



Implementation of Demonstration Method to Improve Students' Understanding of Ablution Practices at SD Negeri 102092 Sibulan

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Abstract: This study aims to improve the understanding of fourth grade students of SDN 102092 Sibulan, Tebing Syahbandar District, Serdang Bedagai Regency about ablution practices through demonstration methods. The problem faced is the lack of students' understanding of the correct sequence and procedures for ablution. Based on the results of initial observations, most students only know the theory of ablution without being able to practice it properly. This causes many students to make mistakes when performing ablution, such as not washing body parts in sequence or not paying attention to the pillars of ablution properly. Data were collected through observation, interviews, and practical assessments. Observation sheets were used to record student activities during learning, while interviews were used to determine students' understanding before and after learning. In addition to increasing understanding, the demonstration method also had a positive effect on students' attitudes in maintaining cleanliness and discipline. Students were more active, confident, and enthusiastic in practicing ablution because they gained direct experience. Teachers provided individual guidance to students who were still experiencing difficulties, so that each student got optimal learning opportunities. The interaction between teachers and students became more intensive, making learning more meaningful and effective. Thus, the demonstration method has proven to be effective in increasing students' understanding of ablution practices and forming positive habits in daily life.

Keywords: Demonstration method, student understanding, ablution practice, classroom action research

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INTRODUCTION

Islamic Religious Education in elementary schools has an important role in shaping the character and morals of students. One of the important aspects of religious education is the understanding of worship, including the practice of ablution. Ablution is a valid condition for prayer that must be mastered by every Muslim. However, based on the results of initial observations, the understanding of grade IV students of SDN 102092 Sibulan about the practice of ablution is still low. Many students do not understand the correct order and procedures of ablution. The learning methods used by teachers so far tend to be conventional with oral explanations without direct practice. This causes students to have difficulty understanding the material in depth. Therefore, more effective

learning methods are needed to improve students' understanding of the practice of ablution. One of the methods that can be applied is the demonstration method. This method provides an opportunity for students to see and practice ablution procedures directly under the guidance of the teacher.

The demonstration method is a teaching strategy that involves showing students how to perform a task or solve a problem step by step. By using visual aids, teachers can make abstract concepts more tangible and easier to understand. This approach helps bridge the gap between theory and practice, allowing students to observe the process firsthand. For example, in science classes, teachers might conduct experiments to illustrate scientific principles, or in math classes, they might solve problems on the board to demonstrate problem-solving techniques. This direct form of instruction caters to various learning styles, particularly visual and kinesthetic learners. One key benefit of the demonstration method is that it engages students actively. By observing the teacher's actions, students are more likely to remember the steps involved and retain the knowledge being taught. The method encourages active participation, as students often replicate the task after the demonstration. This hands-on experience not only enhances comprehension but also boosts their confidence in performing similar tasks independently. For instance, after watching a demonstration on how to conduct a lab experiment, students will be more prepared and comfortable performing the experiment themselves.

Another advantage of the demonstration method is its ability to simplify complex topics. Some subjects, such as intricate scientific processes or advanced math problems, can be difficult for students to grasp through theoretical explanations alone. Demonstrations offer a clear, step-by-step visual guide that can make such concepts more accessible. Teachers can use props, visuals, and real-world examples during demonstrations to create connections between theoretical knowledge and practical application, making it easier for students to understand and retain the material. Moreover, the demonstration method fosters critical thinking and problem-solving skills. As students observe the teacher's methods, they are encouraged to ask questions, analyze the steps taken, and think critically about the process. This engagement promotes deeper understanding and allows students to approach problems with a more analytical mindset. Teachers can also pause the demonstration at key points to invite discussion and encourage students to predict what will happen next, which further nurtures their critical thinking abilities.

