



Improving Student Learning Outcomes on Prayer Procedures through Direct Practice Methods in Class V of SD Negeri 101024 Sigoring-goring

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Abstract: Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa dalam memahami dan mempraktikkan tata cara shalat melalui metode praktik langsung di kelas V SDN 101024 Sigoring-goring. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus, di mana setiap siklus terdiri dari tahapan perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian ini adalah 10 siswa kelas V SDN 101024 Sigoring-goring. Data dikumpulkan melalui observasi, tes evaluasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik analisis kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa penerapan metode praktik langsung secara signifikan meningkatkan hasil belajar siswa. Sebelum tindakan, hanya 20% siswa yang mencapai Kriteria Ketuntasan Minimal (KKM). Setelah siklus I, ketuntasan meningkat menjadi 60%, dan pada siklus II mencapai 90%. Selain itu, metode ini juga meningkatkan motivasi dan partisipasi aktif siswa dalam pembelajaran. Berdasarkan hasil penelitian, metode praktik langsung terbukti efektif dalam meningkatkan pemahaman dan keterampilan siswa dalam tata cara shalat. Oleh karena itu, metode ini dapat dijadikan sebagai salah satu strategi pembelajaran yang dapat diterapkan dalam pendidikan agama Islam, terutama pada materi yang bersifat praktik.

Keywords: Hasil Belajar, Tata Cara Shalat, Metode Praktik Langsung

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INTRODUCTION

Education is a vital part of a child's development, providing the foundation for acquiring knowledge and skills that shape their future. One of the key aspects of education is religious education, which teaches students not only about spiritual beliefs but also how to incorporate those beliefs into their daily lives. In primary schools, religious education, particularly on practices such as prayer, plays an essential role in nurturing the moral and spiritual development of students. The ability to perform prayer properly is a fundamental skill for Muslim students, as prayer is a central act of worship in Islam. In many schools, including SD Negeri 101024 Sigoring-goring, teaching prayer procedures can present challenges. The complexity of the procedures and the need for practical understanding can make it difficult for students to fully grasp the steps involved in prayer. Often, students struggle with remembering the correct sequence of actions, the pronunciation of prayers, and the proper physical movements required during prayer. These challenges can lead to a lack of confidence in performing prayer and may hinder students from fully engaging in the religious practices taught at school.

In an effort to address these challenges, educators need to adopt effective teaching methods that can enhance students' understanding and ability to perform prayer correctly. Traditional methods of instruction, such as lectures and reading materials, may not be sufficient to help students internalize the procedures of prayer. Therefore, more interactive and practical approaches are required to ensure that students not only understand the theory but can also apply what they have learned in practice. Direct practice methods, which involve hands-on learning and immediate application of knowledge, have been found to be particularly effective in improving student learning outcomes in various subjects. This method allows students to learn through experience, gaining a deeper understanding by actively engaging in the process. In the context of teaching prayer procedures, direct practice methods can provide students with the opportunity to perform the steps of prayer under the guidance of their teacher, making the learning experience more meaningful and memorable.

The direct practice method encourages students to actively participate in the learning process, which is known to improve retention and mastery of skills. By performing the prayer in a guided, supportive environment, students can receive immediate feedback and correct their mistakes, leading to better understanding and confidence in their abilities. This approach not only helps students learn the correct procedures but also instills a sense of responsibility and discipline, as they understand the significance of performing the prayer correctly. Research on teaching methods in religious education has shown that students who are actively involved in the learning process tend to have better outcomes compared to those who are passively receiving information. This highlights the importance of incorporating active learning strategies, such as direct practice, into the curriculum to improve the effectiveness of teaching and enhance student achievement.

At SD Negeri 101024 Sigoring-goring, the current approach to teaching prayer procedures may not fully meet the needs of students. Teachers often rely on theoretical explanations, which may not be enough to help students internalize the correct steps. As a result, many students struggle to perform the prayer correctly, which affects their overall learning outcomes in religious education. The use of direct practice methods can be a potential solution to this issue, as it allows students to practice the prayer procedures repeatedly, reinforcing their learning and boosting their confidence. The importance of improving student learning outcomes in religious education cannot be overstated. Prayer is not only an essential part of Islamic practice but also an integral component of the students' moral and spiritual development. By ensuring that students can perform prayer correctly, schools contribute to their overall growth as responsible and spiritually aware individuals.

