

Lecture and Demonstration Methods as Islamic Education Teachers' Efforts to Improve Student Behavior Development at SMK Negeri 5 Telkom Banda Aceh

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Abstract: This research is motivated by the low quality of student behavior in class X of SMKN 5 Telkom Banda Aceh. One of the steps that needs to be taken by teachers in the field of PAI study is to conduct student coaching in a sustainable manner by emphasizing discipline and obedience through literacy and Islamic stories. The purpose of this study is to find out the efforts of PAI teachers in improving student behavior coaching, including the steps and factors that affect teachers in the process. This classroom action research aims to see the extent to which student behavior coaching at SMKN 5 Telkom Banda Aceh is improved by applying learning strategies through lecture and demonstration methods. The use of this method is applied in the form of Class Action Research (PTK) with a descriptive-qualitative approach. Data collection techniques are carried out through observation, interviews, and documentation, and are carried out in four stages, namely planning, implementation, observation, and reflection. This research uses a type of classroom action research which aims to research and improve the quality and professionalism of teachers in managing the learning process so that learning goals can be achieved.

Keywords: Lecture method, demonstration, classroom action research.

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INTRODUCTION

Teachers are one of the most important and inescapable components in the world of education. Teachers are central figures who occupy a strategic position in the teaching and learning process, because their existence plays a role as the main driver in efforts to educate the nation's life. The existence of teachers is seen as a means that facilitates the process of teaching and learning activities, which is not only knowledge transfer, but also value transformation and character formation (Rusyan, 1994). Therefore, the role of teachers requires the right strategy so that their image, professionalism, and integrity are maintained. Teachers must be fully aware that they are the designer, manager, implementer, and evaluator in every learning process that takes place in the classroom.

Teachers as educators have a great responsibility in guiding students to achieve optimal development, both physically and spiritually. In this context, Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Law of the Republic of Indonesia, 2006). Thus, teachers are not only

educational workers, but also agents of character formation who have a moral responsibility for the success of students in social and spiritual life.

Becoming a teacher because of the demands of the job is easy, but becoming a teacher because of the vocation of the soul and conscience is a difficult thing to do. A teacher is required to be sincere in devotion without being trapped in material orientation alone (Hamalik, 2007). Thus, the teaching profession is not only seen as an administrative job, but also as a form of social and spiritual service. Adams and Dickey in Hamalik (2007) emphasized that the role of teachers includes four main dimensions, namely as a teacher as instructor, a teacher as counsellor, a scientist (teacher as scientist), and a personal (teacher as person). These four roles complement each other and form the profile of an ideal teacher who is able to carry out his functions comprehensively in the world of education.

The process of learning activities is basically a system that requires effective and efficient planning and management of the learning environment so that educational goals are achieved (Djamarah, 2002). Good learning must be based on systematic planning and implementation of actions that are appropriate to the context of students and the environment. In this case, learning is seen as a series of planned activities that involve specific approaches, models, strategies, methods, techniques, and tactics to achieve optimal outcomes (Uno, 2011).

Saiful Bahri Djamarah (2002) explained that the dynamics of the teaching and learning process involve four important foundations, namely the identification of changes in student behavior, the selection of an approach system that is in accordance with the community's view of life, the selection of effective methods, and the determination of success norms as a reference for evaluation. These four basics are important guidelines in building a learning system that is oriented towards results and character. According to Joyce and Weil (2003), learning planning must be oriented to the needs of students by emphasizing activities and active participation so that learning becomes meaningful. Thus, teachers play the role of facilitators who lead students to discover and internalize values in the learning process.

In practice, teachers need to have a holistic approach in designing learning. This includes the ability to understand the social, cultural, and psychological context of students (Sanjaya, 2016). Such an approach requires teachers to be creative in choosing learning strategies that are able to foster learning motivation, build student confidence, and encourage critical thinking skills. Teachers must also be able to set clear and objective evaluation criteria so that learning outcomes can be measured appropriately (Mulyasa, 2013). Evaluation not only focuses on cognitive aspects, but also includes affective and psychomotor aspects that support the formation of students' character as a whole.