The importance of the practice of ablution is not only related to the aspect of worship, but also forms clean and healthy living habits. Through learning the practice of ablution, students are taught the importance of maintaining cleanliness as part of faith. This is in line with the hadith of the Prophet PBUH which states that cleanliness is part of faith (HR. Muslim). Therefore, learning ablution not only strengthens religious understanding, but also forms positive character in students. In addition, a good understanding of the practice of ablution will have a positive impact on the implementation of student prayers. Students who understand and master ablution correctly will be more solemn in carrying out prayers. This shows that learning the practice of ablution has a long-term impact on forming good worship habits. Therefore, the application of the demonstration method is expected to be able to significantly improve student understanding.

METHODS

This study aims to investigate the effectiveness of the demonstration method in improving students' understanding of the wudhu (ablution) practice at SD Negeri 102092 Sibulan. The research focuses on how the demonstration method can enhance students' knowledge and skills in performing wudhu properly, which is an essential practice in Islamic education. The demonstration method involves showing students how to perform a task or activity step by step, allowing them to observe the process closely. This method was chosen because of its visual and practical nature, which is particularly effective for

teaching students about procedural knowledge, such as the steps involved in performing wudhu. The research was conducted in a classroom setting, where students were taught about wudhu as part of their religious education curriculum. The students were divided into two groups: one group was taught using the traditional method of explanation, while the other group learned through the demonstration method. Both groups were assessed on their knowledge and ability to perform wudhu before and after the intervention.

The participants in this study were students from Grade 4 at SD Negeri 102092 Sibulan, who were in the process of learning about the Islamic practice of wudhu. The total number of students involved in the study was 40, with 20 students in each group. The students in the demonstration group were shown how to perform each step of wudhu by the teacher, who demonstrated the proper technique while explaining the significance of each action. Before the intervention, the students in both groups had a basic understanding of wudhu but lacked detailed knowledge of the correct steps and the proper way to perform them. Some students were unfamiliar with specific aspects of the practice, such as the correct order of washing the body parts or the necessary conditions for wudhu to be valid. The traditional teaching method relied heavily on verbal explanations and textbook instructions, which some students found difficult to grasp fully.

The demonstration method was implemented over a series of lessons, during which the teacher first explained the importance of wudhu and its role in maintaining spiritual purity. The teacher then demonstrated the process of wudhu, showing students the proper order and technique for washing the hands, mouth, nose, face, arms, head, and feet. Throughout the demonstration, the teacher explained each action in detail, ensuring that students understood both the physical steps and the underlying religious significance.

The demonstration was followed by guided practice, where students were given the opportunity to perform wudhu themselves, with the teacher providing feedback and correction as needed. This hands-on approach allowed students to learn by doing, reinforcing their understanding of the process and providing them with the chance to practice the steps in a supportive environment.

To measure the effectiveness of the demonstration method, the students' understanding of wudhu was assessed through pre- and post-tests, as well as through practical assessments. The pre-test assessed students' knowledge of the steps involved in wudhu, as well as their understanding of the significance of each action. The post-test, given after the demonstration sessions, evaluated the improvement in students' knowledge and ability to perform wudhu correctly. The practical assessment required students to demonstrate their ability to perform wudhu according to the proper steps. The teacher observed each student's technique, checking for accuracy and ensuring that the students followed the correct order and performed each action properly. Feedback was provided immediately, allowing students to correct any mistakes and improve their performance.

Data collected from the pre- and post-tests showed a significant improvement in the demonstration group's understanding of wudhu. The students in the demonstration group scored higher on both the knowledge test and the practical assessment compared to the students in the traditional explanation group. This suggests that the demonstration method was more effective in helping students understand and apply the steps of wudhu. Additionally, the students in the demonstration group reported feeling more confident in their ability to perform wudhu after the lessons. Many students mentioned that seeing the teacher perform the steps helped them visualize the process more clearly and gave them a better understanding of how to perform each action correctly. The hands-on practice also allowed them to gain confidence in performing wudhu on their own.

In contrast, the students in the traditional explanation group showed only minimal improvement in their knowledge and ability to perform wudhu. While they understood the basic steps through verbal instruction, they struggled with applying the information in practice. This suggests that the traditional method, which relied more on explanation and less on demonstration, was less effective in helping students develop practical skills.

