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THE APPLICATION OF THE DEMONSTRATION METHOD IN INCREASING STUDENT LEARNING OUTCOMES IN PAI COURSES IN MATERIALS OF PROCEDURE OF PURIFICATION

Juliana Harahap

SD Negeri 112281 Aek kanopan

Email: julianaharahap933@gmail.com

ABSTRACT

Teaching and learning activities focus on achieving learning objectives. Anything that includes teaching program tools is absolutely required to support the achievement of learning objectives. The type of research used is a qualitative method with a class action research model (CAR) with the aim of improving student learning outcomes in the learning process. Meanwhile, the subject of this study was addressed to fourth grade students at SD Negeri 112281 Aek kanopan. Data collection tools using techniques and instruments: (1) Observation, to collect data on student results that are seen directly in the activity using the demonstration method with the help of the class teacher. Based on the results of Classroom Action Research conducted by researchers on fourth grade students at SD Negeri 112281 Aek kanopan which have been presented for two cycles, the results of all discussions and analyzes that have been carried out can be concluded as follows: (1) Before applying the demonstration method (pracycle), namely using the Practice Rehearsal Pair method (Practice in pairs) learning outcomes from 14 students only 3 students or 21.42% who completed KKM 70 with an average score of 62.85, while 11 students did not complete or as much as 78.58% , to improve student learning outcomes, the first cycle was carried out by applying the demonstration method. (2) By using the demonstration method on the material for ablution procedures, it can successfully improve student learning outcomes. (3) The results of student completeness increased to 10 students or 71.42% with an average value of 71.42, in the first cycle this was not 100% reaching KKM 70 then continued in the second cycle, in the second cycle mastery became 100% of 14 students with an average value of 95.71. Based on these data the target of achieving 100% completeness has been achieved.

Keywords: Education Policy, Basic Education.

INTRODUCTION

Islamic Religious Education is a very important education as the basis for every Muslim to know, learn, and practice the teachings of Islam. This opinion is a shared responsibility especially as parents who have an important role in everyday life so that it becomes a habit that turns into character. A teacher plays an important role in teaching Islamic Religious Education lessons, so that these lessons are not boring and do not impress students, the teacher plays an important role in delivering material. The teacher's position is as a facilitator and motivator for the importance of studying Islamic Religious Education (PAI) material which will later be used as provisions in life. If the teacher can motivate and convey well and impress students, Islamic Religious Education (PAI) lessons will be fun and avoid boredom. So that this does not happen as an educator must be able to use appropriate learning methods and be able to attract students' interest.

National Education, in TAP MPR No. IV/MPR/1978 emphasized that education is based on Pancasila and aims to improve the quality of Indonesian people as a whole, namely people who believe and fear God Almighty, have noble character, have personality, discipline, work hard, be responsible, smart, skilled, physically and mentally healthy.

Based on these national education goals, the development of a complete human being in our country requires harmony between nations with life in the world and the afterlife. In improving the quality of education, especially Islamic Religious Education, the government always tries its best to form quality religious education, and religious education that is able to play a role in global competition in the current era. One of the concrete forms of the government's efforts is by holding upgrading of subject teachers, procuring textbooks, and adding facilities and infrastructure for teaching and learning activities.

Teaching is an act that requires quite heavy moral responsibility. The success of education for students is very dependent on the responsibility of the teacher in carrying out his duties. While learning is a process that is carried out consciously on each individual or group to change attitudes from not knowing to knowing. The teaching and learning process is an activity in which students learn and the teacher teaches in an interactive context, and educational interactions occur between teachers and students, so that there are changes in students both changes in the level of knowledge, understanding and skills or attitudes.

Based on national education, SD Negeri 112281 Aek Kanopan is one of the educational institutions that highly upholds the success of learning, so students are expected to be able to become people who are useful to society based on religion and have good morals and are able to carry out worship well too. However, to achieve all of that certainly cannot escape the learning problems that occur in schools. For example, low student achievement, lazy to study, and not too concerned with school and lazy to carry out worship, they prefer to play and watch TV rather than having to study.

