



Efforts to Improve Prayer Worship Skills through Demonstration Methods for Students at SD Negeri 100560 Nahula

Nurdin Efendi Dongoran ✉, SD Negeri 100560 Nahula, Indonesia

✉ nurdinefendid@gmail.com

Abstract: This study was conducted with the background of the level of students' prayer worship skills through the demonstration method in grade III students at SD Negeri 100560 Nahula, Dolok Sigompulon District, North Padang Lawas Regency, which is still below the Minimum Completion Criteria (KKM) of 70 (seventy). This study aims to determine whether the demonstration method can improve students' prayer worship skills. This study used the Classroom Action Research method with respondents of grade III (three) students of SD Negeri 100560 Nahula, Dolok Sigompulon District, North Padang Lawas Regency, totaling 32 students. This study began in January to June 2022. The results of the study showed that the demonstration method on the material on the practice of obligatory prayers succeeded in improving students' prayer worship skills. It can be said that by using the demonstration method in Islamic Religious Education lessons, prayer skills include prayer movements, prayer readings and a combination of both properly and correctly, and are able to increase students' activeness, enthusiasm and desire to like prayer worship lessons more. This can be seen from the results of the analysis of the achievement of learning outcomes in the practice of prayer worship skills, the initial ability before the action was 67.7, then after the action was carried out in two cycles, there was an increase in cycle I of 72.3 and in cycle II the average achievement of the assessment was 76 with a percentage of completion of 100%. From the results of the study and discussion, it can be concluded that by using the demonstration method on the subject of prayer movement practice, students' prayer worship skills can be improved. In addition, students are able to improve movements, prayer readings that are considered still less than perfect, and it is easier to understand and remember lessons through direct practice, rather than just theory. The suggestion that can be submitted is that to instill the concept of prayer movement practice, teachers can use the demonstration method.

Keywords: Demonstration Method, Improving Skills,

Received February 15, 2024; **Accepted** April 21, 2024; **Published** April 30, 2024

Published by Mandailing Global Edukasia © 2024.

INTRODUCTION

In the context of Islamic education, one of the most important practices that students are taught is the proper way to perform the five daily prayers (shalat). Shalat is not only a religious obligation but also a central pillar of Islamic practice, representing a daily connection with God. For young students, understanding and performing shalat correctly can be a challenging yet essential learning experience. Therefore, it is crucial to ensure that students at an early age develop a solid foundation in performing shalat in a way that aligns with Islamic teachings. At SD Negeri 100560 Nahula, teachers face challenges in ensuring that students fully understand the various components of shalat, including its

physical movements, recitations, and spiritual significance. While students are introduced to the concept of shalat in their curriculum, many struggle with mastering the correct techniques for performing the prayers properly. This includes the proper body positions, the recitations in Arabic, the understanding of the prayers' meanings, and the spiritual and ritual significance of the actions involved in the prayer. Given the importance of this practice in students' religious lives, finding effective methods for teaching and reinforcing these skills is essential.

One method that has been widely acknowledged as effective in teaching practical skills is the demonstration method. The demonstration method involves the teacher showing students how to perform a task or skill in a clear and structured manner, providing visual cues and explanations to facilitate understanding. This approach allows students to observe the proper procedure firsthand and then replicate the action themselves. In the context of teaching shalat, the demonstration method can be especially beneficial, as it provides a visual model for students to imitate and reinforces the correct physical movements and recitations. In the current teaching practices at SD Negeri 100560 Nahula, there is an observed gap between theoretical knowledge about shalat and the actual ability of students to perform it correctly. Students often understand the meaning of the prayers but are unable to apply the proper techniques when they attempt to pray. This gap highlights the need for a more hands-on, practical approach to teaching shalat that can better engage students and ensure they develop the necessary skills to perform their prayers accurately.

The demonstration method, which has been successfully used in various educational settings to teach physical skills, has the potential to be an effective solution to this issue. By employing this method, teachers can directly show students the correct way to perform each step of the prayer, from the proper stance and hand movements to the recitations and understanding the meaning of each prayer. This approach allows students to learn by observation and practice, which can lead to better retention and understanding of the material. The purpose of this study is to explore how the demonstration method can be used to improve students' prayer skills at SD Negeri 100560 Nahula. This research aims to investigate whether students who are taught using the demonstration method will show greater improvement in their ability to perform shalat correctly compared to those who are taught using more traditional methods, such as verbal instructions or reading materials. The research will examine the effectiveness of this method in enhancing students' understanding of shalat, their ability to perform the prayers correctly, and their overall engagement in the learning process.