Assessment of student behavior development has an important role in forming a balanced personality between worldly and ukhrawi aspects. The coaching is carried out through the development of noble values such as example, advice, habituation, and commemoration (Madjid, 1997). With this approach, students are expected to have moral character inherent in them, so that they are able to become human beings with character and integrity. In the context of Islamic education, behavior development is an integral part of the learning process that cannot be separated from religious values (Ramayulis, 2015). Islamic Religious Education (PAI) teachers have a very large role in realizing this coaching through the teaching of moral values, discipline, and responsibility.

Efforts to develop student behavior are not only the responsibility of one or two teachers, but also the collective task of all educators in schools (Sardiman, 2011). The coaching must be able to keep up with the demands of modern society which often places materialism and consumerism as measures of success. Therefore, teachers need to instill moral and spiritual values so that students do not lose direction in facing the current of globalization. In this context, PAI teachers are expected to be able to internalize Islamic values into learning so that students not only excel academically, but also have noble character and social concern (Zuhairini, 2018).

Based on this description, it can be concluded that teachers have a great responsibility in fostering student behavior through a planned and meaningful learning process. Teachers are not only imparters of knowledge, but also shapers of students' character and personality to become fully human beings. On this basis, classroom action research on the efforts of PAI teachers in improving student behavior development at SMKN 5 Telkom Banda Aceh is very relevant to be carried out, because it focuses on improving the moral and spiritual quality of students through the strategic role of teachers in the educational process.

METHODS

This research uses the Classroom Action Research (CAR) approach which focuses on improving the quality and professionalism of teachers in managing the learning process. The main goal of classroom action research is to improve learning practices in a sustainable manner through reflective actions on classroom teaching activities (Mundilarto, 2004). Classroom action research is not an experimental or developmental research, but rather emphasizes efforts to solve practical problems that arise in the learning process through the application of certain methods, strategies, media, or techniques (Arikunto, 2006). In this study, the problem formulation is focused on how teachers can improve student behavior coaching by applying lecture and demonstration methods effectively. The formulation is answered through empirical evidence in the form of processes and results of actions carried out during the research.

The class action research model used is the Kemmis and McTaggart models. This model is known as the spiral system of self-reflection which consists of four main stages, namely planning, execution of actions, observation, and reflection (Kemmis & McTaggart, 1988). Each completed stage will be the basis for planning the next cycle. Thus, the research process takes place repeatedly and continuously to obtain more optimal learning outcomes. This reflective spiral approach allows teachers to analyze the shortcomings that occur in the learning process and correct them directly in the next cycle (Hopkins, 2011).

This research was carried out for three months, from July to September 2025, with a division of time that included the preparation of proposals, research design, the implementation of two cycles of actions, the analysis of the results of each cycle, and the writing of the final report of the research. The implementation of activities is carried out on effective days in accordance with the lesson schedule at school. The research was carried out at SMKN 5 Telkom Banda Aceh, with the main focus on improving the behavior development of class X students through the application of lecture and demonstration methods in Islamic Religious Education (PAI) learning.

The subjects of this study are 22 students in class X of SMKN 5 Telkom Banda Aceh for the 2025/2026 academic year. The main data source comes from students as action participants, while supporting data sources are obtained from PAI peer teachers who act as collaborators in the observation and reflection process (Creswell, 2012). Data was collected through several instruments, namely observation sheets of teacher and student activities, learning outcome tests, and student response questionnaires. The test is used to assess students' improved understanding of the learning material and the expected behavioral changes after the implementation of the action.

The design of this research refers to the basic principles of action research proposed by Kurt Lewin, which consists of four main stages: planning, acting, observing, and reflecting (Lewin, 1946). These four components form an integrated, repetitive cycle of action. In this study, two cycles of action with the same activity structure are planned. In the planning stage, the researcher held a discussion with collaborators to determine the learning material, learning model, and type of evaluation to be used. At this stage, learning tools are also prepared in the form of Learning Implementation Plans (RPP), research instruments (observation sheets, tests, and questionnaires), and determination of behavioral aspects that will be observed during the learning process (Mulyasa, 2013).