This then becomes the responsibility of the school and teachers as well as the active role of parents to always improve this situation, so that students are able to become knowledgeable human beings in carrying out worship and have high morals based on religion. After conducting research, these problems arose from the daily life of students in grade 4 of SD Negeri 112281 Aek Kanopan where this research found many problems, such as in learning Islamic Religious Education. In this lesson, there are still many students who are less enthusiastic and care less about what the teacher says, they are more concerned with

other things than learning, such as drawing, talking to friends nearby, playing games in class. It is certainly very disturbing and does not allow to obtain maximum learning results.

From paying attention to the Class 4 Islamic Religious Education lesson at SD Negeri 112281 Aek Kanopan with the subject matter of 'Procedures for Ablution' and by paying attention to students practicing ablution in the hand washing basin in front of the class, out of 14 students doing ablution only 3 children (21.42 %) who were near perfect when doing ablution practice, the rest, some were not sequential, some were not perfect at leveling the water of the members of ablution', some did not understand how to do ablution at all.

In such conditions, of course it will greatly affect the achievement or student learning outcomes. If conditions like this are not addressed immediately, it is very likely that the quality of students will decline, while one indicator of an institution's success is being able to produce good graduates, as expected by the institution.

In the process of teaching and learning the demonstration method is absolutely necessary, because a teacher does not only rely on scientific information, without results that are in accordance with the existing curriculum. Professional teachers will demand an integral relationship between material harmony and practice that has been explained by the teacher to students. The teacher will know how far students can practice or demonstrate the material that has been given so that students can apply their attitudes in life.

The demonstration method itself is a method that uses demonstrations and demonstrations. In learning using the demonstration method, a process is performed, with regard to learning material. This can be done both by the teacher and outsiders invited to the class. In fact, the learning of Islamic Religious Education in Elementary Schools is still limited to conveying religion to students. With the application of the demonstration method in learning Islamic Religious Education is expected to make a positive contribution to students and be able to improve student achievement.

Based on this background as an illustration of problematics, the author is interested in raising the title: "Application of the Demonstration Method in Improving Student Learning Outcomes in PAI Subjects on the Material of Procedures for Purification".

RESEARCH METHODOLOGY

The method in this research is a Classroom Action Research (CAR) method with the aim of improving the quality of learning in the learning process. CAR is a form of reflective study by action actors and CAR is carried out to improve the teacher's ability to carry out tasks, deepen understanding of the actions taken, and improve the conditions of learning practices that have been carried out. As the subject of this study it was addressed to the 4th grade students of SD Negeri 112281 Aek Kanopan.

FINDING AND DISCUSSION

A. Research Results

Improving student learning outcomes on ablution material in class IV SD Negeri 112281 Aek Kanopan. By using the demonstration method, is the aim of this study. This research was conducted in 2 cycles with each cycle consisting of 1 meeting, so that 2 lessons were spent.

Clean is Healthy with details: How to purify from small impurities and I like to perform ablution.

1. Initial Conditions

This research is based on the results of observations in class IV SD Negeri 112281 Aek Kanopan, where researchers found several identified problems, including that students were not able to understand how to practice ablution properly and correctly according to Islamic law. Referring to the initial conditions above, the researcher proposes the use of demonstration methods to be applied in learning. The demonstration method can make learning interactive so as to make students more enthusiastic and active in learning, so that by using this method it can increase student learning outcomes in material for purification procedures for students to develop and be able to carry out procedures in accordance with the provisions of Islamic law.