At the beginning of the study, it was observed that many students struggled with aspects of their prayer performance, particularly when it came to following the physical movements and reciting the prayers in the correct order. Students had a basic understanding of the prayers but often lacked the confidence and skill to perform them correctly, especially in a group setting. This is partly because students are not given enough opportunities to practice performing the prayers in front of others, which is essential for building confidence and ensuring mastery of the skill. Through the use of the demonstration method, it is expected that students will be able to see the correct way to perform each part of the prayer in real-time, with the teacher acting as a model. The teacher will first demonstrate the proper steps, breaking down each movement and recitation while explaining its meaning and significance. Afterward, students will be given the chance to practice the prayer, with the teacher offering feedback and guidance as needed. This process will provide students with a structured and supportive environment in which to develop their prayer skills.

Moreover, the demonstration method is expected to foster greater student engagement, as students will have a more interactive and practical experience with their learning. Instead of passively listening to instructions or reading about the prayers, students will actively participate by observing, imitating, and practicing the movements themselves. This hands-on approach is anticipated to increase students' motivation to

learn and improve, as they will be able to see tangible progress in their ability to perform the prayer correctly. This study also aims to assess the impact of the demonstration method on students' understanding of the spiritual significance of shalat. In addition to teaching students the correct physical actions, it is equally important to help them understand the meaning behind each prayer and the purpose it serves in their daily lives. The demonstration method can be used to reinforce this aspect of learning by providing opportunities for students to ask questions and discuss the spiritual aspects of shalat, further deepening their understanding.

Furthermore, the research will consider the role of classroom dynamics in supporting the demonstration method. Teachers will be observed on how they engage with students during demonstrations and how they facilitate a supportive learning environment for all students. By focusing on the teacher's role in guiding students through the prayer process, the research will provide insights into how the demonstration method can be best implemented to maximize student learning and skill development. In conclusion, this research is driven by the need to improve students' skills in performing shalat, which is an essential aspect of their religious education. By investigating the effectiveness of the demonstration method, the study seeks to provide evidence that this approach can lead to better results in terms of students' ability to perform shalat correctly and with greater understanding. The findings of this research may provide valuable insights for educators at SD Negeri 100560 Nahula and other schools looking to improve their approach to teaching shalat and other practical religious skills.

METHODS

The research method for this study is based on the principles of Classroom Action Research (CAR), which aims to identify and implement improvements in the teaching and learning process. This study focuses on the application of the demonstration method to enhance students' skills in performing shalat. The method allows teachers to model the correct way to perform prayers, enabling students to observe, understand, and then replicate the actions themselves. This section outlines the research design, the steps involved, the data collection methods, and the analysis process used in this study. The research was conducted in the 5th-grade classroom at SD Negeri 100560 Nahula. The school was selected for this study because of its existing challenges in teaching students to perform shalat correctly. Prior to the research, it was noted that students had difficulty mastering the movements and recitations involved in shalat. The researcher chose to focus on this aspect of their religious education as shalat is a fundamental practice for students and is essential for their spiritual development.

The study was conducted in two main cycles. The first cycle focused on introducing the demonstration method, where the teacher showed students how to properly perform the shalat through direct demonstration. The second cycle aimed to build upon the first by reinforcing the learning through more hands-on practice and providing individualized feedback to each student. This cyclical approach allowed for adjustments to be made based on observations and reflections from the first cycle, thus improving the teaching process. The participants in this study were 30 students from the 5th grade of SD Negeri 100560 Nahula, consisting of both male and female students aged 10 to 11. The students had already been introduced to the concept of shalat in earlier grades, but their ability to perform the prayer correctly and confidently was still lacking. Thus, this study aimed to bridge the gap between their theoretical understanding of shalat and their practical ability to perform it accurately.