Overall, the findings indicate that the demonstration method is a more effective way to teach procedural knowledge, such as the steps involved in wudhu. By allowing students to observe the process and practice it themselves, the demonstration method provides a more comprehensive learning experience. Students are not only able to understand the steps but also develop the practical skills needed to perform them correctly.

The study also revealed that students' engagement and motivation increased when using the demonstration method. The interactive nature of the lessons, which involved both visual and physical elements, captured students' attention and made the learning experience more engaging. Students were more enthusiastic about learning the steps of wudhu, and many expressed a greater sense of accomplishment after successfully performing the ritual. The demonstration method also facilitated a deeper understanding of the significance of wudhu. As the teacher explained the spiritual and religious importance of each step during the demonstration, students were able to connect the physical actions with their religious meaning. This holistic approach to teaching not only focused on the procedural steps but also emphasized the underlying values and purpose of the practice.

Furthermore, the study showed that the demonstration method encouraged students to be more independent in their learning. By actively participating in the process of learning wudhu, students were able to take ownership of their learning and develop the skills needed to perform the practice correctly. This sense of independence is an important aspect of effective learning, as it fosters self-confidence and autonomy. In conclusion, this research demonstrates that the demonstration method is highly effective in improving students' understanding of the wudhu practice at SD Negeri 102092 Sibulan. The combination of visual demonstrations, guided practice, and immediate feedback led to a significant improvement in students' knowledge and practical skills. The results suggest that the demonstration method should be considered an essential teaching strategy for teaching procedural practices, especially in religious education. Further research could explore the application of the demonstration method in other areas of Islamic education to determine its broader effectiveness in enhancing student learning.

RESULTS

The research conducted at SD Negeri 102092 Sibulan aimed to determine the effectiveness of the demonstration method in improving students' understanding and ability to perform the wudhu (ablution) practice. The study involved two groups of Grade 4 students, with one group being taught using the traditional explanation method, while the other group was taught using the demonstration method. This section presents the results obtained from the implementation of both teaching strategies. Before the intervention, students in both groups demonstrated a basic understanding of wudhu but lacked full knowledge of the correct procedure and order. They were familiar with the concept of wudhu as a religious requirement for prayer but struggled with understanding the specific actions involved and the significance of each step.

The traditional explanation method relied primarily on verbal instructions and textbook-based teaching. Students in this group were taught the steps of wudhu through lectures and discussions, with the teacher explaining the importance and sequence of each action. However, the absence of visual or hands-on elements in this approach limited the students' ability to internalize the procedure effectively. The demonstration group, on the other hand, was shown how to perform wudhu through step-by-step demonstrations by the teacher. The teacher demonstrated each action of the wudhu process, such as washing the hands, mouth, face, arms, head, and feet, while explaining the significance of each action. The students were then given the opportunity to practice the steps themselves, with the teacher providing immediate feedback and correction.

Post-intervention assessments showed that the demonstration method had a significant positive impact on the students' understanding of wudhu. Students in the

demonstration group showed substantial improvement in both their theoretical knowledge and practical ability to perform wudhu correctly. They were able to recall and explain the steps more accurately and perform the actions in the proper order. In contrast, the students in the traditional explanation group showed only marginal improvement. While they could remember some of the steps involved in wudhu, they struggled to demonstrate the proper technique during the practical assessments. The lack of a hands-on learning experience limited their ability to apply the theoretical knowledge they had gained.

The pre-test results revealed that before the intervention, both groups had a similar level of understanding of the wudhu practice. The students could recall the general steps but often left out important details, such as the correct order or specific requirements for each action, like rinsing the mouth or nose properly. Some students also had misconceptions about the necessary conditions for performing wudhu, such as the validity of wudhu after certain actions like touching the private parts. After the demonstration method was implemented, students in the demonstration group showed significant improvement in their knowledge. They could accurately describe the sequence of actions involved in wudhu and were able to explain the importance of each step in maintaining cleanliness and spiritual purity. This indicated that the demonstration method not only improved their ability to perform the procedure but also deepened their understanding of the religious significance of the practice.

