

Improving Students' Understanding of Prayer Material in PAI Subjects Through Demonstration Method of Class VII Students of SMP Negeri 2 Minas

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Abstract: This study aims to improve students' understanding of prayer material in Islamic Religious Education (PAI) subjects through the demonstration method in class VII SMP Negeri 2 Minas. The research method used was Classroom Action Research (PTK) with 39 students as research subjects in 2022. Data were collected through observations, interviews, and student comprehension tests. The results showed that the application of the demonstration method significantly improved students' understanding of the correct prayer procedures. This improvement can be seen from the evaluation results before and after the application of the demonstration method. Thus, the demonstration method can be used as one of the effective learning strategies in improving students' understanding of prayer material.

Keywords : Demonstration Method, Student Understanding, Prayer, Islamic Religious Education

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I. INTRODUCTION

Islamic Religious Education (PAI) has a very important position in shaping the character and religious understanding of students, especially in the aspect of prayer which is the main obligation for every Muslim. Initial observations at SMP Negeri 2 Minas revealed that students' understanding of prayer procedures is still less than optimal, where many students do not understand well the movements, recitations, and pillars of prayer. This may

be due to the lack of hands-on practice and non-interactive teaching methods (Aisa et al., 2021; Irawati et al., 2022).

The methods used in teaching PAI, especially in teaching the prayer procedure, greatly affect the success of students' understanding. Often, the lecture method that dominates learning can cause boredom among students and reduce their interest in understanding the material more deeply (Aisa et al., 2021). Therefore, a more interesting approach is needed to improve

students' understanding of prayer. One method that can be used is the demonstration method, where students can directly see how to perform the prayer correctly and then practice it (Nawawi et al., 2022; Putra & Suyadi, 2020; Ulinuha, 2021).

Research shows that the application of the demonstration method in PAI learning can significantly improve students' understanding, as they learn not only from theory but also from practice (Chotimah & Syarifuddin, 2022; Gultom, 2020). The demonstration method is also considered effective in the context of learning that involves physical movements such as prayer. By watching teachers or peers perform prayer movements, students can imitate them directly, thus increasing their understanding and confidence in performing worship (Gultom, 2020; Mughni, 2023).

Research in various schools shows that the application of the demonstration method has resulted in a positive increase in students' interest and learning achievement in PAI materials, including prayer (Gultom, 2020; Nahdi et al., 2018; Nawawi et al., 2022).

Through more in-depth research on demonstration methods in PAI teaching, it is hoped that it will pave the way for the development of more interactive and

applicable learning strategies. This is not only beneficial for teachers in choosing teaching methods, but also for students so that they better understand how to perform prayers properly and correctly.

With this research, it is hoped that PAI at SMP Negeri 2 Minas can be more effective and interesting for students, as well as a reference for other schools in developing useful learning strategies (Afandi, 2019; Fatimah et al., 2022; Gultom, 2020).

II. RESEARCH METHODS

This study used a Classroom Action Research (CAR) approach based on the Kemmis and McTaggart model which consists of four main stages: planning, implementation, observation, and reflection. The research subjects were 39 seventh grade students of SMP Negeri 2 Minas who participated in the PAI learning programme. The research stages include:

1. Planning: In this phase, the teacher develops a lesson plan including the preparation of teaching aids for the demonstration method.
2. Implementation: The demonstration method is applied in learning prayer, where the teacher directly shows the procedure of prayer to students.
3. Observation: Observations were made to assess the extent to which the

demonstration method was applied and students' responses to the learning process.

4. Reflection: Based on the observations and data collected, the teacher evaluates the success of the method applied and makes adjustments if necessary.