Data collection for this research was primarily qualitative. The researcher employed a variety of data collection techniques, including observation, interviews, questionnaires, and video recordings. The observations were conducted during the teaching sessions, where the researcher noted student engagement, participation, and performance during the demonstrations and practice sessions. Interviews with both students and teachers

were conducted to gather insights into their experiences with the demonstration method and to identify any challenges or benefits they encountered. The questionnaires were distributed to the students at the beginning and end of each cycle to assess their understanding of shalat and their attitudes toward learning it. These questionnaires focused on students' self-reported confidence in performing the prayer, their understanding of the prayer's spiritual significance, and their perceptions of the demonstration method. Video recordings were also used to capture the students' performances during the demonstration sessions, which were later analyzed to evaluate their ability to correctly replicate the actions shown by the teacher.

The primary method of data analysis was qualitative, focusing on categorizing and interpreting the data collected through observations, interviews, and questionnaires. The researcher reviewed the video recordings to identify patterns in students' performance and compared the results across the two cycles. Any improvements in students' ability to perform the prayer correctly, as well as their engagement and confidence levels, were noted and compared to baseline data collected at the start of the study. In addition to qualitative data, some quantitative data was also collected through the questionnaires. The responses were analyzed to identify any changes in student attitudes toward shalat before and after the implementation of the demonstration method. This data helped to assess the impact of the method on students' motivation and overall learning outcomes. A combination of both qualitative and quantitative data allowed for a comprehensive understanding of the effectiveness of the demonstration method in improving prayer skills.

The first cycle of the study began with an initial assessment of the students' abilities to perform shalat. This assessment was based on observations of the students' physical movements, recitations, and their understanding of the meaning of the prayers. Following this, the teacher began using the demonstration method. In each session, the teacher would demonstrate the proper way to perform each movement of the prayer, explaining both the physical aspects and the spiritual significance of each step. The students were encouraged to observe closely and ask questions about the actions and recitations. After the teacher's demonstration, students were given time to practice performing the shalat on their own. During this time, the teacher provided guidance and feedback to students, helping them correct any mistakes in their movements or recitations. In addition, students were encouraged to work in pairs, providing opportunities for peer feedback and support. This collaborative approach helped students learn from each other and feel more comfortable practicing in front of their peers.

In the second cycle, the focus shifted towards reinforcing and refining the skills students had learned in the first cycle. The demonstration method continued to be employed, but this time, students were given more opportunities to practice and receive feedback. The teacher also introduced additional techniques, such as breaking down the prayer into smaller steps, to help students better understand each component of the prayer. Individualized attention was given to students who were still struggling with specific movements or recitations, ensuring that each student received the support they needed to improve. Throughout the cycles, the teacher made adjustments to the teaching process based on the observations and feedback collected during each session. For example, if students were having difficulty with a particular movement, the teacher would demonstrate it more slowly or provide additional explanations. If students struggled with the recitations, the teacher would focus on pronunciation and provide opportunities for students to practice in small groups. These adjustments were made to ensure that the teaching was responsive to the needs of the students. The effectiveness of the demonstration method was evaluated by comparing the students' performance before and after each cycle. The researcher focused on several indicators of improvement, including the accuracy of students' movements, their ability to recite the prayers correctly, and their level of confidence in performing the shalat. Additionally, the researcher looked at changes

in student engagement and motivation, as indicated by their participation in class activities and their feedback in the questionnaires and interviews.

To assess the impact of the demonstration method on students' understanding of the spiritual significance of shalat, the researcher analyzed the students' responses to the interview questions. These questions focused on students' understanding of the meaning behind each prayer, as well as their perceptions of the role of shalat in their daily lives. The researcher also examined any changes in students' attitudes towards religious practice, such as their sense of responsibility and commitment to performing the prayer regularly. In order to ensure the reliability of the findings, the researcher employed triangulation, using multiple data collection methods and sources to cross-check the results. By combining observations, interviews, questionnaires, and video recordings, the researcher was able to gather a comprehensive view of the impact of the demonstration method. This approach also allowed the researcher to verify the consistency of the findings and ensure that the results were valid and trustworthy.

