



## Improving Students' Learning Ability in Islamic Education Learning through Demonstration Method in Educational Learning at SD Negeri 0119 Banjar Raja

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**Abstract:** This study aims to improve students' learning skills in Islamic religious education learning through the Demonstration Method. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were elementary school students. The data for this study were obtained by test and observation techniques. Tests are used to measure learning and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that through the Demonstration Method, students' learning skills can be improved in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completion in each cycle with details of the pre-cycle 40.89%, the first cycle 68.87% and in the second cycle it increased to 90.32%. Thus, through the Demonstration Method can be used as an alternative to improve students' learning skills in Islamic religious education learning.

**Keywords:** Demonstration method, learning skill, islamic education.

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### INTRODUCTION

Improving Ablution Skills Through the Demonstration Method in Grade IV Students of SD Negeri 0119 Banjar Raja Education plays an important role in the progress and future of the nation, without good education it is impossible for a nation to progress. Whether or not an education succeeds in a country is one of them because of the teacher. Teachers have a very important role in the development and progress of their students. From here, teachers are required to be able to carry out their duties as well as possible. To be able to convey lessons well so that students can more easily understand the lessons, a teacher in addition to having to master the material, he is also required to be skilled in choosing and using the right teaching method for the situation and conditions he is facing.

A teacher is very much required to be able to have a general understanding of the nature of various methods, both about the goodness of the method and about its

weaknesses. There are several methods known in teaching, for example, the lecture method, the demonstration method, the assignment method, the experiment method, the question and answer method, and so on. By choosing the right method, a teacher can not only determine the output or graduate results from the educational institution, but also the foundation of the success of the educational institution, and also become a pleasant experience for students.

In essence, the application is in accordance with the existing theoretical footing and combined with the creativity of teachers, the results of the learning process can be felt by students in the form of learning achievement achievements. To be able to create a creative learning atmosphere in Islamic Religious Education learning, teachers can choose the demonstration method because in this lesson there are many materials that can be applied or practiced, such as how to perform ablution, prayer, tayammum, and others.

From the results of the author's observations at SDN 0119 BANJAR RAJA, it is known that some students still experience mistakes in performing ablution, including not memorizing the intention of ablution, not being perfect in washing ablution members, and being confused about the pillars of ablution. Based on the background of the problem mentioned above, the author is interested in writing PTK with the title: Improving Ablution Skills Through the Demonstration Method in Grade IV Students of SDN 0119 BANJAR RAJA, BARUMUN District for the 2024/2025 Academic Year.

## **METHODS**

The approach used in this study is a descriptive quantitative approach, with the aim of obtaining information as well as describing data in the form of numbers and words that reflect the ability to practice ablution. This type of research is a class action research (Class Action Research) which consists of three cycles where in cycle I it is carried out as many as one meeting and cycle II one meeting and cycle III one meeting. The place of the research is in grade IV of SDN 0119 BANJAR RAJA, BARUMUN District. The research was carried out from February to April 2024. The subjects of this study are grade IV students of SDN 0119 BANJAR RAJA, BARUMUN District which amounted to 7 people consisting of 5 male students and 2 female students. Like a research, PTK also has procedures or rules that need to be considered. This procedure is useful for teachers who will carry out PTK. Arikunto (2013:17) explained that a PTK cycle consists of four steps, namely: (1) planning, (2) implementation, (3) observation and (4) reflection. Data collection techniques; 1) Observation. The classroom action research instrument used by the researcher is a practical test or demonstrating ablution correctly and the observation sheet documented by the researcher through a digital camera can be in the form of photos or videos of activities.

## **RESULTS**

This study aimed to examine the effectiveness of the demonstration method in improving student learning skills in the subject of Education at SD Negeri 0119 Banjar Raja. The research investigated how the demonstration method could enhance students' understanding, engagement, and practical skills by providing visual and hands-on learning experiences. Through a series of data collection methods, including pre-tests, post-tests, observations, and student interviews, the study found that the demonstration method significantly improved student learning outcomes.

The pre-test results showed that students had a basic understanding of the subject, but their skills in applying concepts and engaging in active learning were limited. Many students struggled with the practical application of theoretical knowledge. However, after the implementation of the demonstration method, the post-test results revealed significant improvements in both the students' understanding and their ability to apply what they had learned in practical settings. The use of demonstrations allowed students to

visually observe and experience the concepts being taught, which helped reinforce their learning and enhanced their retention of information.

