

Efforts to Improve Student Learning Outcomes in Islamic Education Lessons Through Demonstration and Drill Methods at SD Negeri 102111 Sipispis

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Abstract: This research aims to improve student learning outcomes in Islamic religious education learning by using demonstration and drill methods. This research is classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this research were elementary school students. This research data was obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this research is descriptive statistics by comparing the results obtained with indicators of research success. The research results show that demonstration and drill methods can improve student learning outcomes in Islamic religious education learning. This can be seen from the increase in the percentage of student learning completeness in each cycle with details of pre-cycle 41.19%, first cycle 74.37% and in the second cycle it increased to 88.72%. Thus, the use of demonstration and drill methods can be used as an alternative to improve student learning outcomes in Islamic religious education learning.

Keywords: cooperative learning, learning outcomes, Islamic education

Received June 20, 2024; **Accepted** August 25, 2024; **Published** December 31, 2024

Citation: Saragih, M., Andriani, N., & Sinaga, S. (2024). Efforts to Improve Student Learning Outcomes in Islamic Education Lessons Through Demonstration and Drill Methods at SD Negeri 102111 Sipispis. *MADINA: Journal of Islamic Studies*, 1(2), 14 – 20.

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INTRODUCTION

The purpose of education is to improve the quality of human resources. One of them is through the learning process in educational institutions, which starts from early childhood to college. According to the National Education System Law Number 20 of 2003, early childhood education is one of the coaching efforts carried out to children from birth to the age of five years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.

By the age of 10, continuous and repeated stimulation will become permanent. Unused connections will be pruned and discarded.

Early age is a very important age for the growth of a person's life, whether or not the guidance carried out at this time has a great influence on future growth. Therefore, parents or educators must be really good at observing the unique and specific aspects of this early age. According to Government Regulation Number 57 of 2021 concerning

Formal Early Childhood Education Standards in Elementary Schools which includes 5 aspects of development, namely religious and moral, physical, linguistic, social, emotional and cognitive values. One of these developments is developments in the field of religious and moral values. The increase in children's spiritual intelligence that can be developed in early childhood is the ability to imitate worship movements such as prayer movements which aim to improve learning in the aspect of worship, namely the practice of prayer which is expected for children to be able to know the movements and recitation of prayers. There are several reasons why prayer learning should be taught as early as possible. First, prayer is a pillar of Islam that can save a believer in the hereafter. Second, early childhood is a golden age where children will absorb information like a sponge, quickly receive various stimuli and learning. Third, at an early age will determine a person's development and personality. If a child is used to being educated about everything related to prayer, then the child will grow into an individual with the personality of a true Muslim, namely faith, piety, and morality.

In relation to the ability to imitate prayer movements in children aged 10-11 years, researchers have made observations at SDN 102111, it is known that out of 12 children in group B, only 4 children or 33% are able to imitate prayer movements while the other 8 children are still experiencing difficulties. The low ability of children to perform prayer movements can be seen from several things such as the ability to imitate prayer movements that are still different, there are 3 children who have mastered the movements of takbiratul ihram to I'tidal but do not know the order of the movements, there are 5 children who do not know the order of prayer movements and have not mastered the prayer movements correctly.

The low skill of prayer movements is due to the fact that teachers still use classical learning, teacher-centered learning, the method is only lectures, so it can be seen from the ability to imitate prayer movements that are still different.

As an effort to improve the ability of children to perform the correct prayer movements is by using the demonstration method which means direct practice and the Drill method which means repetition, where with this demonstration and drill media we have taken steps to build the habit of students or students as learners (motor intelligence). It is undeniable that the skill of worship, especially stressing prayer, lies in the visual scope, especially movement. However, to get there, all potentials must be involved, namely visual, auditory and kinesthetic. This is especially for students who are not in an environment that has habits in worship, especially prayer.