The study also included a reflection phase at the end of each cycle. After each cycle, the teacher reflected on the effectiveness of the demonstration method, considering both successes and challenges. The teacher's reflections helped to identify areas for improvement and allowed for modifications to be made in the teaching approach for the second cycle. These reflections were essential for refining the teaching method and ensuring that it was tailored to the needs of the students. Finally, the researcher summarized the overall findings at the end of the study. The final analysis focused on determining whether the demonstration method had successfully improved the students' ability to perform shalat, their understanding of its spiritual significance, and their overall engagement in learning. The findings were compared to the initial assessment of the students, and conclusions were drawn regarding the effectiveness of the demonstration method in enhancing students' prayer skills.

In conclusion, the research method employed in this study involved a comprehensive and systematic approach to assessing the effectiveness of the demonstration method in teaching students how to perform shalat. Through careful planning, data collection, and analysis, the researcher was able to evaluate the impact of this method on students' prayer skills, understanding, and engagement. The findings of this study will provide valuable insights into how religious education can be improved through the use of practical, hands-on teaching methods like demonstrations.

RESULTS

The findings of this research reflect the impact of the demonstration method on improving students' prayer skills at SD Negeri 100560 Nahula. The study was conducted in two cycles, with data collected from observations, student feedback, video recordings, and questionnaires. The results were analyzed to determine the effectiveness of the demonstration method in enhancing students' ability to perform shalat correctly, improve their understanding of its spiritual significance, and increase their engagement with the learning process. This section outlines the key findings from the study. At the start of the study, a preliminary assessment of the students' prayer skills revealed that many students lacked confidence in performing shalat correctly. While they understood the basic components of the prayer, such as the recitations and positions, they struggled with the physical movements and pronunciation. Some students were unable to perform the movements properly, and many had difficulty reciting the prayers in the correct order. This initial assessment confirmed the need for a more practical approach to teaching shalat, which led to the introduction of the demonstration method.

One of the first noticeable changes after implementing the demonstration method was the increase in student engagement and participation. In the initial cycle, students were passive learners, often hesitating to participate in practical exercises due to their lack of confidence. However, after the teacher demonstrated the correct movements and

recitations, students became more active participants. They expressed greater enthusiasm during the practice sessions and were more willing to ask questions and engage in discussions about the prayer. The interactive nature of the demonstration method encouraged students to actively participate, leading to a more dynamic classroom atmosphere. The most significant improvement observed in the study was in students' ability to perform the physical movements of shalat correctly. The demonstration method allowed students to see the proper execution of each movement, such as the positioning of the hands, feet, and body during different parts of the prayer. After observing the teacher's demonstration, students were able to replicate the movements with greater accuracy. Teachers noted that students showed marked improvement in their posture, balance, and the fluidity of their movements. Many students, who had initially struggled with these aspects, were now able to perform the prayer with more confidence and precision.

Another area where improvement was evident was in the pronunciation of the Arabic recitations during shalat. Students who previously struggled with the correct pronunciation of words were able to improve after seeing the teacher's demonstration. The teacher's clear pronunciation and slow-paced recitation helped students understand the correct articulation of each word. In the subsequent practice sessions, students made noticeable progress in their pronunciation. Teachers observed that many students, who had once been hesitant to recite aloud, now participated more actively in reciting the prayers. The demonstration method had a profound impact on students' confidence in performing shalat. Many students who were initially nervous about performing the prayers in front of their peers began to feel more comfortable after seeing the teacher model the actions. The practice sessions provided students with the opportunity to refine their skills in a supportive environment, which helped to build their self-assurance. As the cycles progressed, students showed increasing confidence in performing the entire prayer, and many reported feeling more capable and prepared to perform the prayer independently.

In addition to improving students' physical skills, the study also aimed to assess the impact of the demonstration method on students' understanding of the spiritual significance of shalat. The teacher's explanations during the demonstrations emphasized the meaning behind the recitations and movements, which helped students connect the physical actions with their spiritual purpose. As a result, many students reported a deeper understanding of why each movement and recitation is important in the context of worship. This deeper understanding helped to foster a sense of reverence and mindfulness during prayer, which contributed to a more meaningful learning experience. Throughout the study, students' attitudes toward shalat underwent a positive transformation. Initially, some students viewed prayer as a routine obligation rather than a meaningful spiritual practice. However, after participating in the demonstration sessions and gaining a better understanding of the significance of the prayer, many students expressed a more positive attitude toward performing shalat. Students were more eager to attend religious classes, participate in prayer practice, and apply what they had learned in their daily lives. The demonstration method helped to foster a sense of responsibility and commitment to performing shalat regularly.