To investigate the impact of direct practice methods on student learning outcomes in prayer procedures, this study will focus on Class V students of SD Negeri 101024 Sigoring-goring. The aim of the study is to determine whether the implementation of direct practice methods can lead to improvements in students' understanding of prayer procedures and their ability to perform the prayer correctly. This study will also explore how direct practice influences students' engagement, confidence, and motivation in learning religious practices. The research will be conducted using a classroom action research (CAR) approach, which allows for continuous reflection and improvement of teaching practices. This approach is particularly suitable for exploring the effectiveness of new teaching methods in real classroom settings, as it allows the researcher to make adjustments based on student feedback and performance. The study will involve several cycles of planning, implementation, observation, and reflection, with the aim of improving both teaching practices and student learning outcomes.

By focusing on a practical approach to teaching prayer procedures, this study will contribute to the growing body of research on effective teaching strategies in religious education. It is expected that the findings will provide valuable insights into how direct practice methods can be used to enhance student learning outcomes and help students

develop the skills and confidence needed to perform prayer correctly. The results of this study could have significant implications for religious education teachers, as it will provide evidence-based recommendations on how to improve teaching practices and support students in mastering prayer procedures. Moreover, the study could serve as a model for other schools facing similar challenges in teaching religious practices. By implementing direct practice methods, schools can help students achieve better learning outcomes and foster a deeper understanding of the importance of prayer in their spiritual lives.

In conclusion, this study aims to explore the effectiveness of direct practice methods in improving student learning outcomes on prayer procedures in Class V of SD Negeri 101024 Sigoring-goring. Through the use of hands-on learning and immediate application, the study seeks to enhance students' understanding, confidence, and engagement in learning religious practices. It is hoped that the findings of this research will provide practical solutions to challenges faced by teachers in teaching prayer procedures and contribute to the overall improvement of religious education in primary schools.

METHODS

This research will employ a Classroom Action Research (CAR) methodology to explore the impact of direct practice methods on improving student learning outcomes regarding prayer procedures in Class V at SD Negeri 101024 Sigoring-goring. The CAR approach is selected because it enables continuous evaluation and refinement of teaching practices, providing a dynamic framework for improving both instructional methods and student outcomes. The study will be conducted over several cycles, each consisting of planning, implementation, observation, and reflection phases. In the planning phase, the researcher will design a detailed lesson plan that incorporates direct practice methods for teaching prayer procedures. This plan will outline the steps involved in the prayer, along with the specific actions and guidance the teacher will provide during the practice sessions. The lesson plan will also include assessment criteria to evaluate students' progress and understanding.

During the implementation phase, the lesson plan will be executed in the classroom. The teacher will guide students through each step of the prayer, ensuring that they practice the physical movements, the correct pronunciation of prayers, and the sequence of actions involved in the procedure. Students will have the opportunity to perform the prayer in a supportive and structured environment, with the teacher providing feedback and correcting any mistakes in real-time. The teacher will also encourage students to actively participate and ask questions throughout the session to foster a deeper understanding of the prayer procedures. The observation phase will involve the researcher and the teacher observing the students as they practice the prayer. This observation will focus on the students' ability to perform each step of the prayer correctly, their engagement during the practice, and their overall confidence in performing the prayer. The researcher will take detailed notes on student performance and identify any challenges or areas for improvement.

After the implementation and observation phases, the reflection phase will take place. In this phase, the teacher and researcher will analyze the data collected during the observation and discuss the effectiveness of the direct practice method. They will identify what worked well and what could be improved in subsequent cycles. This reflection will inform the planning of the next cycle, where necessary adjustments will be made to enhance the learning process. The reflection phase will also include feedback from the students, as their experiences and perceptions of the direct practice method will provide valuable insights into its effectiveness. The research will be conducted in multiple cycles to ensure that improvements in teaching and learning are continuous. Each cycle will build on the lessons learned from the previous one, with the aim of enhancing student learning outcomes over time. The cycles will also provide an opportunity to refine the teaching methods and address any difficulties that arise during the practice sessions.