The stage of implementing actions is carried out by applying learning using lecture and demonstration methods. The lecture method is used to convey the concepts and moral values of Islam in a systematic manner, while the demonstration method is used to provide concrete examples in fostering good behavior in the school environment. The combination of these two methods is expected to increase students' active participation and facilitate understanding of teaching materials. The observation stage is carried out simultaneously with the learning process. The observation team recorded the activities of students and teachers using observation sheets that had been prepared. The aspects observed included discipline, speech, interaction patterns, and student attitudes during learning. The results of observation are the main material in the reflection process (Arikunto, 2006).

The reflection stage is carried out by analyzing the data from observation and learning evaluation. Teachers and collaborators discuss the results obtained to identify the advantages and disadvantages of the actions that have been taken. This reflection is the basis for planning actions for the next cycle (Kemmis & McTaggart, 1988). The research instruments include observation sheets of teacher and student activities, test questions, and questionnaire sheets. Teacher observation sheets are used to find out the extent to which teachers are able to manage student behavior coaching, while student observations are used to assess the level of activity and changes in their behavior during learning. Pretest and posttest questions are given to measure the improvement of students' understanding of the material being taught. The questionnaire was used to obtain student responses to the application of the learning methods used (Sugiyono, 2019).

The data analysis techniques in this study are descriptive, qualitative, and simple quantitative. The observation data were analyzed qualitatively to describe changes in student behavior and activities. Meanwhile, the test result data was analyzed by calculating the average and percentage of learning completeness. According to Sudijono (2003), the indicator of the success of the action refers to the theory of complete learning proposed by Mulyasa (2007), namely that a student is declared complete if he is able to achieve at least 65% of the overall learning objectives, and classically is declared successful if at least 85% of the students in the class achieve this grade. In addition, the questionnaire was declared positive if it received a student response of $\geq 80\%$ (Mukhlis, 2010).

The performance indicators in this study include two main aspects, namely student and teacher performance. In the student aspect, indicators include an increase in test results as well as an increase in activeness and discipline in learning. Meanwhile, in the teacher aspect, the indicators include improving the ability to manage the classroom, using varied learning methods, and the ability to reflect on the results of actions for further learning improvement (Sanjaya, 2016). Thus, the results of the research are expected to contribute to improving the quality of PAI learning, especially in fostering student behavior at SMKN 5 Telkom Banda Aceh.

RESULTS

This research was carried out in two cycles with the aim of improving the behavior development of Class X students of SMKN 5 Telkom Banda Aceh through the use of lecture and demonstration methods. Before the research action was carried out, the initial condition of teaching and learning activities showed that teachers were still applying conventional methods, where the learning process was more one-way. Teachers tend to transfer knowledge directly, while students are more passive recipients of information. This situation has an impact on students' low motivation to learn, lack of interaction in the classroom, and weak students' ability to internalize moral values and ethics. The monotonous delivery of material and the rigid classroom atmosphere worsened the effectiveness of learning. As a result, most students have not been able to achieve the Minimum Completeness Criteria (KKM) set, which is 65. The average pre-cycle value only

reached 62.05, with a completeness rate of 50%. This condition shows the need to change the learning approach so that students can develop behavior and character according to the learning objectives of Islamic Religious Education.

The implementation of the first cycle begins with the planning stage, where researchers and colleagues develop a learning tool that integrates lecture and demonstration methods. The learning implementation plan is prepared with the aim of encouraging students to be more active in listening, understanding, and concluding the material presented. After the planning is completed, the learning process is carried out according to the schedule. Teachers deliver ethical teaching materials by utilizing lecture and demonstration methods as the main medium for conveying moral values. During the lessons, the observer team recorded the interaction of students and teachers to identify obstacles and opportunities for improvement.

The results of observations in the first cycle show that student activity is still relatively low. Most students are not motivated to listen to the teacher's explanation seriously, do not pay attention to the teaching material, and are still passive in the process of concluding the lesson. The average score of student activity observation indicates the category of "poor." The same thing was also found in observations of teachers. Although teachers have tried to apply lecture and demonstration methods, the ability to manage classes, manage time, and create an interactive learning atmosphere still needs to be improved. Teachers also seem to be not optimal in motivating students, especially when starting learning, so the classroom atmosphere tends to be not conducive.

