

## Improving Learning Skills in Islamic Education Learning through Demonstration Methods at SD Negeri 1007 Tanjung Baringin

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**Abstract:** This study aims to improve learning skills in Islamic religious education learning using 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 the Demonstration Method can improve students' learning skills 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 increased to 90.32%. Thus, learning using 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

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 SD NEGERI 1007 TANJUNG BARINGIN, 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 SD Negeri 1007 TANJUNG BARINGIN BARUMUN SOUTH District for the 2024/2025 Academic Year.

## **METHODS**

This study aims to investigate the improvement of students' learning skills in Islamic Education through the demonstration method at SD Negeri 1007 Tanjung Baringin. The research used a qualitative approach with a pre-experimental design. The primary goal was to assess how the demonstration method influences students' ability to understand and apply Islamic concepts in their learning. The participants in this study were 30 students from the fourth grade. The research focused on enhancing their skills in applying Islamic principles through active learning using demonstration-based strategies.

Before implementing the demonstration method, a pre-test was conducted to assess the students' initial understanding and skills in Islamic Education. The pre-test included questions on basic Islamic concepts, such as prayer, fasting, and charity, and tested students' ability to apply these concepts in real-life scenarios. The results of the pre-test indicated that students had a limited understanding and struggled with applying theoretical knowledge to practical situations. This highlighted the need for a more interactive and practical approach to teaching Islamic Education.

The intervention phase involved the implementation of the demonstration method in the classroom. The teacher used this method to show students how to perform various Islamic practices, such as performing the ablution (wudu), prayer (salat), and other essential practices. By modeling these practices, the teacher aimed to demonstrate not only the theoretical knowledge behind Islamic teachings but also how these teachings can be applied in daily life. Students were encouraged to observe, ask questions, and participate in the demonstrations.

In each lesson, the teacher introduced the concept first and then demonstrated it step-by-step. For example, when teaching students how to perform wudu, the teacher demonstrated the correct procedure while explaining its significance in Islam. Students were then given the opportunity to try the demonstrated activity themselves. This hands-on approach allowed students to actively engage in the learning process, promoting a deeper understanding of the material.

To monitor the impact of the demonstration method, observations were made throughout the lessons. The researcher observed students' level of participation, their ability to follow the demonstration, and their confidence in performing the tasks. Observational notes were recorded to track changes in the students' learning skills, including their ability to perform Islamic practices correctly. This method allowed the researcher to assess not just theoretical knowledge but also the practical application of Islamic teachings in real life.

Additionally, post-tests were administered after the demonstration lessons to assess the students' progress in understanding and applying the material. The post-test questions were similar to those in the pre-test but also included practical tasks, such as

demonstrating how to perform wudu or prayer. The post-test results were compared with the pre-test data to measure the improvement in students' learning skills and their ability to apply the knowledge they had gained.

Student feedback was also collected through a survey after the intervention phase. The survey included questions about students' perceptions of the demonstration method, their level of engagement in the activities, and their confidence in applying what they had learned. This feedback provided additional insight into how students viewed the effectiveness of the demonstration method and their motivation to learn.

In conclusion, this study used a combination of pre-tests, post-tests, observations, and student feedback to evaluate the effectiveness of the demonstration method in enhancing students' learning skills in Islamic Education. By incorporating both theoretical explanations and practical demonstrations, the method provided students with a more interactive and engaging learning experience, allowing them to improve their ability to understand and apply Islamic concepts in their daily lives.

## **RESULTS**

The implementation of the demonstration method in teaching Islamic Education at SD Negeri 1007 Tanjung Baringin yielded significant improvements in students' learning skills. The initial pre-test results indicated that students had limited knowledge and struggled to apply Islamic concepts in real-world scenarios. Many students could answer basic questions but found it difficult to perform practical tasks such as ablution (wudu) or prayer (salat) correctly. These results highlighted the need for a more interactive, hands-on approach to reinforce students' understanding.

Following the introduction of the demonstration method, students showed noticeable improvement in their ability to perform the practices demonstrated. In particular, students became more confident in their ability to perform wudu. During the demonstration, the teacher showed step-by-step instructions, explaining the significance of each action. After watching the demonstration, students were given the chance to practice it themselves. This hands-on learning approach allowed students to connect theoretical knowledge with practical application, which led to a higher level of comprehension and retention.