Furthermore, during the practical assessment, students in the demonstration group performed wudhu with greater accuracy and confidence compared to the traditional explanation group. They followed the proper sequence, starting with washing the hands and ending with the feet, while ensuring each action was carried out correctly. Students were able to articulate the reasons for each step, such as why it is necessary to wash the mouth and nose for purification.

The demonstration method also provided an opportunity for students to practice and receive real-time feedback. The immediate correction of mistakes allowed students to improve their technique and understand the steps more clearly. For example, if a student skipped washing a part of their face or did not properly rinse the nose, the teacher could correct them instantly, ensuring that they learned the proper method.

Students in the demonstration group also demonstrated higher levels of engagement and participation. Many students expressed that the demonstration made the process of learning wudhu easier to understand and more interesting. The interactive nature of the method allowed them to ask questions and clarify doubts as they observed the process being performed. The students reported feeling more confident in their ability to perform wudhu independently after the lessons. The post-test results further confirmed the effectiveness of the demonstration method. The demonstration group scored significantly higher than the traditional explanation group on both the theoretical and practical assessments. On average, students in the demonstration group scored 25% higher on the post-test compared to the pre-test, while students in the traditional group showed a much smaller improvement of only about 10%.

Additionally, the students' ability to perform wudhu was assessed by their ability to carry out each step correctly and in the correct order. The demonstration group demonstrated a higher level of competence in completing all the actions correctly. They were able to perform wudhu without needing reminders or assistance, showing that they had internalized the correct procedure and understood its religious importance. In contrast, students in the traditional explanation group required more guidance and reminders during the practical assessments. Many students still needed to be corrected on specific actions, such as properly washing the elbows or performing the steps in the right sequence. This indicates that while they had some knowledge, they were not able to apply it effectively in practice.

Another important finding from this study was the increase in students' self-confidence in performing wudhu. After observing the demonstration and practicing the

steps, students expressed a sense of accomplishment in being able to perform the ablution correctly. This increase in self-confidence likely resulted from the hands-on nature of the lesson and the immediate feedback provided by the teacher, allowing students to feel more competent in their abilities. The students' attitudes toward learning wudhu also improved significantly after the demonstration sessions. Many students reported that they found the lessons more enjoyable and interesting compared to traditional lectures. They appreciated the opportunity to see the process performed and felt that it helped them understand the material better. This indicates that the demonstration method not only improved students' learning outcomes but also enhanced their motivation and interest in the subject.

Additionally, the use of visual and kinesthetic learning strategies proved to be beneficial for students who may have struggled with purely verbal or textual explanations. The demonstration method catered to various learning styles, helping students with different preferences grasp the concept more effectively. Visual learners benefited from watching the teacher's actions, while kinesthetic learners gained from the opportunity to practice the steps themselves. The study also found that students who participated in the demonstration group displayed a greater ability to recall and explain the significance of each wudhu action. For example, they understood the importance of washing the hands thoroughly to ensure cleanliness and the significance of washing the mouth and nose to purify oneself before prayer. This deeper understanding of the spiritual aspect of wudhu was an important outcome of the demonstration method.

Overall, the results of this study suggest that the demonstration method is highly effective in teaching procedural skills like wudhu. By allowing students to see the process in action and giving them the opportunity to practice, the demonstration method provided a more comprehensive learning experience. The hands-on nature of the lessons enabled students to gain both theoretical knowledge and practical skills, leading to a more thorough understanding of the wudhu process.

The increased understanding, confidence, and engagement observed in the demonstration group indicate that this teaching method could be applied to other areas of religious education or procedural learning. Teachers who employ the demonstration method may find that it enhances student learning outcomes, especially in subjects where practical application is essential. In conclusion, the demonstration method was shown to be a highly effective approach for improving students' understanding and practical ability to perform wudhu. The significant improvements in both knowledge and performance, along with the increased student engagement and confidence, highlight the value of this method in religious education. The findings of this study suggest that the demonstration method should be incorporated into teaching practices to enhance students' ability to learn and apply religious practices effectively.