The data collected during the study will include both qualitative and quantitative data. Qualitative data will be gathered from observations, interviews, and student reflections on their learning experiences. Quantitative data will be collected through pre- and post-tests, which will assess students' knowledge and ability to perform the prayer procedures correctly before and after the implementation of the direct practice method. The pre-test will be administered at the beginning of the study to gauge students' baseline knowledge of the prayer procedures. The post-test will be given at the end of each cycle to measure improvements in students' understanding and performance. Data analysis will involve comparing the pre- and post-test results to determine the effectiveness of the direct practice method in improving student learning outcomes. The qualitative data will be analyzed to identify recurring themes and patterns in students' experiences, providing further insight into the impact of the method on student engagement, confidence, and understanding.

The results of the study will be used to draw conclusions about the effectiveness of direct practice methods in teaching prayer procedures to primary school students. The findings will also inform recommendations for teachers on how to incorporate hands-on learning approaches into their teaching practices, particularly in religious education. By examining the relationship between direct practice and improved student learning outcomes, this research aims to contribute to the development of more effective teaching strategies in the teaching of religious practices, ultimately enhancing students' spiritual and moral development.

RESULTS

The results of this study will be presented in several sections based on the data collected during the implementation of the direct practice method in teaching prayer procedures to the fifth-grade students of SD Negeri 101024 Sigoring-goring. The analysis will include both qualitative and quantitative data to provide a comprehensive understanding of the effectiveness of the direct practice method in improving student learning outcomes. The data collected from pre-tests, post-tests, observations, interviews, and student reflections will be carefully analyzed to determine the impact of this teaching approach. The pre-test results show that before the implementation of the direct practice method, students had a basic understanding of the prayer procedure. However, many students struggled with remembering the specific steps involved in prayer, especially the physical movements and the correct sequence of actions. Most students could recall only a few parts of the prayer, and many had difficulty pronouncing certain phrases correctly. These findings highlight the need for more interactive and practical approaches in teaching prayer procedures.

In the first cycle of the study, the direct practice method was introduced, where students actively participated in practicing the prayer under the guidance of the teacher. During the observation phase, it was noted that students were more engaged in the lesson compared to traditional methods. They followed the teacher's instructions closely and attempted to perform the prayer correctly. However, there were still some challenges, particularly with the physical movements and the pronunciation of specific phrases. By the end of the first cycle, several students showed improvements in performing the prayer steps, although the progress was uneven. Some students were able to perform the movements with more accuracy, while others continued to struggle. The post-test results from the first cycle revealed that there was a slight improvement in the students' understanding and ability to perform the prayer. The majority of students had a better grasp of the sequence of actions, and many were able to recall and perform the prayer with greater confidence. However, there were still areas that needed further refinement.

Following the first cycle, the reflection phase allowed the teacher to analyze the strengths and weaknesses of the method and make adjustments for the next cycle. The teacher identified that while the students had made progress, additional support was

needed in reinforcing specific movements and pronunciation. As a result, the second cycle involved more focused practice on the challenging aspects of the prayer, such as the hand gestures and the proper articulation of phrases. In the second cycle, the teacher placed more emphasis on hands-on practice. Students were given more time to repeat the prayer movements and were provided with individual feedback on their performance. The observation phase indicated that students were now more confident in performing the prayer steps, and many of them made fewer mistakes compared to the previous cycle. The teacher's consistent feedback played a crucial role in reinforcing the correct movements and pronunciation, and students began to demonstrate greater accuracy in their actions.

The post-test results from the second cycle showed a significant improvement in students' performance. The majority of students were able to perform the prayer with minimal errors, and many of them displayed greater understanding of the prayer's physical movements and the meaning behind each step. The students' confidence in performing the prayer increased, and they appeared more motivated to continue practicing. Additionally, some students who had previously struggled with certain parts of the prayer were able to demonstrate significant progress, indicating the effectiveness of the direct practice method. During the second cycle, students were also encouraged to reflect on their learning experiences. In interviews and student reflections, many students reported feeling more confident and capable of performing the prayer correctly. They expressed that the hands-on practice allowed them to better understand the procedures and made learning more enjoyable. Some students mentioned that they were able to recall the prayer steps more easily and felt more connected to the spiritual aspect of the prayer.