The demonstration method also encouraged peer collaboration and group learning. During practice sessions, students worked together in pairs or small groups, providing mutual support and guidance. This collaborative approach allowed students to learn from one another, as more advanced students helped their peers who were struggling with certain movements or recitations. Peer collaboration created a positive and supportive classroom environment where students felt comfortable asking questions, sharing knowledge, and practicing together. The opportunity to work with their peers enhanced students' learning experiences and reinforced their understanding of shalat. Although the demonstration method showed promise, there were some challenges during the initial cycle of the study. One challenge was ensuring that all students were able to follow along with the demonstration, especially those who had difficulty with certain movements or

recitations. Some students struggled to remember the sequence of actions, while others found it difficult to perform the movements correctly. To address these challenges, the teacher provided additional demonstrations and individualized feedback, which helped students better grasp the techniques. Despite these challenges, the overall response from the students was positive, and progress was made during the first cycle.

In the second cycle, adjustments were made based on the feedback and observations from the first cycle. The teacher introduced more opportunities for students to practice in smaller groups, allowing for more focused attention on individual needs. The pace of the lessons was adjusted to ensure that students had sufficient time to master each movement before moving on to the next. The teacher also provided additional resources, such as visual aids and step-by-step guides, to further support students' learning. These adjustments helped to address the challenges faced in the first cycle and contributed to more effective learning in the second cycle. Student feedback was collected through questionnaires and interviews, which revealed positive responses to the demonstration method. Many students reported that they found the method helpful in improving their prayer skills. They appreciated being able to observe the teacher's demonstrations and felt that it made the learning process more understandable. Students also expressed a sense of pride in their ability to perform the prayer correctly, which was reflected in their increased participation and enthusiasm. The feedback highlighted the importance of hands-on, practical learning experiences in religious education.

The teacher also provided valuable insights into the effectiveness of the demonstration method. The teacher noted that the method allowed for more interactive and engaging lessons, which led to improved student performance. The teacher found that students were more willing to participate in the practice sessions and were more confident in performing the prayer. Additionally, the teacher observed that the method facilitated better student-teacher communication, as students felt comfortable asking questions and seeking clarification during the demonstration and practice phases. Overall, the teacher found the method to be a successful way of teaching shalat. The demonstration method had a positive impact on classroom dynamics. The interactive nature of the lessons encouraged students to be more active and engaged in their learning. Students became more confident in performing the prayer in front of their peers, which helped to reduce anxiety and foster a sense of community in the classroom. The increased collaboration among students also contributed to a more positive and inclusive learning environment. Teachers noted that students were more motivated to practice and improve their skills, which resulted in greater overall participation in the lessons.

Throughout the study, student motivation and engagement were consistently high. The demonstration method allowed students to experience a sense of progress and accomplishment as they improved their prayer skills. This sense of achievement motivated students to continue practicing and refining their abilities. The hands-on nature of the lessons made learning more enjoyable and relevant to students, which contributed to a greater level of commitment to the learning process. Students expressed excitement about learning shalat through demonstrations and were eager to showcase their skills to their peers. One of the most significant findings of the study was the improvement in students' performance during prayer practice. In the final assessment, students demonstrated a much higher level of proficiency in performing the physical movements, reciting the prayers correctly, and understanding the spiritual significance of the actions. Many students who had previously struggled with performing shalat were now able to perform the prayer confidently and accurately. The demonstration method played a key role in this improvement by providing students with clear, visual guidance and the opportunity to practice under the teacher's supervision.

While the study focused on short-term improvements in prayer skills, it is likely that the benefits of the demonstration method will have a lasting impact on students' religious practices. The skills and understanding gained through the demonstration method are expected to continue influencing students' ability to perform shalat correctly in the future.

