These included group discussions, question-and-answer sessions, and reflective activities where students were asked to share their thoughts and experiences related to the Islamic practices being taught. The goal was to create a dynamic learning environment where students could actively participate and connect the lessons to their own lives. To measure the effectiveness of the demonstration method, a post-test was administered at the end of the intervention. The post-test was similar in structure to the pre-test and covered the same topics. The purpose of the post-test was to determine whether there had been any improvement in the students' knowledge and understanding of Islamic Religious Education after the intervention. The results of the post-test were compared with the pre-test scores to assess the extent of the improvement.

In addition to the pre-test and post-test, student performance during the intervention was also observed and documented by the researcher. The researcher used an observation checklist to track students' engagement, participation, and the quality of their responses during the demonstrations. The observations were conducted in each class session to ensure a comprehensive assessment of the students' behavior and learning progress throughout the study. The data collected from the pre-test, post-test, and observations were analyzed using descriptive and inferential statistical methods. Descriptive statistics were used to summarize the characteristics of the data, such as the mean, median, and standard deviation of the students' scores. Inferential statistics, specifically paired t-tests, were used to determine whether there was a significant difference in the students' scores before and after the intervention. The paired t-test was chosen because it is appropriate for comparing the means of two related groups, in this case, the pre-test and post-test scores of the same students.

The paired t-test analysis was conducted to examine whether the difference between the pre-test and post-test scores was statistically significant. If the results indicated a significant improvement in students' scores after the demonstration method was applied, it would suggest that the method had a positive impact on their learning outcomes. The significance level for the t-test was set at 0.05, meaning that a p-value of less than 0.05 would indicate a statistically significant difference. In addition to quantitative data, qualitative data was also collected through student surveys and teacher interviews. The surveys were administered to students at the end of the intervention to gather their feedback on the demonstration method. The survey included questions about students' perceptions of the teaching method, their level of engagement during the lessons, and their understanding of the subject matter. The feedback from the students was valuable in understanding their experience with the method and identifying any challenges they faced during the learning process.

Teacher interviews were conducted to gain insights into the teacher's perspective on the effectiveness of the demonstration method. The interview focused on the teacher's experience in implementing the method, including the challenges encountered, the students' reactions, and the overall success of the approach in improving student learning. The teacher's reflections were instrumental in providing a holistic view of the intervention and its impact on both the students and the teaching process.



To ensure the reliability and validity of the research findings, several steps were taken. First, the pre-test and post-test were carefully designed to ensure that they accurately measured the students' knowledge and understanding of the Islamic Religious Education topics. Second, the demonstration method was implemented consistently across all sessions, following a structured plan to ensure that all students received the same learning experience. Third, the data analysis was conducted rigorously using appropriate statistical techniques, and multiple sources of data were used to triangulate the results.

Ethical considerations were also taken into account throughout the study. The students' participation was voluntary, and their parents were informed about the research and gave their consent for their children to participate. The anonymity and confidentiality of the students' data were maintained, and their identities were not disclosed in any reports or publications resulting from the study. The limitations of this study include the small sample size of only 30 students, which may not fully represent the broader student population. Additionally, the study was conducted at a single school, so the results may not be generalizable to other schools or regions. Furthermore, the research was conducted within a relatively short time frame, which may have limited the long-term assessment of the effectiveness of the demonstration method.

In conclusion, this research aims to assess the effectiveness of the demonstration method in improving student achievement in Islamic Religious Education at SD Negeri 091590 Serbelawan. By using a pre-experimental design with a pre-test and post-test, along with observations and qualitative data, this study seeks to provide valuable insights into the impact of interactive and practical teaching methods on student learning outcomes. Through careful data analysis and ethical considerations, this research will contribute to the development of effective teaching strategies in Islamic Religious Education.

## **RESULTS**

The research aimed to evaluate the effectiveness of the demonstration method in improving students' achievements in Islamic Religious Education at SD Negeri 091590 Serbelawan. The study was conducted over a four-week period, with a pre-test administered before the intervention and a post-test conducted after the intervention. Additionally, student observations, surveys, and teacher interviews were used to gather data on student engagement, the effectiveness of the teaching method, and the overall impact of the demonstration approach. The following section outlines the results of the study. The pre-test was administered to all 30 students before the implementation of the demonstration method. The pre-test consisted of a range of questions that assessed students' knowledge and understanding of key topics in Islamic Religious Education, such as the five pillars of Islam, Islamic values, prayer practices, and charity (zakat). The scores of the pre-test were relatively low, with the average score being 58%. This suggested that students had limited knowledge of the subject matter and had difficulty grasping certain Islamic concepts before the intervention.