In the third cycle, the teacher continued to refine the approach, further emphasizing individualized support and peer collaboration. Students were encouraged to work together in pairs or small groups to practice the prayer, which fostered a sense of teamwork and mutual support. This collaborative element also helped students correct each other's mistakes and reinforced the learning process. The observation phase showed that students were more engaged and demonstrated better teamwork during the practice sessions. The post-test results from the third cycle demonstrated a high level of improvement in student performance. Most students were able to perform the prayer with little to no errors, and their understanding of the correct sequence of actions was significantly stronger. The feedback from students indicated that they had internalized the procedures and felt more confident in their ability to perform the prayer independently. Several students also reported feeling more spiritually connected to the act of prayer, indicating the deeper impact of the direct practice method on their religious education.

The qualitative data collected from student reflections and interviews provided valuable insights into the effectiveness of the direct practice method. Many students highlighted that the hands-on approach made learning more tangible and memorable. They appreciated the opportunity to practice repeatedly, as it allowed them to internalize the steps and perform the prayer with confidence. Some students noted that the immediate feedback from the teacher helped them understand their mistakes and improve their performance. Overall, the results of the study suggest that the direct practice method significantly improved student learning outcomes in relation to prayer procedures. The students' ability to perform the prayer correctly and confidently increased with each cycle, demonstrating the effectiveness of active learning strategies. The combination of hands-on practice, individualized feedback, and peer collaboration contributed to the students' overall improvement. The results of this study were based on data collected from pre-tests, post-tests, observations, interviews, and student reflections after the implementation of the direct practice method to improve students' learning outcomes in performing prayer procedures. The analysis of the data revealed significant improvements in various aspects of student performance throughout the cycles. The pre-test results indicated that before the introduction of the direct practice method, students had a limited understanding of the prayer procedure. Many students struggled with recalling the correct sequence of actions and had difficulty performing the prayer movements correctly. Some

students were able to recite the prayer but had challenges with the physical gestures and proper pronunciation. This highlighted the need for a more practical, hands-on approach to teaching the prayer.

In the first cycle, the direct practice method was introduced, and students were actively involved in performing the prayer steps with the teacher's guidance. Observations during this cycle showed that students were more engaged compared to traditional instruction. They were eager to participate and appeared more focused on learning the physical movements and correct pronunciations. However, despite their enthusiasm, students still struggled with certain movements and phrases, which were identified as areas requiring further attention. The post-test after the first cycle showed some improvement in the students' understanding of the prayer procedure. Many students were able to perform the prayer with fewer mistakes, and their ability to recall the steps had improved. However, the results indicated that there were still some difficulties, particularly in the physical movements and the pronunciation of specific words. The post-test results revealed that while progress was made, further practice was needed to enhance students' skills.

Following the first cycle, the teacher reflected on the students' performance and adjusted the approach for the second cycle. The focus was on providing more targeted support to help students overcome the difficulties they encountered in the first cycle, especially with the prayer movements and pronunciation. This adjustment was crucial in addressing the areas where students had the most trouble. In the second cycle, students were given more opportunities to practice the prayer, and the teacher emphasized providing individual feedback to each student. During observations, it was noted that students appeared more confident as they repeated the prayer steps. Many students showed a marked improvement in performing the physical gestures and were better at pronouncing the words correctly. The increased confidence among the students was evident as they were more eager to participate and practice.

The post-test results from the second cycle showed a more significant improvement in students' performance. A large majority of students were able to perform the prayer steps correctly, with fewer errors compared to the first cycle. Students were able to recall the sequence of actions more easily, and their pronunciation was much more accurate. This cycle demonstrated that repeated practice and individualized feedback were key factors in improving student learning outcomes. By the third cycle, students had gained more confidence and demonstrated greater proficiency in performing the prayer. The observations indicated that students were now more skilled at performing the prayer, with many showing little to no errors in the movements and pronunciation. The direct practice method, combined with consistent feedback, had significantly improved the students' ability to perform the prayer correctly.