The evaluation of learning outcomes in the first cycle showed an increase, although it was not significant. The average daily test result score increased to 69.68. Of the 22 students, as many as 15 students have achieved KKM scores, while 7 students are still under KKM. The classical completeness rate rose to 68.18%, but still did not meet the target of at least 85% classical completeness. Reflection at the end of the first cycle resulted in several important recommendations, among which teachers need to attract students' attention from the beginning of learning with stronger motivational strategies, write learning objectives on the board, and guide students to be active in the process of concluding material. Teachers are also advised to be more firm and systematic in managing the classroom so that the interaction between teachers and students becomes more intensive.

Based on the results of this reflection, improvements were made in the implementation of the second cycle. Planning is more carefully prepared with an emphasis on increasing student involvement. Teachers are prepared to optimize lecture and demonstration methods in a more interactive and participatory way. At the implementation stage, teachers consistently encourage students to ask, answer, and conclude lessons together. In addition, teachers are also more active in motivating students and creating a pleasant classroom atmosphere. Learning is no longer one-way, but two-way, where students actively participate in the learning process.

Observations in the second cycle showed a significant increase. The students' activities increased drastically, where they listened to the teacher's explanations more seriously, actively asked and answered questions, and were able to conclude the material well. The average score of student activity observation is in the "excellent" category. Meanwhile, teachers' ability to manage classes, deliver materials, and control time has also increased significantly. Teachers succeed in creating a more interactive and conducive learning environment, thus encouraging students to be optimally involved in the behavior development process.

The evaluation of student learning outcomes in the second cycle showed a significant increase in completeness. The average student score increased to 75.27, and as many as 20 out of 22 students or around 91% have achieved the KKM score. This shows that the use of lecture and demonstration methods can help students in understanding moral and ethical material better. In addition to improvements in cognitive aspects, positive changes are also seen in the affective aspects and student behavior. They become

more active, polite in their interactions, and show a better attitude towards the learning process.

Reflections at the end of the second cycle show that lecture and demonstration methods are very effective in improving student behavior coaching. Student activities during learning increased, both in terms of attendance, participation, and discipline. Teachers also experience improvements in pedagogic skills and classroom management. Learning becomes more interesting and meaningful for students, so that the process of internalizing ethical values can run optimally. The achievement of 91% of classical completeness indicates the success of the action performed.

The results of this study indicate that the learning approach through lecture and demonstration methods is able to overcome the problem of low understanding and coaching of student behavior in PAI learning at SMKN 5 Telkom Banda Aceh. The changes that occur not only have an impact on academic results, but also on improving the quality of interaction in the classroom. Teachers play the role of active facilitators, while students become active participants in the learning process. Thus, the application of lecture and demonstration methods can be one of the effective strategies in improving character development and moral values in the vocational school environment.

DISCUSSION

The analysis of the results of the study showed a significant increase in the understanding and coaching of student behavior after the application of lecture and demonstration methods in the learning process of Islamic Religious Education (PAI). Before the action was taken, the initial conditions showed that students' understanding of the teaching materials of manners and ethics was still relatively low. Only 11 students or around 50% were able to achieve the Minimum Completeness Criteria (KKM) score of 65. This is in line with the opinion of Arikunto (2006) who explained that one of the indicators of low learning effectiveness can be seen from the low achievement of learning objectives and the lack of student involvement in the learning process. Therefore, changes in learning strategies are important to improve the quality of learning outcomes and student behavior.

In the first cycle, teachers apply lecture and demonstration methods as the first step to improvement. The results show an increase although not yet significant, where 15 students or 68.18% have achieved KKM scores. This condition illustrates that the lecture and demonstration method is able to increase student involvement compared to previous conventional learning. According to Djamarah and Zain (2010), the lecture method is an effective information delivery technique to explain abstract concepts, while demonstration helps to connect theory with real practice so that students can more easily understand the moral values taught. The combination of these two methods enriches the student's learning experience because it involves cognitive, affective, and psychomotor aspects simultaneously.

A more significant increase was seen in the second cycle, where as many as 20 out of 22 students or about 91% had achieved learning completion. These results show the success of the actions taken and indicate that the application of lecture and demonstration methods is effective in improving students' understanding of the teaching materials of manners and ethics. This finding is in line with the view of Mulyasa (2007) who stated that the success of the class can be seen from the number of students who are able to achieve a minimum score of 65 with classical completeness of at least 85%. Thus, the results of this study not only meet but also exceed the recommended limits of classical completeness.