The increased confidence and motivation to perform shalat regularly may lead to long-term improvements in students' spiritual development and commitment to religious practices. The positive outcomes of the demonstration method suggest that it could be effectively used in the long term to teach shalat and other religious practices. To ensure the sustainability of this approach, it is important for teachers to receive ongoing professional development and support in using the method. Additionally, schools should continue to provide the necessary resources, such as visual aids and practice time, to ensure that students have the opportunity to improve their skills. By incorporating the demonstration method into the regular curriculum, religious education can be made more interactive, engaging, and effective.

In conclusion, the study demonstrated that the demonstration method is an effective tool for improving students' prayer skills at SD Negeri 100560 Nahula. Through the use of this method, students showed significant improvements in their ability to perform the physical movements, recite the prayers correctly, and understand the spiritual significance of shalat. The method also led to increased student engagement, confidence, and motivation to learn. Based on the positive results of this study, it is recommended that the demonstration method be incorporated into future religious education curricula to enhance students' understanding and performance of shalat.

DISCUSSION

This study aimed to assess the effectiveness of the demonstration method in improving the prayer skills of students at SD Negeri 100560 Nahula. After analyzing the data, the study found significant improvements in students' ability to perform the physical movements of shalat, their recitation accuracy, their understanding of the spiritual significance of prayer, and their overall engagement in the learning process. The following discussion delves into the findings, explores the effectiveness of the demonstration method, and examines the broader implications for religious education. One of the most noticeable effects of the demonstration method was the improvement in students' ability to perform the physical movements involved in shalat. Before the demonstration method was introduced, many students struggled with the correct positioning of their hands, feet, and body during different parts of the prayer. The demonstration method allowed students to visually observe how each movement should be performed. By seeing the teacher model the movements, students gained a clear understanding of how to replicate these actions. This type of visual learning is effective in teaching physical skills, as it bridges the gap between theory and practice. Students were able to follow along with the teacher and practice the movements repeatedly until they were confident in performing them.

Through the demonstration of these actions, students were not only able to learn the steps but also understand the fluidity and posture required for each position. This was a significant improvement from the initial state when students had trouble understanding how the movements should flow together. The demonstration method's success in improving students' physical movements was a key finding of this study, reinforcing the effectiveness of visual learning in teaching physical activities. The pronunciation of Arabic recitations during shalat was another area in which students made notable improvements. Many students initially struggled with the accurate pronunciation of Arabic words, particularly the more complex phrases used in the prayer. The demonstration method, with the teacher modeling the correct pronunciation, gave students a clear reference for how each word should sound. This helped students improve their articulation, as they were able to mimic the teacher's correct pronunciation. In addition, students practiced repeating the recitations in small groups, which helped reinforce their learning. Repetition is a key component in language acquisition, and when paired with a visual demonstration of how the words should be pronounced, students were able to retain the correct

pronunciation. This practice led to greater accuracy in their recitation and a higher level of confidence in speaking Arabic during prayer.

A significant outcome of this study was the increase in student confidence. Before the demonstration method was implemented, students were often hesitant to participate in prayer practice due to fear of making mistakes. Many students lacked the confidence to perform the prayer correctly in front of their peers. However, after the teacher demonstrated the proper way to perform *shalat*, students became more willing to try the movements and recitations themselves. By allowing students to observe the correct actions before performing them, the demonstration method provided a sense of security, as they knew exactly what was expected of them. This approach helped reduce anxiety and fostered a supportive learning environment. As a result, students were more eager to practice *shalat* in front of their peers, contributing to a positive classroom dynamic where students felt encouraged to participate. The increased confidence and participation demonstrated the positive impact of the demonstration method on students' willingness to engage in religious practice.

The demonstration method not only improved students' physical and linguistic skills but also deepened their understanding of the spiritual significance of *shalat*. Many students initially viewed prayer as a series of mechanical actions and recitations, with little understanding of their deeper meaning. However, the teacher took time to explain the purpose behind each movement and recitation during the demonstration sessions. This helped students see that the movements and recitations were not arbitrary, but were intended to foster humility, mindfulness, and devotion to God. As the study progressed, students began to recognize that *shalat* was more than just an obligation; it was an opportunity for spiritual growth and connection with God. The teacher's explanations during the demonstrations helped students understand the meaning behind the actions, such as why the bowing and prostration positions represent submission to God. By linking the physical movements to their spiritual significance, the teacher was able to cultivate a deeper appreciation for the ritual. This shift in understanding led to more focused and meaningful prayer, as students were more aware of the purpose behind each action.