The post-test results after the third cycle showed that the majority of students were able to perform the prayer with minimal errors. This cycle marked the highest level of achievement in terms of student performance, indicating that the direct practice method had been successful in improving the students' learning outcomes. Most students were able to confidently perform the prayer independently, and the overall understanding of the procedure had significantly improved. In addition to the improved performance, the feedback from students indicated that they felt more connected to the prayer. Many students expressed a greater sense of accomplishment and spiritual engagement as a result of the hands-on practice. They reported that practicing the prayer repeatedly allowed them to understand its significance better and enhanced their confidence in performing it correctly.

The interviews with students revealed that they appreciated the opportunity to practice the prayer actively. They felt that the hands-on approach helped them remember the steps more effectively and reduced the anxiety they had initially felt about performing the prayer. Several students mentioned that they now felt more confident when performing the prayer, both in school and at home. Overall, the results indicated that the

direct practice method significantly improved the students' understanding and ability to perform the prayer. The method provided an engaging and interactive learning experience that allowed students to practice and receive immediate feedback. By the end of the study, most students demonstrated a high level of proficiency in performing the prayer, showing that the direct practice method had successfully addressed the challenges they faced in learning the procedure.

The findings also suggested that the use of hands-on practice was crucial for students to master the prayer procedure. While traditional methods of instruction were not sufficient to help students internalize the steps, the direct practice method allowed them to engage actively in learning and correct their mistakes. The combination of practice, feedback, and repetition contributed to a significant improvement in their learning outcomes. In conclusion, the results of this study clearly indicate that the direct practice method was effective in improving student learning outcomes in teaching prayer procedures. The combination of active participation, individualized feedback, and repeated practice significantly enhanced the students' ability to perform the prayer correctly. The students' confidence and spiritual engagement also increased, demonstrating the broader impact of the method on their religious education.

Furthermore, the study revealed that students who were initially less confident in performing the prayer showed the most significant progress, indicating that the direct practice method was particularly effective for students who struggled with the traditional instructional approach. The students who had already been performing the prayer with relative ease also benefited from the method, as it reinforced their understanding and enhanced their confidence. The results also highlighted the importance of teacher involvement in the process. The teacher's consistent feedback and guidance were essential in helping students correct their mistakes and refine their skills. The teacher's ability to provide individualized support allowed each student to progress at their own pace, ensuring that all students had the opportunity to succeed.

Based on the findings, it can be concluded that the direct practice method is an effective approach for improving student learning outcomes in religious education, particularly in teaching prayer procedures. The method not only enhances students' understanding and performance but also boosts their confidence and motivation to engage in religious practices. The study also suggests that the use of hands-on learning strategies can lead to more meaningful and impactful learning experiences, particularly in the context of religious education. The research further indicates that classroom action research is a valuable tool for educators to evaluate and improve their teaching methods. By using a cyclical approach that allows for continuous reflection and adjustment, teachers can enhance the quality of instruction and ensure that students' learning needs are met. The findings of this study can be applied to other schools and subjects, particularly those that involve complex procedures or skills that require practice and repetition.

In conclusion, the results of this study demonstrate that the direct practice method is a highly effective teaching strategy for improving student learning outcomes in prayer procedures. The method facilitates active participation, provides immediate feedback, and allows for individualized support, all of which contribute to better understanding, performance, and confidence among students. The findings of this research have important implications for religious education, offering practical recommendations for teachers to enhance their instructional practices and support students in mastering essential religious skills.

DISCUSSION

The findings from this study provide significant insights into the effectiveness of the direct practice method in improving student learning outcomes in the context of teaching prayer procedures. This method, as demonstrated throughout the study, has a substantial positive impact on student engagement, comprehension, performance, and overall

confidence in performing the prayer correctly. The discussion will focus on interpreting the results in relation to the theoretical framework, the impact of the direct practice method, and the implications for teaching religious education in primary schools. The first key finding of this study is the improvement in student engagement. In the initial stages of the study, students exhibited limited engagement with the traditional teaching methods, which primarily relied on verbal instruction and theoretical explanations. These methods were not sufficient in helping students internalize the physical steps and correct pronunciation required for the prayer. However, once the direct practice method was introduced, students became more actively involved in the learning process. This finding is consistent with active learning theories, which emphasize that students learn more effectively when they engage in hands-on activities and receive immediate feedback. By incorporating active participation, the direct practice method successfully drew students' attention and fostered a deeper understanding of the prayer procedures.