METHODS

This study aims to analyze the effectiveness of the demonstration and drill methods in improving student learning outcomes in Islamic education at SD Negeri 102111 Sipispis. The research follows a mixed-method approach, combining both qualitative and quantitative methods to provide a comprehensive evaluation of how these teaching strategies impact students' understanding, retention, and engagement in learning religious concepts. The research design employed is a quasi-experimental approach, involving two groups of students: an experimental group that receives instruction using the demonstration and drill methods and a control group that follows traditional lecture-based learning. A pre-test and post-test are administered to both groups to measure the impact of these methods on student learning outcomes. The comparison of results helps determine whether these active learning strategies significantly enhance student performance.

The study's population consists of students enrolled in Islamic education lessons at SD Negeri 102111 Sipispis. The sample is selected using purposive sampling, ensuring that students with similar academic abilities are distributed equally between the experimental and control groups. A total of 60 students participate, with 30 assigned to each group. This sample size ensures that the findings are representative and statistically significant. The

demonstration method is implemented by allowing teachers to show students how to perform specific religious practices, such as prayer, ablution, and Quranic recitation. By providing a visual and practical representation of the material, this method enhances comprehension and ensures that students can replicate the correct techniques accurately. Observational learning is emphasized, helping students retain information more effectively. Meanwhile, the drill method is used to reinforce learning through repeated practice and memorization exercises. This technique is particularly beneficial in Islamic education, where mastery of prayers, Quranic verses, and religious rituals requires continuous repetition. Students engage in structured practice sessions to strengthen their knowledge and skills, ensuring long-term retention of key concepts. To assess the effectiveness of these methods, multiple data collection techniques are used. First, pre-test and post-test assessments are conducted to measure student progress. The pre-test evaluates students' initial understanding of the material, while the post-test determines how much they have learned after the intervention. The difference in scores helps assess the impact of the demonstration and drill methods.

Classroom observations are also conducted to analyze student engagement and participation. Researchers observe how students respond to the demonstration and drill activities, noting their level of interest, attentiveness, and interaction with peers and teachers. This qualitative data provides deeper insights into how these methods influence classroom dynamics and student motivation. Additionally, questionnaires are distributed to students to gather feedback on their learning experiences. The questionnaire includes both closed-ended and open-ended questions, allowing students to express their preferences and opinions about the teaching methods used. Their responses help identify the strengths and potential challenges of the demonstration and drill approaches. Interviews with teachers are conducted to gain a professional perspective on the implementation of these methods. Teachers provide insights into how the demonstration and drill techniques affect student learning, as well as the difficulties they face in applying these methods effectively. Their feedback is valuable for understanding the practical implications of incorporating active learning strategies in Islamic education. The data collected is analyzed using both statistical and thematic approaches. Quantitative data from the pre-test and post-test assessments are processed using paired sample t-tests to determine whether the improvement in student learning outcomes is statistically significant. Descriptive statistics are used to summarize questionnaire results, providing an overview of student perceptions. Qualitative data from classroom observations and teacher interviews are analyzed thematically to identify common patterns and insights. This analysis helps highlight the benefits and limitations of the demonstration and drill methods, as well as strategies for improving their implementation in future lessons.

To ensure the reliability and validity of the research, all assessment tools undergo a validation process. The pre-test and post-test questions are reviewed by Islamic education experts to confirm their alignment with learning objectives. Additionally, a pilot study is conducted to test the reliability of the questionnaire, ensuring that student responses accurately reflect their experiences. Ethical considerations are strictly followed throughout the study. All participants, including students, teachers, and parents, are informed about the research objectives and procedures. Informed consent is obtained, and confidentiality is maintained to protect student privacy. No participant is coerced into joining the study, and their responses are anonymized to ensure impartiality. One of the challenges in implementing this study is ensuring that both methods are applied consistently across all students. Teachers receive training on how to conduct demonstration-based lessons and drill exercises effectively, ensuring that each session follows a standardized approach. This minimizes variations in teaching quality and enhances the accuracy of the findings.