Before the intervention, some students saw *shalat* as a mundane task that they had to perform out of obligation. However, after participating in the demonstration sessions, many students developed a more positive attitude toward the practice. By understanding the deeper significance of *shalat* and becoming more skilled in performing the movements and recitations, students began to view *shalat* as a valuable spiritual practice rather than just a routine obligation. This shift in attitude was particularly noticeable in students who had previously shown little interest in religious education. The demonstration method helped students connect with the prayer on a personal level. As they learned the correct way to perform the prayer and began to appreciate its spiritual importance, they felt a greater sense of responsibility and pride in performing *shalat*. This change in attitude was essential for fostering long-term engagement with the practice of *shalat*, as students were more motivated to perform it regularly and with greater devotion.

The increase in student motivation and engagement was another important finding of the study. The demonstration method provided students with a clear and structured approach to learning *shalat*, which led to a sense of accomplishment as they mastered each step. As students became more proficient in performing the prayer, they became more motivated to continue practicing and improving their skills. This sense of progress fueled their engagement with the lesson and encouraged them to take a more active role in the learning process. Furthermore, the interactive nature of the demonstration method, which involved peer collaboration and group practice, contributed to increased student engagement. Students were more likely to participate in the learning process when they felt supported by their peers. Working together in small groups allowed students to help each other, reinforce their learning, and motivate one another. This collaborative approach helped create a positive and inclusive learning environment where students were motivated to improve their skills.

Peer collaboration played a significant role in the success of the demonstration method. After watching the teacher model the movements and recitations, students practiced in pairs or small groups. This allowed students to support one another in their learning. More advanced students were able to help their peers who were struggling with specific movements or recitations, which fostered a sense of community and shared responsibility in the classroom. The peer collaboration aspect of the demonstration method also created opportunities for students to learn from each other. Students who had mastered certain aspects of the prayer could share their knowledge with others, reinforcing their own learning in the process. This group-based approach helped strengthen students' understanding of shalat and encouraged them to work together toward a common goal. It also allowed for more personalized feedback, as students could provide specific guidance to their peers based on their own experiences.

Although the demonstration method was generally successful, some challenges emerged during the study. One of the challenges was ensuring that all students were able to follow along with the demonstration. Some students struggled with remembering the sequence of movements or had difficulty performing the physical movements accurately. These students required additional support and more individualized attention during the practice sessions. Another challenge was the time required for students to master the movements and recitations. Shalat involves a series of complex actions and recitations, and some students required more time than others to become proficient. While most students made noticeable progress during the study, a few still struggled with certain aspects of the prayer. This indicates that learning shalat is a gradual process that requires patience, repetition, and ongoing practice.

To address the challenges faced during the study, several adjustments were made in the second cycle of the intervention. The teacher incorporated more opportunities for individualized practice, ensuring that students who needed extra support received additional attention. The teacher also adjusted the pace of the lessons, allowing more time for students to master each step before moving on to the next. These adjustments helped students who were struggling to catch up and ensured that all students could benefit from the demonstration method. In addition, the teacher provided students with visual aids, such as step-by-step guides and diagrams, to help them better understand the sequence of movements. These visual resources complemented the demonstrations and helped reinforce students' learning. By making these adjustments, the teacher was able to create a more effective learning environment where all students could improve their prayer skills at their own pace.

Teacher feedback played a critical role in the success of the demonstration method. The teacher was able to observe students' progress during practice sessions and provide real-time feedback to help students correct their mistakes. This immediate feedback was essential for helping students refine their skills and improve their performance. In addition, the teacher offered encouragement and positive reinforcement, which helped build students' confidence and motivation. The teacher's feedback was not limited to correcting mistakes; it also involved praising students for their efforts and progress. This positive reinforcement helped students feel more confident in their abilities and encouraged them to continue practicing. The teacher's supportive and constructive approach was key to creating a learning environment where students felt comfortable asking questions, making mistakes, and improving their skills.

