

Improving Islamic Education Learning Outcomes of Fifth Grade Students of SD Negeri 03 Minas Barat Using the Demonstration Method

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Abstract: This study aims to improve the learning outcomes of Islamic Religious Education (PAI) of grade V students of SD Negeri 03 Minas Barat through the application of the demonstration method. The type of research used was Classroom Action Research (PTK) with a subject of 39 students. This research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data were collected through learning outcome tests, observations, and interviews. The results showed an increase in student learning outcomes after the application of the demonstration method. In cycle I, the average student score reached 72 with a completion percentage of 64.1%, while in cycle II it increased to 85 with a completion percentage of 89.7%. Thus, the demonstration method proved effective in improving students' PAI learning outcomes.

Keywords : Demonstration Method, Learning Outcomes, Islamic Religious Education, Classroom Action Research.

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I. INTRODUCTION

Islamic Religious Education (PAI) at the elementary school level plays an important role in shaping the character and morals of students from an early age. An effective learning process lies not only in the mastery of theory, but also in the application of religious values in daily life. In this context, research shows that the use of various innovative and interactive learning methods, including demonstration

methods, can significantly improve student learning outcomes (Salsabila et al., 2024; Sufiani & Putra, 2023).

At SD Negeri 03 Minas Barat, initial observations showed that many students had difficulty in understanding religious concepts because the dominant learning methods were conventional and tended to make students passive (Salsabila et al., 2024). The lack of variety in methods, especially the lecture method that is often

used, causes students to lose motivation and interest in learning (Hasim et al., 2021). Research shows that students' active participation in the learning process is essential to achieve deep understanding (Jamal et al., 2023).

The demonstration method, which allows students to see first-hand how a concept is applied, has been shown to be effective in improving understanding and motivation (Jamal et al., 2023; Nawawi et al., 2022). The demonstration method provides a real-life experience in learning, thus increasing student engagement (Samsirin et al., 2023). Constructivism learning theory suggests that learning will be more meaningful if students are actively involved, which in turn can improve their learning outcomes in PAI (Rosyida et al., 2024). By applying this method, it is expected that students will not only be able to understand the material in theory, but also be able to internalise the values of religious teachings in their daily lives.

Through classroom action research (PTK) conducted in two cycles at SD Negeri 03 Minas Barat, it can be seen to what extent the application of the demonstration method can have a positive impact on the PAI learning outcomes of grade V students (Rahmawati, 2018).

By providing variations in the learning approach, this research is expected

to make PAI learning more interesting and relevant, as well as helping students understand and apply religious values better (Kholidah et al., 2023). The results of this study will be a valuable contribution to the development of more innovative and effective PAI learning strategies, as well as providing a reference for teachers in improving the quality of religious education in the classroom (Sufiani & Putra, 2020).

II. RESEARCH METHODS

In this study, the Classroom Action Research (CAR) method was used to evaluate the effect of applying the demonstration method in improving the learning outcomes of Islamic Religious Education (PAI) of grade V students at SD Negeri 03 Minas Barat. PTK is a popular approach in education to provide solutions to the learning problems faced, and this method can help identify the steps needed for continuous improvement (Setiono et al., 2023).

The method applied in this PTK consists of four iterative stages: planning, implementation, observation, and reflection. In the planning stage, the researcher prepares a lesson plan, prepares appropriate learning media, and prepares evaluation instruments to measure learning outcomes based on the set learning objectives (Setiono et al., 2023).

This research involves teachers in designing interesting activities and involving students in creative ways, so that learning becomes more interactive. The second stage is implementation, where teachers apply the demonstration method in PAI learning activities. This method allows students to directly see real examples of the material being taught, so it is expected to improve their understanding of PAI concepts (Bardin, 2021; Rinah, 2023).

Through demonstration, the learning process becomes more interesting, and students can more easily engage in learning activities. Furthermore, at the observation stage, students' activities during learning are carefully observed to assess the engagement and effectiveness of the demonstration method applied. Observation sheets are used to record student and teacher interactions as well as student responses to the teaching materials. These observations are important for collecting qualitative data that can inform improvements in the next cycle. Finally, the reflection stage involves evaluating the learning outcomes and analysing the data that has been obtained. Researchers analyse student learning outcomes through tests and feedback from observation sheets and interviews to determine the corrective measures that need to be taken in the next cycle. This reflection process is the core of PTK because it

provides an opportunity for teachers to reflect on their teaching practices and make the necessary adjustments to improve student learning outcomes.

Data collection is conducted using several techniques, such as learning outcome tests to measure students' understanding, observation sheets to assess students' engagement in learning, and interviews to explore students' responses to the methods applied. It is hoped that with this approach, the research results can provide in-depth insights and best practices in the application of demonstration methods in PAI learning.

III. RESEARCH RESULTS AND DISCUSSION

The results showed that the application of the demonstration method can improve student learning outcomes. The following are the results of the comparison of student scores between cycle I and cycle II:

Table 1. Comparison of Student Grades Between Cycle I and Cycle II

Cycle	Average Value	Number of Students Completed	Number of Students Completed
I	72	25	64,1%
II	85	35	89,7%

Based on Table 1 above, it can be seen that there was a significant increase in the average student score from cycle I to cycle II. The percentage of student completeness

increased from 64.1% in cycle I to 89.7% in cycle II. This shows that the demonstration method succeeded in helping students understand the PAI material better.

To clarify the improvement in student learning outcomes, here is a graph comparing the average score and percentage of completeness between cycle I and cycle II:

This increase in learning outcomes shows that the demonstration method is effective in helping students understand PAI concepts more concretely. Active interaction and direct practice in learning make it easier for students to understand and remember the material. In addition, students become more enthusiastic in participating in the lesson because they can see and try directly the process being taught.

Based on interviews with students, most stated that they found it easier to understand the material delivered by the demonstration method compared to the lecture method. Teachers also observed that students' engagement in learning increased, which had a positive impact on their understanding of the material.

Thus, the application of the demonstration method is proven to significantly improve students' learning outcomes. This improvement can be attributed to the effectiveness of the demonstration method in providing a more

real and interesting learning experience for students.

IV. CONCLUSION

The application of the demonstration method in learning PAI at SD Negeri 03 Minas Barat proved to be able to improve student learning outcomes. With the increase in the average score and the level of completeness from cycle I to cycle II, this method is recommended as a learning strategy that can be applied in improving students' understanding of PAI materials.

As a suggestion, teachers can use the demonstration method more often in learning, especially in materials that require real understanding of concepts. In addition, it is necessary to support adequate facilities and infrastructure to support the successful application of this method in the learning process.

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