Data In this study, several data collection techniques were used, including: 1) Observation: This technique was used to witness the application of the demonstration method in the classroom and to observe students' interactions during the lesson. This observation provides direct information regarding students' response and enthusiasm when using this method (Suharsimi, 2006). 2) Comprehension Test: The test was conducted before and after the use of the demonstration method. The purpose of this test is to measure the increase in students' understanding of prayer procedures, movements, and recitations required in worship. 3) Interviews: Interviews were conducted with students and teachers to get their perspectives on the effectiveness of the demonstration method. Key points from the interviews were used to understand their experiences and policies during the learning process.

The collected data was analysed using quantitative and qualitative descriptive

techniques: 1.) Quantitative Data: The data obtained from the comprehension test is processed by calculating the average score before and after the application of the demonstration method. This serves to show the scale of improvement in student understanding. 2.) Qualitative Data: Qualitative data was analysed through the following steps: i) Data Reduction: Organising and simplifying data obtained from observations and interviews. ii) Data Presentation: Arranging the data in an easy-to-understand format for further analysis. iii) Conclusion Drawing: Based on the data that has been analysed, conclusions are drawn regarding the effectiveness of the demonstration method in learning prayer.

The results of this study are expected to provide a clear understanding of the impact of the demonstration method on improving students' understanding of prayer. In addition, data from observations, tests, and interviews are expected to support the conclusion whether this method is worthy of being the main choice in teaching PAI.

III. RESEARCH RESULTS AND DISCUSSION

The results showed a significant increase in student understanding after the application of the demonstration method. In the first cycle, the average score of students'

understanding was 65, while in the second cycle it increased to 82. This increase shows that the demonstration method helps students understand the prayer procedures better because they can see and directly practice the prayer movements correctly.

Furthermore, in the first cycle, there were still some mistakes in the prayer movements made by students, such as the position of the hands during takbiratul ihram, imperfect prostration movements, and recitation that was not smooth. However, after being given guidance and re-demonstration, in the second cycle these errors were reduced. The observation results showed that students became more confident in performing the prayer movements and more able to memorise the recitation well.

The following is Table 1 which shows the improvement of students' understanding based on the test results:

Table 1. Improvement in Student Understanding Based on Test Results

Cycle	Average Comprehension Score
Before Demonstration Method	58
Cycle 1	65
Cycle 2	82

To clarify the increase in student understanding, the following is a graph of

test results before and after the application of the demonstration method:



Graph of students' understanding of prayer comprehension.

From the results of interviews with students, most of them stated that they understood the prayer material more easily through the demonstration method compared to the lecture method. Some students revealed that seeing the examples given by the teacher and doing their own practice helped them remember each movement better. This is reinforced by the teacher's reflection which shows that the demonstration method creates a more interactive and fun learning atmosphere.

In addition, in terms of participation, the demonstration method also has a positive impact. Students are more active in asking questions and discussing prayer movements and recitations. Teachers also find it easier to correct students' mistakes directly and provide constructive feedback.

Thus, the application of the demonstration method in learning prayer at SMP Negeri 2 Minas proved effective in improving students' understanding. The

significant increase in learning outcomes shows that this method can be a learning strategy that can be widely applied in PAI subjects.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the demonstration method is effective in improving students' understanding of prayer material at SMP Negeri 2 Minas. This is evidenced by the increase in the average score of students' understanding from 58 before the application of the demonstration method, to 65 in the first cycle, and increased again to 82 in the second cycle. In addition, students showed improvement in the aspects of prayer movements, recitation, and understanding of the pillars of prayer after participating in learning with this method.

The demonstration method also increases students' involvement in the learning process, which can be seen from their increased participation in discussions as well as the courage to ask questions and practice the prayer movements correctly. The results of interviews and observations show that students are more enthusiastic in participating in learning when the demonstration method is applied compared to the lecture method.

Thus, the demonstration method can be used as an effective learning strategy in

improving students' understanding of prayer material. Teachers are advised to apply this method more often in PAI learning so that students can understand the material more deeply and applicatively. In addition, further research can be conducted to test the effectiveness of this method on other materials in PAI subjects.

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