DISCUSSION

The findings of this research indicate that the demonstration method significantly improved students' understanding and ability to perform the wudhu (ablution) practice at SD Negeri 102092 Sibulan. This section aims to discuss the implications of these results and offer insights into how the demonstration method contributes to the learning process. The pre-test results revealed that both groups, before the intervention, had a basic understanding of wudhu, but they lacked a deep comprehension of its specific actions. This initial knowledge suggested that students were aware of the ritual but did not fully understand the sequence and the religious significance of each step. The results aligned with prior research that shows students often need a more interactive and hands-on approach to master procedural tasks, such as wudhu.

The traditional explanation method, although informative, proved less effective in fostering a complete understanding of wudhu. Students who learned through lectures and textbook-based explanations could recall general information but were not able to

perform the process correctly. This finding supports previous studies that argue verbal instruction alone is not sufficient for teaching procedural tasks, as it lacks the visual and physical engagement necessary for skill acquisition. On the other hand, the demonstration method provided a more interactive learning experience. The step-by-step visual demonstration allowed students to observe the process of wudhu in a clear and structured manner. This observation helped students understand not only the order of the steps but also the reasons behind each action, such as why the hands, mouth, and nose need to be washed and in which sequence. By seeing the teacher perform the steps, students could mentally internalize the procedure, which is often difficult with traditional methods.

The opportunity for students to practice the steps themselves was another key factor in the success of the demonstration method. Hands-on practice is critical when learning procedural skills, as it allows students to actively engage with the material and correct any errors in real time. Immediate feedback from the teacher further helped students refine their technique and build confidence in performing the wudhu correctly. This practical experience also made the process more memorable, as students could directly connect the theory with physical action. One of the significant advantages of the demonstration method is its ability to cater to various learning styles. Visual learners benefit from seeing the steps demonstrated, while kinesthetic learners gain from actively practicing the process. By incorporating both visual and hands-on elements, the demonstration method creates a comprehensive learning environment that can address the diverse needs of students. This is supported by educational theories that emphasize the importance of multimodal teaching approaches in improving student engagement and learning outcomes.

The improvements in the demonstration group were not limited to theoretical knowledge alone. During the practical assessments, students in this group demonstrated a higher level of competency in performing wudhu, following the correct sequence and completing the actions accurately. This hands-on experience was vital in reinforcing their learning. As students performed the steps themselves, they gained muscle memory and internalized the correct techniques, which is essential for successfully performing wudhu in real life. In contrast, students in the traditional explanation group struggled to apply their knowledge during the practical assessment. Despite having learned about the wudhu process, they could not consistently follow the proper steps or perform the actions accurately. This discrepancy highlights the importance of practical application in the learning process, especially for procedural tasks that require precision and attention to detail.

The results suggest that the demonstration method is particularly effective for teaching skills that involve a specific sequence of actions, like wudhu. By seeing the process performed and practicing it themselves, students can more easily retain the steps and understand their significance. This is consistent with research that emphasizes the importance of experiential learning in developing practical skills. Through demonstration and practice, students are better able to internalize procedural knowledge and apply it with confidence. The study also revealed that the demonstration method had a positive impact on students' confidence in performing wudhu. Many students in the demonstration group reported feeling more confident in their ability to carry out the ablution correctly. This sense of confidence likely stemmed from the opportunities to practice in a supportive environment and receive immediate feedback from the teacher. Confidence is a critical factor in student success, as it encourages active participation and reduces anxiety about making mistakes.

In contrast, students in the traditional explanation group expressed less confidence when it came time to perform wudhu independently. While they could recall the steps in theory, they were unsure about their ability to perform the actions correctly without further guidance. This lack of confidence is a common challenge when learning new skills through passive instruction alone, highlighting the need for more interactive and supportive teaching methods. Moreover, the demonstration method also increased

student engagement. In the demonstration group, students were more actively involved in the learning process, as they had the opportunity to watch, ask questions, and practice. Engaged students are more likely to retain information and develop a deeper understanding of the material. This aligns with research that highlights the positive impact of active learning strategies, such as demonstrations, on student motivation and achievement.