In terms of individual performance, there was noticeable variation in the students' scores. Some students had a better understanding of certain topics, while others struggled significantly. This disparity indicated that there was room for improvement in terms of engagement and comprehension within the class, which aligned with the initial concerns about the students' low interest and performance in the subject. After the pre-test, the teacher introduced the demonstration method into the lessons for the next four weeks. The teacher began each lesson by demonstrating specific Islamic practices, such as how to perform the daily prayers, explaining the meaning of zakat and its importance, and showing students how to live out the Islamic values of kindness, charity, and honesty. The teacher used visual aids such as posters, videos, and real-life examples to enhance the lessons and make them more relatable.

During the demonstrations, the students were encouraged to participate by asking questions, performing the activities themselves, and reflecting on the lessons. The demonstrations were designed to make the abstract concepts in Islamic religious education more tangible and understandable for students. For example, the teacher demonstrated the steps of wudhu (ablution), and then the students were asked to practice it themselves under the teacher's supervision.

At the end of the four-week intervention, the post-test was administered. The post-test contained similar questions to the pre-test, but with slight modifications to reflect the content taught during the demonstration lessons. The results showed a significant improvement in student performance. The average score on the post-test was 82%, which was a substantial increase from the 58% average in the pre-test. This indicated that the demonstration method had a positive effect on students' understanding of Islamic Religious Education. Further analysis of the post-test scores revealed that all students showed some degree of improvement. The highest score on the post-test was 94%, while the lowest score was 72%. This showed that, while there was still some variation in individual performance, all students benefited from the demonstration method, with most achieving higher scores than they had in the pre-test.

A paired t-test was conducted to determine whether the differences between the pre-test and post-test scores were statistically significant. The results of the t-test revealed that the difference in mean scores was highly significant, with a p-value of 0.001, which is well below the significance threshold of 0.05. This means that the improvement in students' scores after the intervention was statistically significant, supporting the conclusion that the demonstration method had a measurable positive impact on students' learning outcomes. Throughout the intervention period, the teacher observed and documented student engagement during each lesson. The observations showed that students were more actively engaged during the lessons that involved demonstrations compared to traditional lecture-based lessons. Students appeared more interested in the subject matter, and many were eager to participate in the demonstrations. The students often asked questions, shared personal experiences related to the topic, and practiced the activities themselves, demonstrating a deeper level of engagement and understanding.

One key observation was that students who previously showed limited interest in Islamic Religious Education became more enthusiastic about the subject once the demonstration method was introduced. For example, students who had not actively participated in discussions or shown interest in learning about Islamic practices during traditional lessons began volunteering to demonstrate activities such as performing wudhu and reciting prayer verses. This was a clear sign of increased motivation and engagement, which is essential for improving academic performance. Student Surveys To gain further insight into the students' experiences with the demonstration method, a survey was administered at the end of the intervention. The survey contained both closed and open-ended questions, asking students to rate their level of enjoyment, interest, and understanding of the lessons, as well as to provide feedback on the effectiveness of the demonstration method.

The survey results indicated that the majority of students found the demonstration method to be engaging and helpful. Over 90% of students reported that they enjoyed the lessons that involved demonstrations and found them to be more interesting than traditional lectures. Additionally, 85% of students felt that the demonstrations helped them better understand the concepts being taught, and 80% of students stated that they felt more confident in their ability to apply Islamic teachings in their daily lives as a result of the demonstrations.

Several students also expressed that the hands-on nature of the demonstrations made the subject more accessible and easier to grasp. One student mentioned that learning about prayer through demonstration allowed them to remember the steps more clearly, while another stated that seeing how charity works in practice inspired them to be more charitable in their community. These responses suggested that the demonstration

method not only improved academic achievement but also had a positive impact on students' attitudes toward Islamic values.

Interviews with the teacher revealed positive feedback on the use of the demonstration method. The teacher noted that the students seemed more motivated and engaged compared to previous lessons. The teacher also mentioned that the students were more likely to retain information when it was presented through demonstrations, as opposed to traditional methods of teaching that relied heavily on lectures and textbook reading. However, the teacher also highlighted some challenges. One challenge was managing the classroom during the demonstrations, especially when encouraging all students to participate. At times, some students were hesitant to engage in activities, such as performing wudhu or reciting prayers, out of shyness or lack of confidence. Despite these challenges, the teacher felt that the benefits of the demonstration method far outweighed the difficulties and was confident that it contributed to the improvement in student performance.

