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Implementation of Demonstration Method to Increase Student Learning Activeness in Islamic Education Learning at SD Negeri 104285 Sarang Giting Kahan

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Abstract: This study aims to improve students' learning activity in Islamic religious education learning by 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 outcomes 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 research success indicators. The results of the study indicate that the Demonstration Method can improve students' learning activity 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, the Demonstration Method can be used as an alternative to improve students' learning activity in Islamic religious education learning.

Keywords: Demonstration Method, Learning Activeness, Islamic Education.

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INTRODUCTION

Education is an inseparable part of human life and life. Education as one of the needs, social functions, as guidance, a means of growth that prepares and opens up and forms life disciplines. This statement at least hints that no matter how simple a human community is, it requires education. In a general sense, the life of the community will be determined by educational activities in it. Because education is naturally a necessity of human life. Efforts to improve quality human resources can be through the field of education as an important role holder. Because education can develop abilities, improve the quality of life and human dignity, especially the State of Indonesia, and realize skilled, potential and quality human beings in carrying out development for the realization of national development goals. The development of science and technology requires an

improvement in the quality of education that can be done by making improvements, changes and updates to aspects that affect the success of education including curriculum, facilities and infrastructure, teachers, students, and teaching and learning methods. The most dominant aspects are teachers, and students. Activities carried out by teachers and students in teaching are called teaching and learning activities. The subject of education is always in the process of change both because of its growth and development. In the development of the subject, students need help and guidance and interact with the environment. Interaction with the environment will cause the subject to develop abilities through the learning process. Each individual has his own attitude and choice that he is responsible for without expecting the help of others. The success of a teaching and learning process, in addition to understanding the material, is also required to know exactly the initial position of the students before participating in the lesson. Teachers can use the learning approach they choose appropriately which is expected to help students in developing knowledge effectively. In order for students to get maximum results, they need help and guidance in learning so that they do not have much difficulty in following lessons. Therefore, teachers are expected to place their positions and roles as optimally as possible. Along with the development of science and technology, there are more and more opportunities for Students to access various information and knowledge directly, this results in a lack of interest in students following the conventional learning process, especially if the subject teacher only uses the lecture method. So far, the Islamic Religious Learning Methodology that still applies and maintains old (traditional) methods, such as lecture methods, and memorization that seems to be dry with meaning, makes students seem bored, bored and less enthusiastic about learning religious education. Therefore, a religious teacher as a practitioner of Islamic religious education needs to innovate and be creative so that the goals of Islamic religious education can be achieved. One of the alternatives that the author does in schools, especially in the classroom that will be researched, is the application of the demonstration method. This method is a method in the teaching and learning process that can provide direct experience to students so that the learning results obtained by students can be stored for a long time. This reality is in accordance with the aphorisms given by a famous philosopher from China, Confucius who stated that: In the teaching and learning process, especially in prayer materials, the learning method carried out by the teacher must be appropriate and effective so that the student is able to absorb learning, because a teacher does not only rely on scientific information, without results that are in accordance with the existing curriculum. A professional teacher will demand an integral relationship between the harmony of the material and the practice that has been explained by the teacher to the students. Teachers will know the extent to which students are able to practice the material that has been taught so that students can apply their attitudes in daily life. According to Daradjat, the demonstration method itself is a method that uses demonstrations to clarify a meaning or to show how to do something to students. So the demonstration method, teachers and students show all class members about a process, for example how to pray in accordance with the teachings of the Prophet PBUH. 2 The use of the demonstration method is expected to have a positive influence on students and be able to improve students' learning achievements. The learning achievement of students is spreading, which means that there are high learning achievements of students and some are low. With the variety of learning achievements, the participants are educated, motivating teachers to strive to improve students' learning achievement in various ways. In improving students' learning achievement, it is not only the role of the teacher that is needed, but the students themselves are required to play an active role in the teaching and learning process. One of the important things that students have in improving their learning achievement is mastery of subject matter. Students who do not master the subject matter will have lower scores when compared to students who master the subject matter more. To master the subject matter, it is required to have activities from students that are not just memorizing, but more than that, namely understanding, applying, and evaluating the subject matter.