The post-test results demonstrated a marked improvement in students' knowledge and ability to perform the tasks taught during the intervention. While many students initially struggled to apply the Islamic concepts, the post-test indicated that most were now able to correctly demonstrate how to perform wudu and prayer. The post-test data showed that over 85% of the students could correctly identify and perform the steps of wudu and prayer, compared to just 45% in the pre-test. This indicates a significant improvement in students' ability to learn and apply practical Islamic teachings.

Another important finding was the increased engagement and participation from students during lessons. Before the implementation of the demonstration method, students were generally passive in their learning and lacked motivation to engage in class activities. However, after the introduction of the method, students were more eager to participate in the demonstrations and practice the activities themselves. The active learning environment encouraged students to ask questions, share experiences, and express their understanding, all of which led to greater enthusiasm for learning.

In terms of classroom dynamics, the demonstration method also helped to foster better communication and interaction among students. Since the students worked together in pairs or small groups to practice the demonstrated activities, they were able to collaborate, discuss, and support each other's learning. This collaborative environment not only improved students' understanding of the material but also enhanced their social and communication skills, as they learned how to work effectively with their peers.

Observations made during the lessons revealed that students exhibited increased confidence when performing tasks. For example, during the demonstration of prayer,

students were hesitant at first, but after several practice sessions, they gained more confidence. This was evident when students were asked to perform the prayer in front of the class for assessment. The majority of the students were able to demonstrate the steps of prayer with minimal guidance from the teacher. This suggests that the demonstration method helped students build the necessary skills and confidence to perform Islamic practices independently.

Furthermore, the use of the demonstration method contributed to the retention of knowledge. As students actively participated in the hands-on learning process, they were able to retain the information more effectively. Unlike traditional lecture-based learning, the practical application allowed students to internalize the steps of wudu and prayer, as well as the meaning behind each action. The repeated practice and active engagement helped students retain the information for a longer period, making the learning experience more meaningful and memorable.

The student feedback collected after the intervention indicated a positive response to the demonstration method. Students expressed that they felt more involved in the lessons and found the demonstrations helpful in understanding how to perform Islamic practices. They reported feeling more confident in their ability to perform wudu and prayer and appreciated the step-by-step guidance provided during the demonstrations. The majority of students also indicated that they enjoyed the hands-on learning approach and felt it was more engaging than traditional methods.

Additionally, the teacher's role as a facilitator was praised by the students. Instead of simply providing information, the teacher guided them through the process, allowing them to explore the material actively. The students found this approach to be motivating and reported that they felt more supported throughout the learning process. The teacher's guidance also helped students feel more comfortable making mistakes and learning from them, which encouraged a growth mindset and a positive attitude toward learning.

In conclusion, the results of the study suggest that the demonstration method was highly effective in improving students' learning skills in Islamic Education at SD Negeri 1007 Tanjung Baringin. The students showed significant progress in their ability to perform and apply Islamic practices, and their engagement, confidence, and motivation levels increased throughout the intervention. The positive feedback from students and the improvement observed in their post-test scores further support the effectiveness of this method in enhancing practical learning. Therefore, the demonstration method can be considered a valuable approach to teaching Islamic Education, helping students develop both theoretical knowledge and practical skills.

## **DISCUSSION**

The results of this study provide clear evidence that the use of the demonstration method significantly improved the learning skills of students in Islamic Education at SD Negeri 1007 Tanjung Baringin. Initially, students struggled with both the theoretical and practical aspects of Islamic practices, such as performing wudu and prayer. This was evident from the low pre-test scores, which showed limited understanding and application. However, after the intervention using the demonstration method, the students' performance improved notably, demonstrating the effectiveness of this approach in bridging the gap between theoretical knowledge and practical application.

One key factor contributing to the success of the demonstration method was the hands-on learning experience it provided. Students were able to witness the teacher perform the practices step by step, which helped them visualize the correct procedures. This approach was particularly beneficial because it allowed students to learn by doing, not just by listening. According to educational research, active learning strategies such as the demonstration method help students retain information better than traditional lecture-based methods because students are directly involved in the learning process.

Another important aspect of the demonstration method was the increased student engagement and participation. Prior to the intervention, many students exhibited passive behavior, following instructions only when prompted. However, the introduction of active, practical learning created a more engaging environment. As the students practiced the steps of wudu and prayer themselves, they became more involved and motivated to participate. This aligns with the findings of various studies that emphasize the importance of engagement in enhancing learning outcomes. The hands-on approach gave students the opportunity to become active participants rather than passive recipients of knowledge.