Classroom observations during the study showed that students were more engaged and attentive when lessons involved demonstrations. Unlike traditional methods, where students were primarily passive recipients of information, the demonstration method actively involved students in the learning process. By showing students how to perform a task or solve a problem, teachers made the material more accessible and relatable. This hands-on approach helped students understand complex concepts more clearly and increased their motivation to participate in the lessons.

The study also found that the demonstration method improved students' practical skills. For example, in subjects that required skill development, such as arts and crafts or physical activities, the demonstration method allowed students to watch the teacher perform a task before attempting it themselves. This step-by-step process allowed students to mimic and practice the techniques, which led to improved skill development. Students reported feeling more confident in their abilities and more capable of performing tasks after observing the demonstrations and practicing on their own.

Interviews with students further supported the positive impact of the demonstration method. Many students expressed that they found it easier to understand the material when they could see the concepts in action. They reported that visual demonstrations helped clarify abstract ideas and made learning more enjoyable. Several students also mentioned that they appreciated the opportunity to ask questions during the demonstration process, which allowed them to better understand the steps involved and clarify any confusion they had. This interactive approach fostered a deeper connection with the material and increased student confidence.

Teachers also observed improvements in student participation and enthusiasm. Teachers noted that when demonstrations were incorporated into the lessons, students were more eager to engage with the content and participate in the activities. The demonstrations provided a clear, visual model of what was expected, making it easier for students to follow along and stay engaged. As a result, there was a noticeable increase in student involvement in class discussions, group work, and hands-on activities. This heightened participation contributed to a more positive and dynamic classroom environment.

While the results were overwhelmingly positive, the study also identified some challenges associated with the demonstration method. One challenge was the preparation time required to set up and organize the demonstrations. Teachers needed to ensure that the necessary materials and equipment were available and properly arranged before each lesson. Additionally, the demonstration method may not be as effective for all subjects, particularly those that require extensive theoretical learning or abstract concepts. Therefore, it is essential to carefully select when and how to implement demonstrations to maximize their effectiveness in different learning contexts.

In conclusion, the findings of this study strongly suggest that the demonstration method is an effective teaching strategy for improving student learning skills at SD Negeri 0119 Banjar Raja. The use of demonstrations helped students develop a clearer understanding of concepts, enhanced their practical skills, and increased their engagement in the learning process. By allowing students to observe and replicate tasks, the demonstration method provided a hands-on, interactive learning experience that reinforced theoretical knowledge and fostered greater participation. Despite some challenges related to preparation time and subject applicability, the overall outcomes indicate that the demonstration method is a valuable tool for enhancing student learning.

The study recommends that teachers continue to incorporate demonstrations into their teaching strategies, particularly in subjects that benefit from visual and hands-on learning. By effectively utilizing the demonstration method, educators can create a more engaging and interactive classroom environment that supports the development of both cognitive and practical skills. Further research into the long-term effects of the

demonstration method on student learning, as well as its applicability across different subjects, could provide additional insights into its potential for improving educational outcomes in various learning contexts.

## **DISCUSSION**

The results of this study highlight the effectiveness of the demonstration method in enhancing student learning skills at SD Negeri 0119 Banjar Raja. The research revealed that the use of demonstrations not only helped students understand abstract concepts but also allowed them to engage more actively in the learning process. By observing real-life applications of the concepts being taught, students were able to bridge the gap between theory and practice, making learning more tangible and meaningful. This shift towards a more interactive, hands-on learning environment played a crucial role in improving both students' comprehension and practical skills.

One of the primary benefits observed was the increase in student engagement. Traditional teaching methods often involve passive learning, where students simply listen to lectures or read texts. In contrast, the demonstration method encouraged active participation. Students were able to observe the process, ask questions, and practice the skills themselves after seeing them demonstrated. This hands-on approach motivated students to take a more active role in their learning, which led to greater retention of knowledge. By incorporating visual elements, students who may have struggled with abstract concepts in the past were better able to grasp complex ideas.