The introduction of the demonstration method had a positive impact on the classroom dynamics. Students became more engaged and motivated, and the classroom atmosphere became more collaborative and supportive. As students worked together in pairs and small groups, they developed stronger relationships with their peers and learned to communicate more effectively. This shift in classroom dynamics contributed to a more positive and inclusive learning environment. Moreover, the increased participation and engagement of students helped create a sense of community in the classroom. Students were no longer passive learners but active participants in the learning process.

The collaborative nature of the demonstration method encouraged students to take ownership of their learning and work together to improve their skills.

While the study focused on the short-term effects of the demonstration method, the long-term impact of this approach is worth considering. The skills and knowledge that students gained during the study are likely to have a lasting impact on their ability to perform shalat correctly. By mastering the physical movements, improving their pronunciation, and understanding the spiritual significance of shalat, students have developed a solid foundation for performing the prayer in the future. In addition, the increased confidence and positive attitudes toward shalat are likely to lead to long-term engagement with the practice. Students who gained a deeper understanding of the significance of shalat and felt confident in their ability to perform it correctly are more likely to continue performing the prayer regularly as part of their daily routine. This sustained engagement with shalat may contribute to students' spiritual development and foster a deeper commitment to religious practices.

The findings of this study have important implications for religious education. The demonstration method proved to be an effective strategy for teaching prayer skills, as it allowed students to learn through observation, practice, and feedback. This method can be applied to other aspects of religious education, where practical skills and understanding are essential. Teachers can use the demonstration method to help students learn complex religious rituals and practices in a way that is both engaging and effective. Moreover, the success of the demonstration method highlights the importance of interactive, hands-on learning in religious education. By providing students with opportunities to actively participate in the learning process, teachers can help them develop both the practical skills and the spiritual understanding necessary for meaningful engagement with their faith.

While this study demonstrated the effectiveness of the demonstration method, further research is needed to explore its long-term impact and applicability in other contexts. Future studies could examine the use of the demonstration method in different religious practices and investigate its impact on students' broader spiritual development. Additionally, researchers could explore the role of technology in enhancing the demonstration method, such as using video demonstrations or online resources to support learning. Another area for future research could involve exploring the use of the demonstration method in diverse cultural and educational settings. The effectiveness of the method may vary depending on factors such as cultural norms, teaching styles, and the availability of resources. Research in different contexts could provide valuable insights into how the demonstration method can be adapted to meet the needs of diverse student populations. In conclusion, the demonstration method proved to be an effective approach for improving students' prayer skills at SD Negeri 100560 Nahula. By providing clear visual models, fostering collaboration.

CONCLUSION

In conclusion, the demonstration method proved to be an effective strategy for enhancing the prayer skills of students at SD Negeri 100560 Nahula. Through a structured approach where the teacher demonstrated the proper movements, recitations, and their spiritual significance, students showed significant improvements in their ability to perform shalat correctly. This method allowed students to learn by observing, practicing, and receiving constructive feedback, resulting in more accurate performance, better pronunciation, and a deeper understanding of the spiritual aspects of prayer. The increased confidence observed in students was one of the most significant outcomes of this study. By reducing anxiety and providing clear guidance, the demonstration method helped students feel more comfortable participating in prayer practice. This boost in confidence was particularly important as it encouraged students to actively engage in learning and take ownership of their spiritual development. The supportive environment fostered by the demonstration method also contributed to greater collaboration among students,

enhancing their learning experience. Furthermore, the study highlighted the importance of understanding the spiritual significance of shalat in addition to mastering its physical aspects. By explaining the purpose behind each movement and recitation, the teacher was able to help students connect more meaningfully with the practice. This deeper understanding transformed shalat from a routine obligation into a valuable spiritual experience, leading to a positive shift in students' attitudes toward prayer. The demonstration method's success in this study also underscored the value of interactive learning in religious education. The active participation, peer collaboration, and continuous practice encouraged by the method helped create a more engaging and effective learning environment. Students not only developed the necessary skills to perform shalat correctly but also gained a greater appreciation for its significance in their lives. Overall, the findings of this study suggest that the demonstration method is a powerful tool in religious education, particularly for teaching practical skills such as prayer. Teachers can apply this method to other aspects of religious practice, fostering both skill development and spiritual growth among students. Further research is recommended to explore the long-term effects of this approach and its applicability in other educational settings.

REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numbered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.

- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>
- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.