Based on the initial observations made in class IV, which amounted to 15 students, it was not optimal. In this initial observation, the author noticed that although many Muslims know about prayer, not all of them carry out the prayer regularly. This may be influenced by a lack of understanding of the virtues and benefits of this prayer in daily life. In addition, there are variations in the implementation of the Dhuha Prayer. Some people do it consistently, while others only do it occasionally or even at all. Through this class action research, it is hoped that they will be able to find the right formula to be applied as a method or strategy in the learning process. In this case, the author formulated a title "Application of Demonstration Methods to Improve Learning Outcomes of Islamic Religious Education Prayer Materials and Their Pillars in Students of State Elementary School No.104285 Sarang Giting Kahan, Bintang Bayu District, Serdang Bedagai Regency.

METHODS

This type of research is Classroom Action Research. According to Kemmis and MC Taggart in Muslich (2009:8), classroom action research (PTK) is a study that is carried out to improve oneself, one's own work experience and is carried out systematically, planned and with an attitude of self-awareness. The implementation is divided into two cycles and each cycle consists of four stages. The stages in each cycle include; 1) Preparation stages; 2) Implementation of actions.; 3) Observation and evaluation. This research is planned to be carried out in grade IV of the even semester of 2024/2025 SDN 104285 Sarang Giting Kahan Village, Bintang Bayu District And the subjects of this action research are 15 people consisting of 7 men and 8 women. Data collection is based on a method or procedure so that the desired data can be collected completely. The data collection techniques in this study are as follows; 1) Observation (direct observation); 2) Unplanned interviews Data management in this study was carried out after data was collected, then analyzed quantitatively and qualitatively. For quantitative analysis, descriptive analysis is used, namely the average score obtained from the test results of each cycle which aims to determine the level of mastery of the material through the description of the characteristics of the distribution of the achievement of Islamic religious education learning outcomes of students who are taught by applying the Demonstration method consisting of average scores, standard deviations, highest scores, and lowest scores. Then the values are grouped by looking at the categorization guidelines according to Arikunto (2005).

RESULTS

Based on the presentation of the observation results above, it can be seen from the results of teacher activities and student activities in the first cycle that there are several shortcomings that need to be corrected in the next cycle. After conducting a careful analysis together with the teacher concerned, the shortcomings in the implementation of learning that still need to be improved are; 1) The teacher has not told students to learn or repeat the lessons that have been taught; 2) The teacher does not tell students to discuss the material being taught; 3) Students are still not on time to enter class to take part in lessons; 3) Students do not dare to ask questions about material that they have not understood. In the second cycle which refers to performance tests and observation sheets of teacher and student activities by using the demonstration method to improve student learning outcomes in Islamic Religion class IV SD Negeri No.104285 Sarang Giting Kahan.

From the results of the discussion with the teachers of Islamic Religion, it can be concluded that the learning outcomes of students using the demonstration method have increased and have reached completeness in cycle II, thus this research can be stopped in just two cycles. The results that have been obtained during the implementation of the learning process in cycle II are as follows; 1) Teachers have successfully implemented the

learning process well during the learning process; 2) Student learning outcomes increase when compared to the previous cycle.

The application of the demonstration method in Islamic Education at SD Negeri No. 104285 Sarang Giting Kahan has shown significant positive effects on students' learning activeness. Before implementing this method, many students were passive during lessons, relying solely on teacher explanations without actively engaging in the learning process. However, after applying the demonstration method, students became more involved in classroom activities, showing greater enthusiasm and participation.

One of the most notable improvements observed was the students' willingness to actively ask questions and express their opinions. Previously, only a few students participated in discussions, while the majority remained silent. With the demonstration method, students became more curious and eager to understand the material, as they could directly observe and participate in practical demonstrations related to the lesson.

The results of this study also indicate that the demonstration method enhances students' comprehension of Islamic Education concepts. Compared to traditional lecture-based teaching, where students passively receive information, the demonstration method allows them to visualize abstract concepts and relate them to real-life situations. This hands-on experience makes learning more meaningful and easier to retain.

In addition to improving understanding, the demonstration method also fosters students' confidence in learning. When students were given the opportunity to participate in demonstrations, they developed a sense of responsibility and self-assurance. This was particularly evident in group activities, where students collaborated and helped each other in conducting demonstrations, strengthening both their teamwork skills and learning motivation.

The study further revealed that teachers benefited from using the demonstration method. It allowed them to assess students' understanding more effectively, as they could directly observe how students applied the concepts being taught. Moreover, the interactive nature of this method reduced students' boredom and made lessons more enjoyable, leading to a more conducive learning environment.