Improving learning outcomes and fostering student behavior is also supported by a more active and interactive classroom atmosphere. Teachers play the role not only as conveyors of information, but also as facilitators who guide students to understand and emulate the moral values taught. As stated by Sardiman (2011), the success of learning is greatly influenced by the ability of teachers to create conducive, interesting, and

meaningful learning situations for students. In this context, teachers are able to utilize the lecture method to provide conceptual understanding, while demonstrations are used to show concrete examples of the application of good manners values in daily life. This proved to be effective because students not only understood theoretically, but were also able to imitate the behavior demonstrated by the teacher.

In addition to increasing academic scores, learning using lecture and demonstration methods also has a positive impact on students' affective aspects. Based on the results of observation and reflection, students show behavioral changes in a more positive direction, such as increased respect for teachers, discipline, and active participation in the classroom. According to Purwanto (2013), effective learning must cover three main domains, namely cognitive, affective, and psychomotor. In this study, the improvement in these three domains can be observed through an increase in academic (cognitive), manners and ethics (affective), and interaction skills with friends and teachers (psychomotor). Thus, PAI learning not only emphasizes mastery of the material, but also the formation of a complete character.

To reinforce the research results, the teacher distributed questionnaires to students to find out their responses to the lecture and demonstration methods. The results of the analysis showed that an average of 90.31% of students gave positive responses. They feel that the method helps them understand the material more clearly, makes the learning atmosphere more enjoyable, and motivates them to pay serious attention to the lesson. These results support the findings of Mukhlis (2008) who stated that the questionnaire is positive if the student's response to each aspect of learning reaches 80% or more. Thus, the results of this questionnaire reinforce the conclusion that students accept and enjoy the learning process using lecture and demonstration methods.

The positive response of these students can be explained through the social learning theory put forward by Bandura (1986), which affirms that learning can occur through observation and imitation of the behavior of others. In the context of PAI learning, when teachers demonstrate manners and ethics through demonstrations, students acquire behavioral models that they can emulate. This makes learning more meaningful because students learn not only from verbal explanations, but also from concrete examples they see. In addition, the demonstration method also helps to strengthen students' memory due to the simultaneous involvement of the senses of sight and hearing, as stated by Dale (1969) in his Cone of Experience theory, which explains that direct experience has a higher level of effectiveness in the learning process.

From a pedagogical perspective, the results of this study show that the combination of lecture and demonstration methods provides a balance between theoretical and practical aspects in the learning process. According to Sanjaya (2011), the lecture method combined with demonstrations is able to bridge the gap between knowledge and skills, especially in learning related to values and morals. Teachers can use lectures to comprehensively explain moral concepts, while demonstrations are used to demonstrate the real application of these values in daily life. This makes it easier for students to understand and internalize the values of PAI in depth.

Overall, the results of this study are in line with the views of Kemmis and McTaggart (1988) who emphasize the importance of reflection and continuous action in classroom action research. Through two well-designed learning cycles, researchers and teachers successfully identify problems, plan improvement actions, carry out learning, make observations, and reflect on the results systematically. This cycle of actions has proven to be effective in improving the quality of learning and teacher professionalism, as well as improving students' behavior and understanding of PAI values. Thus, it can be concluded that the use of lecture and demonstration methods is the right approach in an effort to improve student behavior coaching, especially in teaching the values of manners and ethics.

CONCLUSION

Based on this study, it can be concluded that the use of lecture and demonstration methods can improve the behavior development of PAI students, especially manners and ethics materials as part of ethics in Class X students of SMKN 5 Telkom Banda Aceh. At the end of cycle I, 68.18% of students (15 students) achieved learning completeness, and 31.82% (7 students) did not complete their studies, while at the end of cycle II as many as 91% (20 students) had achieved completeness and 9% (2 students) had not achieved learning completeness. With an average score of 69.68 for the first cycle class and an average for the second cycle class of 75.27. The results of the non-test observation of the learning process show that students are more active during the coaching process. Overall, the average grade of the class reached an increase of 13.22 from the average score of the pre-cycle, and the completeness in the overall development of students reached an increase of 41% when compared to the initial condition.

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