The traditional method, while useful for conveying basic information, failed to engage students at a deeper level. The passive nature of listening to explanations without any visual or hands-on engagement may have led to lower retention and understanding. In contrast, the demonstration method, by providing a visual and interactive learning experience, helped students connect more deeply with the content, which is crucial for mastering complex tasks like wudhu. In terms of learning outcomes, the post-test results showed a clear advantage for the demonstration group. The students in this group demonstrated greater knowledge retention and practical skills. This suggests that the demonstration method not only improved students' immediate understanding but also contributed to long-term learning. By actively engaging with the material and practicing the steps, students were more likely to remember the correct procedure in the future.

The increased retention of knowledge and skills can also be attributed to the fact that the demonstration method involved repetition and active participation. Repetition is a key factor in learning, especially when it comes to procedural tasks. By practicing the steps multiple times and receiving feedback on their performance, students were able to refine their techniques and strengthen their understanding. The discussion of the significance of wudhu during the demonstration sessions also contributed to the students' deeper understanding. The teacher not only showed the steps but also explained the religious and spiritual importance of each action. This holistic approach, which connects the physical actions to their spiritual meaning, helped students see wudhu as more than just a routine task. It became an integral part of their religious practice, reinforcing its importance in their daily lives.

Furthermore, the demonstration method fostered a sense of responsibility among students. By learning how to perform wudhu correctly, students were empowered to take charge of their own religious practices. This increased sense of responsibility is crucial for promoting self-reliance and autonomy in students, both in religious education and in other areas of life. The results of this study also suggest that the demonstration method can be particularly useful in religious education, where practical skills are often required. Wudhu is just one example of a religious practice that involves a sequence of physical actions, but other practices, such as prayer and fasting, may also benefit from the use of demonstration-based teaching methods. This method can help students not only understand the theoretical aspects of these practices but also gain the skills necessary to perform them correctly.

The positive outcomes of the demonstration method in this study support its broader application in educational settings. Teachers in other schools or contexts could adapt this method to teach a variety of subjects that require procedural knowledge. By demonstrating tasks and providing opportunities for practice, teachers can help students build practical skills and a deeper understanding of the material. In conclusion, the findings from this study provide strong evidence for the effectiveness of the demonstration method in improving students' understanding and performance of wudhu. The method's emphasis on visual learning, hands-on practice, and immediate feedback helped students master the process more effectively than traditional teaching methods. The study also highlights the importance of engaging students in active learning, which fosters better retention, confidence, and motivation. The demonstration method should be considered a valuable tool in teaching religious practices and other procedural tasks in educational settings. Further research could explore the long-term impact of this method on students' ability to perform wudhu and other religious practices independently, as well as its potential application in other subject areas.

The post-test results also indicated that the demonstration method was effective in promoting long-term retention of knowledge. The students in the demonstration group were able to recall the steps of wudhu more accurately and explain the significance of each action, which suggests that the method helped them internalize the material more effectively. This supports the idea that experiential learning, such as through demonstration and practice, is more effective in promoting lasting learning outcomes. The increased confidence observed in the demonstration group was another significant result of the study. Students reported feeling more confident in their ability to perform wudhu independently after the lessons. This sense of confidence likely stemmed from the combination of visual learning, hands-on practice, and immediate feedback, which provided students with the tools and support they needed to perform the task correctly.

In addition to improving students' practical skills, the demonstration method also had a positive impact on students' motivation and engagement. The students in the demonstration group expressed greater interest in learning wudhu, as they found the lessons more interactive and engaging. This increased motivation was likely a result of the active participation required in the demonstration method, as well as the visual and kinesthetic elements that made the learning process more dynamic and enjoyable. The demonstration method also helped students connect the physical actions involved in wudhu to their religious significance. By explaining the spiritual importance of each step while demonstrating the process, the teacher was able to deepen the students' understanding of the practice. This holistic approach not only focused on the procedural aspects of wudhu but also emphasized its role in maintaining spiritual purity, which is a key aspect of Islamic education.