Collaboration also played a key role in the success of the demonstration method. By working together in small groups or pairs, students had the opportunity to communicate, discuss, and help each other perform the tasks. This collaborative environment fostered peer-to-peer learning and allowed students to reinforce their understanding by explaining concepts to one another. The social aspect of learning is critical, especially in a classroom setting where students can benefit from different perspectives and ideas. Through collaboration, students not only learned how to perform the tasks but also built their interpersonal and communication skills.

The feedback gathered from students also highlighted the positive impact of the demonstration method on their confidence and self-efficacy. Prior to the intervention, students expressed uncertainty about performing Islamic practices correctly. However, after several rounds of demonstration and practice, most students became more confident in their ability to perform wudu and prayer on their own. This is consistent with research that shows how confidence can be built through hands-on learning, where students have the opportunity to practice repeatedly and refine their skills. As students gained confidence, they were more willing to engage in learning activities and actively participate in class discussions.

Additionally, the role of the teacher as a facilitator was crucial in the effectiveness of the demonstration method. Instead of simply delivering content, the teacher guided students through the learning process, offering support and encouragement. This approach helped students feel more comfortable making mistakes and learning from them, which is important for fostering a growth mindset. The teacher's role as a guide rather than a lecturer created a more student-centered learning environment, in which students were encouraged to take responsibility for their own learning. This aligns with best practices in modern pedagogy, where teachers act as facilitators, providing students with the tools and opportunities to learn independently.

Lastly, the demonstration method's emphasis on real-life application of Islamic practices helped students see the relevance of their learning. Many students expressed that the ability to practice and apply the knowledge made the lessons more meaningful. This practical, contextual learning approach aligns with the principles of Constructivist Learning Theory, which emphasizes the importance of connecting classroom learning to real-world experiences. By seeing the direct impact of their learning in their everyday lives, students were more motivated and interested in continuing to improve their understanding and skills in Islamic Education.

In conclusion, the findings from this research suggest that the demonstration method is a highly effective strategy for improving students' learning skills in Islamic Education. Through active participation, collaboration, and repeated practice, students were able to significantly improve their ability to perform Islamic practices and apply their knowledge in real-world contexts. The positive impact of the demonstration method highlights the importance of using interactive, hands-on learning approaches to enhance both cognitive and practical skills. Given these results, it is recommended that the demonstration method be incorporated more widely in Islamic Education and other subjects to promote deeper understanding and more active student engagement.

## **CONCLUSION**

In conclusion, the implementation of the demonstration method in teaching Islamic Education at SD Negeri 1007 Tanjung Baringin resulted in significant improvements in students' learning outcomes. The shift from traditional lecture-based methods to a hands-on, demonstration-based approach allowed students to engage more deeply with the material. This method enabled students to visualize and practice key Islamic concepts, such as performing wudu and prayer, which led to a stronger understanding and ability to apply these concepts in real-life scenarios. The students' active participation during the demonstrations was a key factor in their increased engagement and learning. Before the intervention, many students were passive learners, but after the introduction of the demonstration method, they became more confident and motivated to practice the tasks on their own. The opportunity to perform Islamic practices under the teacher's guidance gave students the confidence they needed to become more independent in their learning. Collaboration among students also played a crucial role in their success. By working together in pairs or small groups, students were able to reinforce their understanding of the concepts being taught. This collaborative environment fostered peer-to-peer learning, which enhanced students' communication skills and allowed them to learn from one another's insights and experiences. The social aspect of learning added a layer of depth to their understanding and made the process more enjoyable. The teacher's role as a facilitator was instrumental in guiding students through the learning process. Instead of acting solely as a knowledge provider, the teacher supported students by modeling correct practices and offering feedback. This approach encouraged students to take responsibility for their learning and allowed them to make mistakes in a safe and supportive environment. By focusing on facilitating learning rather than simply delivering content, the teacher helped create a more student-centered classroom dynamic. In light of these findings, it can be concluded that the demonstration method is an effective strategy for enhancing learning outcomes in Islamic Education. It promotes active engagement, confidence, collaboration, and practical application of knowledge. Given its positive impact on students' learning skills, it is recommended that this method be incorporated into Islamic Education and other subjects to foster a deeper understanding and more active participation in the learning process.

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