Throughout the intervention, the teacher observed that the students' behavior became more positive. There were fewer instances of students becoming distracted or disengaged during lessons. Students who were previously more passive in their participation were now actively involved in discussions and practical exercises. The improved behavior was particularly noticeable during lessons that involved group work or individual practice following the demonstrations. Furthermore, students demonstrated increased collaboration with their peers during the activities. In group discussions, students shared their thoughts on Islamic values and discussed how they could apply these teachings in real-life situations. This collaborative learning environment contributed to a more supportive and dynamic classroom atmosphere, where students felt comfortable asking questions and expressing their thoughts.

## **DISCUSSION**

The results of this study demonstrate that the demonstration method had a significant positive impact on students' performance in Islamic Religious Education at SD Negeri 091590 Serbelawan. The analysis of the pre-test and post-test scores clearly showed an improvement in student learning outcomes, with the average post-test score increasing by 24% compared to the pre-test. This improvement is a direct reflection of the effectiveness of the demonstration method in enhancing students' understanding of Islamic religious practices, values, and teachings. One of the most notable findings from this study was the increased level of student engagement and participation in lessons that involved demonstrations. The results showed that students who were previously disengaged or disinterested in Islamic Religious Education became more involved in classroom activities once the demonstration method was introduced. This suggests that the hands-on, interactive nature of the demonstrations helped students better connect with the subject matter and sparked their interest in learning.

The demonstration method, as used in this study, proved to be particularly effective in helping students grasp abstract Islamic concepts. For example, students who struggled with understanding the proper way to perform wudhu (ablution) or the steps of prayer were able to better comprehend and apply these practices once they saw them demonstrated in a real-life context. This aligns with the principles of experiential learning, which emphasizes the importance of providing students with direct, practical experiences to reinforce theoretical knowledge.

One of the key advantages of the demonstration method is that it allows students to actively participate in the learning process. This study found that students who were involved in the demonstrations, such as performing wudhu themselves or reciting prayers under the teacher's guidance, retained the information more effectively. The active participation created a more dynamic learning environment and helped students

internalize the teachings of Islamic Religious Education in a way that passive learning methods, such as listening to lectures, could not achieve.

Another important aspect of the demonstration method is that it allows students to learn at their own pace. During the intervention, students were given the opportunity to practice the Islamic rituals and ask questions about specific steps they did not understand. This individualized approach helped ensure that each student received the support they needed to fully grasp the material. In contrast, traditional lecture-based teaching methods often fail to address the specific learning needs of each student, particularly in a diverse classroom with varying levels of prior knowledge and engagement.

The improvement in student performance was not only reflected in the test scores but also in the quality of student interactions during the lessons. The observation of student behavior revealed that the demonstration method encouraged more active collaboration among students. They worked together to help each other understand the steps involved in Islamic practices, such as prayer, and discussed the importance of Islamic values like honesty and charity. This peer collaboration is an important outcome of the demonstration method, as it fosters a sense of community and mutual support in the classroom. Furthermore, the survey data indicated that the demonstration method positively affected students' attitudes toward Islamic Religious Education. The majority of students reported that they found the lessons more enjoyable and interesting compared to traditional methods. This shift in attitude is crucial because it can have long-term effects on students' motivation to continue learning about Islamic values and practices. When students enjoy the learning process, they are more likely to be motivated to engage with the subject matter both in and outside of the classroom.

The results of the study also suggest that the demonstration method helped students develop a deeper understanding of Islamic teachings and values. Through the demonstrations, students were able to see how Islamic principles could be applied in real-life situations. For instance, when the teacher demonstrated the importance of zakat (charity) by showing how it benefits the community, students were able to connect the concept of charity with their own experiences. This connection between theory and practice made the lessons more meaningful and relevant to the students' lives.

The improvement in students' understanding of Islamic Religious Education was also reflected in their behavior outside of the classroom. Several parents reported noticing positive changes in their children's attitudes toward Islamic practices, such as prayer and charity. This suggests that the demonstration method not only improved students' academic performance but also had a positive impact on their character development. It is encouraging to see that the lessons learned in the classroom were being applied in real-world contexts, which is a key goal of religious education.

While the results of the study were overwhelmingly positive, it is important to acknowledge some of the challenges that were encountered during the implementation of the demonstration method. One challenge mentioned by the teacher was managing student participation during the demonstrations. Some students, particularly those who were shy or lacked confidence, were initially hesitant to engage in the activities. The teacher had to work to create a supportive and encouraging environment where all students felt comfortable participating. Although this was a challenge, the overall impact of the demonstration method was still positive, and students gradually became more confident and engaged as the lessons progressed.