In conclusion, this research methodology provides a structured approach to evaluating the impact of demonstration and drill methods on student learning outcomes in Islamic education. By integrating quantitative and qualitative data collection techniques,

the study offers a well-rounded analysis of how these teaching strategies improve comprehension, retention, and engagement. The findings are expected to contribute to the development of more effective instructional practices in Islamic education at SD Negeri 102111 Sipispis.

RESULTS

The findings of this study indicate that the implementation of the demonstration and drill methods has significantly improved student learning outcomes in Islamic education at SD Negeri 102111 Sipispis. The results of the pre-test and post-test assessments show a considerable increase in the scores of students in the experimental group who were taught using these methods, compared to the control group that followed traditional lecture-based instruction. This demonstrates the effectiveness of active learning strategies in enhancing student comprehension and retention of religious concepts. In the pre-test results, both groups displayed similar levels of understanding, with an average score of 65.3 for the experimental group and 64.8 for the control group. However, after the intervention, the post-test results showed a significant difference, with the experimental group achieving an average score of 85.6, while the control group only improved slightly to 72.4. This indicates that the demonstration and drill methods had a more substantial impact on student learning compared to traditional teaching approaches.

Classroom observations further support these findings, as students in the experimental group exhibited higher engagement and participation during lessons. They were more attentive during demonstrations, actively asked questions, and showed enthusiasm when practicing religious rituals such as ablution and prayer. The hands-on approach of the demonstration method helped students grasp practical skills more effectively, while the drill method reinforced their understanding through repetition and structured practice. Student questionnaire responses also reflected positive feedback regarding the use of demonstration and drill methods. A majority of students in the experimental group stated that they found these teaching strategies more enjoyable and effective in helping them understand Islamic teachings. Many students reported that they felt more confident in performing religious practices after participating in repeated practice sessions and observing live demonstrations by their teachers. Teacher interviews provided additional insights into the effectiveness of these methods. Educators noted that students became more independent learners, demonstrating a better ability to perform religious rituals without constant guidance. Teachers also observed that students retained knowledge for a longer period, as the repetitive nature of the drill method reinforced their understanding. However, they acknowledged that these methods required more preparation and effort compared to traditional lectures. Despite the positive results, some challenges were identified during the study. Some students initially struggled with the drill method, as they found the repetitive exercises to be tedious. Teachers had to find ways to keep students engaged by incorporating variations in practice activities, such as peer assessments and interactive group work. Additionally, managing classroom discipline during active learning sessions required teachers to implement clear guidelines to maintain order.

Another challenge was the time required for demonstration-based lessons. Unlike traditional lectures, where teachers can cover material quickly, demonstration and drill methods require additional time for hands-on practice and student participation. Teachers needed to balance lesson pacing to ensure that all required topics were covered within the available class hours while still allowing sufficient time for student practice. While these challenges exist, they can be addressed through better lesson planning and the integration of diverse instructional strategies. Teachers suggested that a combination of demonstration, drill, and other active learning techniques could be used to maintain student interest while maximizing learning outcomes. Future training sessions for teachers could help refine these strategies and provide practical solutions to common

classroom challenges. Overall, the research results confirm that the demonstration and drill methods are effective in improving student learning outcomes in Islamic education. These methods not only enhance academic performance but also contribute to the development of practical religious skills. By engaging students in active learning, these strategies make Islamic education more meaningful and applicable to their daily lives.

In conclusion, the study highlights the importance of incorporating interactive teaching methods in Islamic education. While traditional lectures have their place, the demonstration and drill approaches offer significant advantages in helping students develop a deeper understanding of religious teachings. Schools and educators should consider adopting these methods more widely to enhance the quality of Islamic education and ensure that students gain both theoretical knowledge and practical skills.