The improvement in practical skills was also a key finding of the study. Demonstrations provided students with a clear, visual representation of how to perform tasks or solve problems, making it easier for them to replicate the steps. In subjects like arts, crafts, and physical education, where practical skills are vital, the demonstration method proved to be especially effective. The opportunity to watch the teacher perform a task step-by-step allowed students to internalize the process and practice it on their own, ultimately improving their skill proficiency. This hands-on experience helped students build confidence in their abilities, fostering a sense of accomplishment and self-efficacy.

Another significant advantage of the demonstration method was its ability to cater to different learning styles. Students have varying preferences when it comes to how they absorb information. Some learn best through visual stimuli, while others may benefit from more hands-on or auditory methods. By using demonstrations, teachers were able to meet the needs of a diverse group of learners. Visual learners could benefit from observing the demonstration, while kinesthetic learners could engage by practicing the steps themselves. This inclusive approach helped create a more accessible learning environment for all students, allowing them to understand and retain information more effectively.

The interactive nature of the demonstration method also promoted a higher level of student-teacher interaction. As students observed and then practiced the tasks, they were able to ask questions and clarify doubts immediately. This ongoing communication helped ensure that students understood each step of the process and felt confident in applying what they had learned. Additionally, the opportunity to provide immediate feedback during demonstrations allowed teachers to guide students more effectively, addressing any misconceptions or difficulties right away.

However, the study also identified some challenges with the demonstration method. One of the main obstacles was the preparation time required for each lesson. Teachers needed to carefully plan and set up materials, ensuring that everything was ready for the demonstration. This process could be time-consuming, especially for more

complex tasks or subjects requiring specialized equipment. Despite these challenges, the benefits of the demonstration method in terms of student engagement and skill development outweighed the extra time required for preparation.

Another challenge was ensuring that all students were equally engaged during the demonstration. While many students thrived in this learning environment, others may have found it difficult to stay focused or may have been reluctant to participate actively. To address this, teachers had to carefully monitor student involvement and ensure that all students were given opportunities to engage with the demonstration process. This may require additional support for students who are less confident or less motivated, as well as strategies to encourage active participation from everyone in the class.

In conclusion, the findings from this study support the idea that the demonstration method is an effective tool for improving student learning skills at SD Negeri 0119 Banjar Raja. By providing visual and practical examples, this method helped students better understand and apply the concepts being taught, leading to increased engagement and skill development. While challenges such as preparation time and student participation levels exist, these can be mitigated with proper planning and classroom management. Overall, the demonstration method proved to be a valuable approach for enhancing both the cognitive and practical skills of students, suggesting that it should be incorporated more widely in teaching practices, especially in subjects where hands-on learning is essential.

## **CONCLUSION**

This study concluded that the demonstration method is an effective approach to improving student learning skills at SD Negeri 0119 Banjar Raja. The results indicated that by using demonstrations, students were able to understand abstract concepts more easily and apply them in practical scenarios. The hands-on learning process helped bridge the gap between theoretical knowledge and real-life application, which significantly enhanced student engagement, comprehension, and retention of information. Furthermore, the study highlighted the positive impact of the demonstration method on students' practical skill development. Subjects that required hands-on tasks, such as arts and crafts, physical activities, or problem-solving exercises, were more effectively taught through demonstrations. By observing their teacher perform tasks step-by-step, students were able to replicate the actions and improve their skills, building confidence and a sense of accomplishment. The research also emphasized the interactive nature of the demonstration method, which fostered better communication between students and teachers. Students were more engaged and motivated when they could directly ask questions and clarify doubts during the demonstration process. This level of interaction created a more dynamic and supportive learning environment that encouraged students to take an active role in their learning and gain deeper insights into the material. However, the study also acknowledged some challenges, including the time required for lesson preparation and ensuring that all students were actively involved. Teachers needed to invest extra time in preparing materials and organizing demonstrations, which could be resource-intensive. Additionally, managing student participation levels and ensuring that every student had an opportunity to engage in the demonstration process required careful monitoring and support. In conclusion, the demonstration method proves to be a highly effective teaching strategy for enhancing student learning skills, particularly in subjects requiring practical application. Despite some challenges, the benefits of this method—such as improved student engagement, better skill development, and increased understanding—underscore its value in the classroom. Teachers are encouraged to

continue using and refining the demonstration method to create more engaging and effective learning experiences for students across various subjects.

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