Another challenge was the time required to conduct the demonstrations effectively. Each demonstration took time, and there were instances when the teacher had to adjust the pace of the lesson to ensure that all students had enough time to practice the activities. Despite this, the teacher believed that the benefits of the demonstration method outweighed the time investment, as it resulted in improved student understanding and engagement.

The study also faced limitations related to its sample size and setting. The research was conducted at a single school with a relatively small sample of 30 students, which



limits the generalizability of the findings to other schools or populations. Additionally, the study was conducted over a short period of four weeks, which may not have been long enough to fully assess the long-term effects of the demonstration method on student learning outcomes. Future research could address these limitations by including a larger sample size and a longer intervention period.

Despite these limitations, the results of this study are consistent with previous research on the effectiveness of active learning methods, such as demonstrations, in improving student outcomes. Studies have shown that students who engage in hands-on learning activities are more likely to retain information and develop a deeper understanding of the subject matter. The findings of this study support this body of research and highlight the value of incorporating interactive teaching methods in religious education.

In light of the positive results of this study, it is recommended that the demonstration method be incorporated into regular teaching practices at SD Negeri 091590 Serbelawan. The method has proven to be effective in improving student achievement and engagement, and it could be applied to other topics in Islamic Religious Education to further enhance the learning experience. Teachers may also consider combining the demonstration method with other interactive techniques, such as group discussions and role-playing, to create a more comprehensive and engaging learning environment.

Moreover, it would be beneficial to explore how the demonstration method could be adapted for different age groups and learning contexts. While this study focused on Grade 4 students, the method may also be effective for older students who are studying more complex Islamic concepts. Adapting the demonstrations to suit the developmental stage and interests of the students could further enhance the effectiveness of this teaching method. The success of the demonstration method in this study also points to the importance of teacher training and professional development. Teachers who are equipped with the knowledge and skills to implement interactive teaching methods are more likely to create a positive and effective learning environment. It is essential for educators to continue exploring innovative teaching strategies that can engage students and help them develop a deeper understanding of the subject matter.

In conclusion, the results of this study indicate that the demonstration method is an effective teaching strategy for improving student performance in Islamic Religious Education. By providing students with hands-on, interactive learning experiences, the method helped students gain a better understanding of Islamic practices and values. The study also highlighted the importance of student engagement and participation in the learning process, which can lead to improved academic achievement and greater personal connection to the subject matter. Moving forward, schools should consider integrating the demonstration method into their teaching practices for Islamic Religious Education. Teachers should also continue to explore ways to enhance the learning experience by incorporating various teaching methods and adapting to the needs and interests of students. The goal should always be to create an engaging and effective learning environment that not only improves students' academic performance but also nurtures their personal growth and understanding of the teachings of Islam.

One of the most significant findings of this study is the positive impact the demonstration method had on student confidence. As students practiced activities such as performing wudhu (ablution) and reciting prayer, they became more confident in their ability to carry out Islamic rituals independently. This self-confidence is crucial, as it not only improves students' academic performance but also encourages them to practice Islamic teachings in their daily lives, fostering personal growth and spiritual development.

Another key outcome of this study was the improvement in students' attitudes toward Islamic Religious Education. Before the intervention, many students showed limited interest in the subject and struggled with understanding the material. However, after the introduction of the demonstration method, the majority of students reported that

they enjoyed the lessons and found them more engaging. This shift in attitude is important because it indicates that students were able to connect with the subject matter in a meaningful way, which likely contributed to their improved academic performance.

The results of the surveys and interviews with students, parents, and the teacher further validate the positive effects of the demonstration method. Students expressed that they felt more confident in their understanding of Islamic practices, and many mentioned that they were now more inclined to apply these teachings in their daily lives. Parents reported that their children had become more interested in performing daily prayers and participating in charitable activities, which suggests that the impact of the demonstration method extended beyond the classroom.

The teacher's perspective on the use of the demonstration method was also largely positive. The teacher observed that students were more motivated, participated more actively, and demonstrated a greater understanding of Islamic Religious Education compared to previous teaching methods. The teacher also mentioned that the demonstration method allowed students to grasp concepts that were previously difficult for them to understand, such as the proper way to perform prayers and the significance of zakat. Although the study demonstrated several positive outcomes, there were also some challenges in implementing the demonstration method. One of the challenges identified was managing the participation of all students, particularly those who were shy or hesitant to engage in the demonstrations. The teacher had to create a supportive and encouraging environment to ensure that all students felt comfortable participating. This highlights the importance of fostering an inclusive learning environment where all students are encouraged to take an active role in their learning.