2. Implementation of Cycle I

The implementation of Cycle I was carried out for 1 lesson, namely on October 27 2021 with the following presentation:

a) Planning Stage

Before carrying out learning activities with the Demonstration method, of course a lot of preparations are made including:

- 1) Prepare learning tools to be used (syllabus, lesson plans and learning materials).
- 2) Prepare the necessary learning resources, materials and media.
- 3) Prepare observation sheets (observation) of learning activities.
- 4) Prepare evaluation tools or tests to determine student learning outcomes.

b) Implementation of Actions

Meeting I (First)

It was held on Wednesday, October 27, 2021 with 14 students present. The main material in this study is

Clean is Healthy, sub-topic of the correct procedures for purification according to the provisions of Islamic law.

(1) Initial activities

The initial activity consisted of opening the lesson, conducting apperception and motivation, starting from the teacher conditioning the readiness of the students and arranging the class according to the learning needs, inviting them to pray together, taking attendance of the students. The teacher conveys the learning objectives to be achieved. After that the teacher pre-tests the abilities of the students before learning.

(2) Core Activities

In the core activities the educator provides learning material to students, using the media of student books and videos and pictures of ablution. questions for each individual, the purpose of the quiz is for educators to know the learning outcomes of each individual student which then these results serve as a reference for carrying out the ability test at a later stage. In addition, the educator asks several students to demonstrate or practice the procedures for ablution. The aim is to ensure that each student can master the concepts and material about 'I Enjoy Ablution' before the demonstration method is carried out.

(3) Final Activities

Educators and students ask questions about things that are not yet clear related to the material that has been presented. Educators provide conclusions at the end of learning and give assignments to do at home. Next, the greeting and closing prayer are led by the class leader.

c. Reflection

From the table above, it is obtained that the average value of student learning achievement is 71.42 and learning completeness reaches 71.42% or there are 4 students out of 14 students who have not finished studying. From the results of observations of cycle I learning, this is still very far from what the researchers expected because there are still many students who have not been able to sort the pillars of ablution and practice the procedures for ablution'. Therefore the researchers made improvements to learning in cycle II.

3. Implementation of Cycle II

Furthermore, researchers designed an alternative problem solving for students in this second cycle.

a. Planning Stage

Before carrying out learning activities using the demonstration method, of course there are many preparations to be made including: 1) Preparing the learning tools to be used (RPP and learning materials), based on the results of reflection in cycle I. 2) Preparing the necessary resources, materials and learning media. 3) Compile and prepare observation sheets for the implementation of learning improvements by applying the demonstration method for cycle II. 4) Prepare media for practicing ablution and Student Worksheets (LKPD II) for students. 5) Prepare evaluation tools or practice questions to be given to students.

b. Action Implementation

Action steps of researchers when carrying out learning activities at SD Negeri 112281 Aek Kanopan. It was held on Wednesday, 3 November 2021 with 14 students attending. The main material in this lesson is Clean is Healthy, the sub-topic of the topic of correct purification procedures according to the provisions of Islamic law (wudhu'). The steps for implementing cycle II are as follows:

1) Initial activities

- a) The teacher opens the lesson by greeting
- b) The teacher does apperception
- c) The teacher divides students into several groups consisting of several students
- c) The teacher explains the material about the correct procedures for purification according to the provisions of Islamic law (wudhu').
- d) The teacher conveys the learning objectives to be achieved and the scenarios to be implemented in cycle II.

2) Core Activities

- a) The teacher re-explains the material for the procedures for ablution which is good and correct.
- b) Each student is asked to pay attention to the teacher's delivery
- b) The teacher performs demonstration methods during learning
- c) The teacher provides media for ablution' to each student,

- d) Students are asked to practice the procedures for ablution in accordance with the material that has been explained.
- e) Each student is asked in front of the class to show practice.
- f) Together with the teacher students reinforce the concept of good and correct ablution procedures.