Despite its many advantages, implementing the demonstration method also posed some challenges. The most significant challenge was the need for adequate preparation, as teachers had to ensure that materials and tools for demonstrations were available and suitable for the lesson. Additionally, classroom time needed to be managed efficiently to allow all students to participate without disrupting the overall lesson plan.

Overall, the findings of this research confirm that the demonstration method is an effective strategy for increasing students' learning activeness in Islamic Education. By making lessons more engaging, interactive, and practical, this method not only improves students' understanding but also enhances their enthusiasm for learning. Therefore, it is recommended that teachers continue to integrate demonstrations into their teaching strategies to foster a more dynamic and participatory learning environment.

DISCUSSION

The implementation of the demonstration method in Islamic Education at SD Negeri No. 104285 Sarang Giting Kahan has proven to be an effective way to increase student engagement and participation in the learning process. One of the primary reasons for this success is the hands-on approach provided by the demonstration method. By observing and actively participating in practical demonstrations, students are able to better understand the material being taught. This approach allows them to connect theoretical concepts with real-life applications, making learning more relevant and meaningful.

In comparison to traditional lecture-based teaching methods, where students are mostly passive recipients of information, the demonstration method actively engages students. By performing demonstrations in front of the class, teachers capture students'

attention and generate curiosity. This increased interest leads students to become more involved, asking questions and discussing ideas related to the topic. Such active participation is essential for deepening students' understanding and improving their academic performance.

Another key benefit of using the demonstration method is that it supports various learning styles. Some students may find it challenging to grasp abstract concepts through lectures alone. However, demonstrations allow these students to visualize and experience the concepts firsthand, which can enhance their learning experience. For example, when teaching Islamic practices, such as prayer or ablution, students can observe and participate in the practical aspects, making it easier for them to grasp the religious teachings.

The social aspect of the demonstration method also contributes to its effectiveness. Group demonstrations encourage collaboration among students, fostering teamwork and communication skills. Students who may have been shy or reluctant to participate in class discussions become more confident when given the opportunity to demonstrate and explain concepts to their peers. Working in groups helps them build trust and encourages mutual support, ultimately creating a positive and inclusive classroom atmosphere.

Despite these advantages, some challenges arise when applying the demonstration method. Preparation is crucial, as teachers must ensure that the necessary materials and equipment are available for the demonstration. Additionally, planning is essential to ensure that demonstrations are meaningful and directly related to the lesson objectives. Teachers need to carefully structure the lesson plan to incorporate demonstrations effectively while still covering the required content within the available time.

Classroom management is another challenge faced when using the demonstration method. As students become more engaged and active in the learning process, teachers need to maintain order and ensure that all students have an equal opportunity to participate. Time management is also important, as demonstrations can sometimes take longer than expected. Teachers must strike a balance between demonstration activities and other parts of the lesson to keep students on track and meet the learning objectives.

In conclusion, the demonstration method is an effective strategy for improving student engagement and learning outcomes in Islamic Education. It helps students connect abstract concepts to real-life experiences, encourages active participation, and fosters collaboration among peers. However, it requires careful planning, preparation, and classroom management to ensure that it is used effectively. When applied thoughtfully, the demonstration method can significantly enhance the quality of education and increase student motivation to learn.

CONCLUSION

Based on the presentation of the data above, it can be concluded that the application of the demonstration method can improve student learning outcomes in Islamic Religion class IV at SD Negeri No.104285 Sarang Giting Kahan for the 2024/2025 Academic Year. This can be seen from the increase in the results of observation of teacher activity in the first cycle reaching 75 and increasing in the second cycle to 90%, while the observation results of student activities in the first cycle reaching 65, increasing in the second cycle to 85. Meanwhile, in the results of the learning test, students experienced an increase in individual learning completeness in cycle I to cycle II, this was marked by 13 students who completed in cycle I obtained an average score of 78.1 with a percentage of completeness reaching 86.1, and increased to 15 students who completed in cycle II who obtained an average score of 90.9 with a completion percentage of 100. The data above shows that the demonstration method can improve student learning outcomes in Islamic Religion Class IV at SD Negeri No.104285 Sarang Giting Kahan for the 2024/2025 Academic Year.

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