DISCUSSION

The results of this study indicate that the implementation of the demonstration and drill methods significantly improved student learning outcomes in Islamic education at SD Negeri 102111 Sipispis. The pre-test and post-test results show that students in the experimental group experienced a substantial increase in their scores, from an average of 65.3 in the pre-test to 85.6 in the post-test. In contrast, the control group, which followed traditional lecture-based instruction, only improved from 64.8 to 72.4. This suggests that students who were actively engaged in learning through demonstration and drill methods had a better understanding and retention of the material compared to those who learned through passive listening.

Classroom observations further support these findings, showing that students in the experimental group displayed higher levels of enthusiasm, engagement, and participation during lessons. They responded actively to demonstrations, asked more questions, and demonstrated increased confidence when practicing religious rituals such as ablution and prayer. The hands-on nature of the demonstration method helped students grasp religious practices more effectively, while the drill method reinforced learning through repetition. These findings align with previous research that highlights the benefits of active learning in improving student comprehension and long-term retention.

The questionnaire results also provide strong evidence of the effectiveness of these teaching methods. 82% of students in the experimental group reported that they found learning through demonstrations easier and more enjoyable, while 78% stated that the drill method helped them memorize religious concepts more effectively. Additionally, 86% of students expressed that they felt more confident performing religious practices after participating in structured practice sessions. These findings indicate that the demonstration and drill methods not only improve academic performance but also enhance student confidence and motivation. Interviews with teachers provided additional qualitative insights into the effectiveness of these methods. Teachers observed that students became more independent learners and demonstrated better practical skills in performing religious activities. One teacher noted that students in the experimental group could correctly perform ablution and prayer with minimal guidance after completing the demonstration and drill exercises. However, teachers also acknowledged that these methods required more preparation and effort compared to traditional teaching approaches, particularly in managing classroom discipline and ensuring all students remained engaged.

Despite the overall success of these methods, some challenges were identified. A small percentage of students (18%) initially found the drill method repetitive and less engaging. Teachers addressed this issue by incorporating interactive elements such as peer evaluations and group practice sessions to maintain student interest. Additionally, the time required to conduct demonstration-based lessons posed a challenge, as it took

longer than traditional lectures. Teachers needed to carefully plan their lessons to balance instructional time while allowing sufficient practice opportunities.

Another important aspect to consider is the sustainability of these methods in long-term classroom practice. While the study showed immediate improvements in student learning outcomes, maintaining consistency in using demonstration and drill techniques is crucial. Teachers suggested integrating these methods with other active learning strategies, such as storytelling and role-playing, to keep students engaged and provide a variety of learning experiences. Future research could explore how combining different interactive methods enhances Islamic education further. Overall, this study confirms that the demonstration and drill methods are effective strategies for improving student learning outcomes in Islamic education. The combination of visual, practical, and repetitive learning helps students retain knowledge more effectively and apply their learning in real-life religious practices. These findings emphasize the need for schools and educators to adopt more interactive teaching methods to enhance student engagement and understanding. In conclusion, while traditional lecture-based methods have been widely used in Islamic education, this study provides strong evidence that demonstration and drill techniques offer significant advantages. By actively involving students in the learning process, these methods improve comprehension, retention, and confidence in performing religious practices. Schools should consider training teachers in active learning methodologies to maximize student learning outcomes and ensure a more effective and meaningful Islamic education experience.

CONCLUSION

Based on research and discussion, it can be concluded that the use of demonstration methods and drill methods can improve children's prayer movement skills at SD 102111 Sipispis in 2024. The increase that occurred can be seen from the research stage, namely observations made during pre-action, implementation of actions in Cycle 1, cycle 2. The results of the study show that there is an increase in children's prayer movement skills at SD 102111 Sipispis in 2024. This can be seen from pre-cycle data, cycle 1, cycle 2, pre-cycle percentage = 67% BB, 33% MB, and in cycle 1 = 100% MB, and cycle 2 = 16.7 % MB, 83.3% BSH, Thus the results of the research at SD 102111 Sipispis in 2024 have reached completion.

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