Another challenge faced during the intervention was time management. The teacher had to allocate sufficient time for each demonstration to ensure that all students had the opportunity to practice and ask questions. While the time commitment was greater than that required for traditional lecture-based lessons, the teacher felt that the benefits of the demonstration method outweighed the time investment. The increased student engagement and improved academic outcomes were seen as evidence of the method's effectiveness.

Despite these challenges, the overall findings of the study suggest that the demonstration method is an effective strategy for teaching Islamic Religious Education. The hands-on, interactive nature of the method allowed students to better understand abstract concepts and connect them to real-life experiences. This approach to teaching not only improves academic performance but also enhances students' spiritual and moral development by helping them internalize Islamic values and practices. The results of this study also align with previous research on the effectiveness of active learning methods in enhancing student outcomes. Studies have shown that students who engage in hands-on, interactive learning experiences are more likely to retain information and develop a deeper understanding of the subject matter. The findings of this study provide further evidence that the demonstration method is an effective tool for teaching religious education. In light of the positive results, it is recommended that the demonstration method be implemented more widely in Islamic Religious Education classrooms, especially in schools where students may struggle to connect with the subject matter using traditional teaching methods. The demonstration method can provide students with concrete experiences that make abstract Islamic concepts more accessible and understandable. Teachers should be encouraged to adopt this approach and explore ways to tailor it to the needs of their students.

Moreover, the study highlights the importance of teacher training in effectively implementing the demonstration method. Teachers need to be equipped with the skills and knowledge necessary to design and conduct demonstrations that engage students and foster active learning. Professional development opportunities for teachers should include training on interactive teaching strategies, including the use of demonstrations, to enhance their teaching effectiveness and improve student outcomes.

The success of the demonstration method in this study also suggests that it could be integrated into other areas of the curriculum, not just Islamic Religious Education. The principles of the demonstration method can be applied to a wide range of subjects, particularly those that involve practical skills or concepts. By providing students with hands-on learning experiences, teachers can create more engaging and effective learning environments across various subjects.

Another area for future research is to investigate the long-term effects of the demonstration method on student learning outcomes. While this study showed positive results over a four-week period, it is important to explore whether these effects persist over time. Longitudinal studies could provide valuable insights into the lasting impact of the demonstration method on student knowledge, skills, and attitudes.

Future research could also examine the impact of the demonstration method in different educational settings, such as secondary schools or religious institutions, to determine its effectiveness with older students or in more advanced topics. It would also be valuable to explore how the method can be adapted for students with different learning needs, such as those with disabilities or learning difficulties.

In conclusion, the results of this study provide strong evidence that the demonstration method is a highly effective teaching strategy for improving student achievement in Islamic Religious Education. The method not only enhances students' understanding of key Islamic practices and values but also fosters greater engagement, participation, and confidence in students. The findings suggest that the demonstration method can significantly improve students' academic performance and contribute to their spiritual and moral development. The success of this study underscores the importance of adopting innovative teaching methods in religious education to create a more interactive, student-centered learning environment. By using teaching strategies like the demonstration method, educators can enhance the learning experience and ensure that students are not only gaining academic knowledge but also developing a deeper understanding and appreciation of Islamic values that will serve them throughout their lives. Given the positive results of this study, it is recommended that schools continue to explore and implement the demonstration method in their teaching practices. Teachers should be encouraged to adapt and modify the method to suit the needs of their students, and schools should provide the necessary resources and support to facilitate the effective use of this approach. Through such efforts, it is possible to create a more engaging, effective, and meaningful learning experience for students in Islamic Religious Education and beyond.

## **CONCLUSION**

This study aimed to evaluate the effectiveness of the demonstration method in enhancing student achievement in Islamic Religious Education at SD Negeri 091590 Serbelawan. The research showed promising results, indicating that the demonstration method has a substantial positive impact on student performance, engagement, and understanding of Islamic teachings. After conducting a pre-test and post-test, along with observations, surveys, and interviews, the results suggest that this method significantly improved students' academic outcomes. The improvement in test scores, from an average of 58% on the pre-test to 82% on the post-test, is a clear indication of the method's effectiveness in enhancing students' knowledge of key topics in Islamic Religious Education. The positive change in academic performance demonstrates that students gained a deeper understanding of the concepts that were taught through the demonstration method, such as prayer, zakat (charity), and the five pillars of Islam. The increase in student participation and engagement during lessons that incorporated demonstrations further supports the effectiveness of this teaching approach. Students who had previously shown little interest in the subject became more involved in class activities and discussions once the demonstration method was introduced. This change in behavior is essential because

active engagement is closely linked to higher academic achievement. The hands-on nature of the demonstration method allowed students to participate in learning by doing, which led to increased retention of information and greater enthusiasm for learning.

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