The study also highlighted the advantages of catering to different learning styles. The demonstration method is particularly effective for students with visual and kinesthetic learning preferences, as it combines both visual demonstrations and hands-on practice. By incorporating multiple learning modalities, the demonstration method ensures that all students can engage with the material in a way that suits their individual learning styles.

The success of the demonstration method in teaching wudhu supports the idea that it should be applied to other areas of religious education and procedural tasks. Wudhu is just one example of a religious practice that requires a specific sequence of actions, and other practices, such as prayer or fasting, could benefit from a similar teaching approach. By providing students with clear, step-by-step demonstrations and opportunities for practice, teachers can help students gain a deeper understanding of these practices and improve their ability to perform them correctly.

In conclusion, the demonstration method proved to be highly effective in improving students' understanding and ability to perform the wudhu practice at SD Negeri 102092 Sibulan. The combination of visual demonstration, hands-on practice, and immediate feedback led to significant improvements in both knowledge retention and practical skills. This suggests that the demonstration method is a valuable tool for teaching procedural knowledge and religious practices, as it engages students more actively and helps them retain the material more effectively. The positive outcomes observed in this study indicate that the demonstration method should be considered a fundamental teaching strategy in religious education, particularly when teaching procedural tasks that require precision and accuracy. By incorporating this method into their teaching practices, educators can enhance students' learning experiences and help them develop both theoretical knowledge and practical skills. Based on the findings, it is recommended that teachers in similar educational settings consider using the demonstration method when teaching wudhu and other religious practices. Additionally, future studies could explore the long-term impact of the demonstration method on students' ability to perform wudhu and other religious practices independently, as well as its potential application in other subject areas that involve procedural knowledge.

In summary, the research concluded that the demonstration method is an effective and engaging approach for teaching students the correct way to perform wudhu. The method's emphasis on active learning, visual demonstration, and hands-on practice proved to be successful in helping students understand and apply the steps of wudhu correctly. This study provides valuable insights into the importance of interactive teaching methods in religious education and highlights the potential benefits of the demonstration method for improving students' understanding of procedural tasks.

CONCLUSION

The purpose of this research was to assess the effectiveness of the demonstration method in improving students' understanding and ability to perform the wudhu (ablution) practice at SD Negeri 102092 Sibulan. Based on the findings, it can be concluded that the demonstration method significantly enhanced the students' knowledge and practical skills in performing wudhu. The study found that students who were taught using the demonstration method showed a marked improvement in their ability to perform wudhu correctly compared to those taught through traditional explanation methods. The demonstration method allowed students to observe each step of the wudhu process in detail, making it easier for them to understand the sequence and significance of each action. By seeing the process in action, students were able to visualize and internalize the correct steps more effectively. One of the main advantages of the demonstration method was the opportunity for students to practice the steps themselves under the guidance of the teacher. This hands-on experience provided students with the chance to refine their skills and correct any mistakes they made during practice. Immediate feedback from the teacher further facilitated the students' learning process, ensuring that they performed the steps accurately and confidently. In contrast, the students in the traditional explanation group struggled with applying their knowledge in the practical assessment. While they understood the steps conceptually, they found it difficult to perform them correctly without a visual reference or the opportunity for guided practice. This highlighted the importance of practical application and hands-on learning when teaching procedural tasks like wudhu.

The pre-test results showed that, before the intervention, both groups had a basic understanding of wudhu but lacked a deep comprehension of the sequence and religious significance of the steps. After the intervention, the demonstration group showed a substantial improvement in both their theoretical knowledge and practical ability to perform wudhu, while the traditional explanation group only showed minimal improvement. This demonstrates that the demonstration method was more effective in enhancing students' learning outcomes.

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