3) Final Activities

a) Teachers and students conclude and provide reinforcement regarding the material being studied.

b) The teacher gives LKPD to each student. Each student carries out the assigned task.

c) The teacher gives training assignments (evaluation) to students.

c. Reflection

Based on the results of the implementation and observations made in cycle II, the researcher reflects on all activities in cycle II, the results of which are:

1. In cycle II the researcher has applied the demonstration method well in the Teaching and Learning Process (PBM).

2. In cycle II the percentage level of students' classical completeness increased to 95.71%.

3. In cycle II student activity increased, this was already seen in student discussions.

B. Data analysis per cycle

a. Pre Cycle

The results of the research before being given action, in the initial test obtained student learning outcomes with an average value of 62.85. With the number of students who completed as many as 3 (21.42%) and who had not completed as many as 11 (78.58%). Of the two values, both have not reached the value of completeness. This shows that the level of classical learning mastery is still low, this indicates that the teacher has not been successful in teaching and the teacher finds various kinds of problems that require him to make improvements in teaching. The problems that arise consist of several factors according to the opinion below:

1) Factors from within students that influence learning outcomes include skills, interests, talents, effort, motivation, attention, weakness and health, and student habits. One of the important things in learning activities that must be instilled in students is that the learning they do is a necessity for them. Interest in learning is related to how much an individual likes or dislikes a material that is being studied by students. This interest must be raised earlier from within the student.

2) Factors from outside the student's self that affect learning outcomes include the physical and non-physical environment (including the classroom atmosphere in learning, such as joy and fun), the socio-cultural environment, family environment, school programs, teachers, learning implementation, and school friends. The teacher is the most influential factor on the process and learning outcomes because the teacher is the manager or director in the class.

3) Based on the factors above the teacher chooses to apply the demonstration method in improving his teaching.

b. Description of Cycle I

After giving action through learning by applying the demonstration method in cycle I the average value was 71.42. With a total of 10 students who completed (71.42%) and who had not completed as many as 4 (28.58%). This is in accordance with the opinion that the demonstration method is an alternative that can be applied to students. The application of this method starts from the technique, namely students are asked to pay attention to the teacher's explanation about the procedures for ablution 'which is good and right.

Based on the description above, it can be concluded that applying the demonstration method can improve student success in learning the procedures for ablution'.

c. Description of Cycle II

In cycle II the class average value increased again to 95.71. We can see that the average value has increased from cycle I. With 14 (100%) students completing, this means that learning by applying the demonstration method can improve student learning outcomes on the material for ablution procedures.

C. Data Analysis (Final)

The discussion regarding the results of the actions of the cycles that have been carried out can be explained that learning outcomes have increased in each cycle. In the first cycle stage, student completeness was 71.42% and then in the second cycle stage it increased to 100%.

Cycle	Category	Total	Percentage
Cycle I	complete	10	71,42 %
	Not complete	4	28,58 %
Cycle II	complete	14	100%
	Not complete	-	0

CONCLUSION

Based on the results of Classroom Action Research conducted by researchers on grade 4 students at SD Negeri 112281 Aek Kanopan. can be concluded that:

1. Before applying the demonstration method (pre-cycle), namely using the Practice Rehearsal Pair method, the learning outcomes of 14 students were only 3 students or 21.42% who completed KKM 70 with an average score of 62.85, while which did not complete 11 students or as much as 78.58%, to improve student learning outcomes, the first cycle was carried out by applying the demonstration method.
2. By using the demonstration method on the material for ablution procedures, it can successfully improve student learning outcomes.
3. The results of student completeness increased to 10 students or 71.42% with an average value of 71.42, in the first cycle it was not 100% reaching KKM 70 then continued in the second cycle, in the second cycle mastery became 100% of 14 people students with an average value of 95.71. Based on these data the target of

achieving 100% completeness has been achieved. The increase in student learning outcomes to complete KKM 70 on the material for purification procedures for grade 4 SD Negeri 112281 Aek Kanopan is already significant from the pre-cycle of 3 students who have completed it, increasing to 10 students in the first cycle and in the second cycle the overall increase is 14 students have reached KKM 70.

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