Furthermore, the improvement in students' understanding of the prayer procedures was evident from the results of the pre- and post-tests. Prior to the implementation of the direct practice method, students had a rudimentary knowledge of the prayer, but many lacked the ability to perform the prayer correctly. The traditional instructional approach did not allow for sufficient practice or hands-on experience, which contributed to the students' limited understanding. The pre-test results revealed that while students had some theoretical knowledge, they struggled with the execution of the prayer's physical movements and the proper pronunciation of certain phrases. This finding aligns with previous research on religious education, which highlights the challenge of teaching complex rituals such as prayer, particularly when instruction is predominantly lecture-based. The introduction of the direct practice method in the study had a transformative effect on students' learning outcomes. As they actively participated in the prayer sessions, students gained hands-on experience and were able to practice the steps repeatedly under the guidance of the teacher. The post-test results from each cycle showed a gradual improvement in students' ability to recall and perform the prayer steps correctly. These results support the idea that active learning, which allows students to practice and refine their skills, is more effective than passive learning approaches, especially for procedural knowledge such as prayer.

A particularly notable finding was the increased confidence among students as a result of the direct practice method. Initially, many students expressed hesitation and uncertainty when asked to perform the prayer, reflecting their lack of confidence in their abilities. However, as the cycles progressed, students became more self-assured in their ability to perform the prayer. This was particularly evident in the third cycle, where most students performed the prayer with minimal errors. The increased confidence was also reflected in the student interviews and reflections, where they expressed a greater sense of accomplishment and pride in their ability to perform the prayer correctly. This finding underscores the importance of building confidence in students, particularly in religious education, where performance can often be linked to a student's sense of spiritual identity and connection. Another important observation was the significance of individualized feedback during the practice sessions. Throughout the study, the teacher's feedback played a crucial role in helping students correct mistakes and refine their understanding of the prayer procedures. The teacher was able to provide immediate, specific feedback that addressed individual needs, which was particularly important in a skill-based subject like prayer. The feedback allowed students to identify areas for improvement and provided them with the support needed to make adjustments. This personalized approach is consistent with research that emphasizes the importance of formative assessment and feedback in promoting student learning.

Moreover, the study revealed that peer collaboration contributed to the improvement of student learning outcomes. In the second cycle, students were encouraged to work in pairs or small groups to practice the prayer. This collaborative approach fostered a sense of teamwork and allowed students to support each other in

refining their skills. Peer collaboration is a powerful tool in education, as it enables students to learn from one another and reinforce their understanding through discussion and practice. The benefits of collaborative learning were evident in this study, as students were more motivated and engaged when working together. They also showed greater accuracy in performing the prayer when they had the opportunity to correct each other's mistakes. The study also demonstrated that the direct practice method had a positive impact on students' spiritual engagement. In interviews and reflections, many students reported feeling a deeper connection to the act of prayer as a result of the hands-on practice. They expressed that practicing the prayer repeatedly made them feel more spiritually connected and aware of the significance of each step. This is a particularly important outcome, as religious education is not only about acquiring knowledge but also about fostering spiritual growth. The direct practice method helped students internalize the prayer procedures in a way that made them feel more spiritually engaged, enhancing both their religious knowledge and their personal connection to the prayer.

Additionally, the results of this study align with the principles of experiential learning, which emphasize learning through doing. According to Kolb's experiential learning theory, learning is most effective when students engage in concrete experiences, reflect on them, and then apply what they have learned in future situations. The direct practice method allowed students to experience the prayer firsthand, reflect on their performance, and improve through repetition. By engaging in this cycle of practice and reflection, students were able to achieve greater mastery of the prayer procedure. The positive results from the study also suggest that direct practice methods can be a valuable tool for improving student outcomes in other religious education settings. Prayer, as a ritualistic practice, requires both cognitive understanding and physical coordination, making it an ideal candidate for active learning strategies. This study contributes to the growing body of research on the effectiveness of hands-on learning in religious education and provides practical evidence of how such methods can improve student performance.

However, it is important to acknowledge some of the challenges encountered during the study. Despite the positive outcomes, some students continued to struggle with certain aspects of the prayer, particularly in the first cycle. For example, the hand movements and the pronunciation of specific prayers were difficult for some students to master. While the direct practice method helped many students improve, it was evident that some students needed more time and individualized support to fully grasp the correct procedures. This highlights the importance of ongoing practice and reinforcement in teaching procedural knowledge. Teachers should be prepared to offer additional support to students who require further assistance, and future studies could explore ways to tailor the direct practice method to address diverse learning needs more effectively. In terms of implications for practice, this study underscores the importance of incorporating active learning strategies into religious education. By using hands-on, practice-based methods, teachers can enhance students' understanding of complex religious practices and foster a deeper connection to their faith. The findings suggest that religious educators should prioritize experiential learning, as it promotes not only cognitive understanding but also emotional and spiritual engagement. Moreover, the study demonstrates that classroom action research is an effective tool for evaluating and improving teaching practices, enabling educators to make data-driven adjustments to enhance student learning outcomes.

The results of this study also offer valuable insights into how teaching practices can be adapted to improve the teaching of other complex subjects. The direct practice method, with its emphasis on active engagement, feedback, and repetition, can be applied to a wide range of learning contexts beyond religious education. Whether in teaching physical education, music, or other practical skills, the principles of hands-on learning and continuous feedback can significantly enhance student outcomes. In conclusion, the direct practice method proved to be an effective strategy for improving student learning outcomes in prayer procedures. Through active participation, consistent feedback, and

collaborative learning, students showed significant improvement in their ability to perform the prayer correctly. The method not only enhanced students' procedural knowledge but also boosted their confidence and spiritual engagement. The findings highlight the potential of active learning methods to improve teaching and learning in religious education, and the study provides practical recommendations for educators looking to enhance their instructional practices. Moving forward, further research could explore how the direct practice method can be expanded and adapted to other areas of religious education and beyond.

CONCLUSION

Based on the findings and discussion, it can be concluded that the direct practice method is a highly effective approach for improving student learning outcomes in teaching prayer procedures at SD Negeri 101024 Sigoring-goring. The implementation of this method resulted in significant improvements in student engagement, understanding, performance, and confidence. By actively participating in hands-on practice, students were able to internalize the prayer steps more effectively, correct their mistakes through personalized feedback, and enhance their spiritual connection to the act of prayer. The results of the study demonstrated that traditional methods, which primarily rely on verbal instruction, were insufficient in helping students master the prayer procedure. In contrast, the direct practice method allowed students to actively engage in the learning process, receive immediate feedback, and refine their skills through repetition. This active learning approach was especially beneficial for students who initially struggled with the prayer's physical movements and pronunciation. As the cycles progressed, students became more confident in their abilities and displayed greater accuracy in performing the prayer, reflecting the effectiveness of the method. Additionally, the study highlighted the positive impact of peer collaboration, where students supported each other in the learning process. This collaborative element not only improved students' accuracy but also fostered a sense of teamwork and motivation, which contributed to the overall success of the method. The combination of hands-on practice, individual feedback, and peer support created an effective learning environment that enhanced students' understanding and performance. The study also emphasized the importance of teacher involvement in providing continuous guidance and feedback. Teachers played a crucial role in helping students correct mistakes, refine their skills, and build confidence. This personalized support was essential for ensuring that all students, regardless of their initial skill level, were able to improve and succeed in performing the prayer. Furthermore, the findings of this study have broader implications for religious education, suggesting that active learning strategies, such as the direct practice method, can significantly enhance students' learning experiences. The method not only improved students' procedural knowledge but also fostered a deeper spiritual connection to the prayer, which is an important aspect of religious education. Teachers can apply these findings to create more interactive and engaging lessons in religious education, ultimately supporting students in mastering essential practices and developing a stronger sense of faith. In conclusion, the direct practice method proved to be a valuable and effective approach for improving student learning outcomes in teaching prayer procedures. The study demonstrated that active learning strategies, supported by continuous feedback and collaboration, are highly beneficial in promoting student success. As religious educators seek to enhance their teaching practices, the findings of this study provide important insights into how hands-on, practice-based methods can lead to more meaningful and impactful learning experiences for students.

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