

Improving Islamic Education learning outcomes on prayer through demonstration and technical guidance for Grade III SDN 018 Ujung Batu (2023/2024)

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Abstract

Student learning abilities in both urban and rural areas are generally equal due to the standardized curriculum, adequate teaching aids, and comparable educational backgrounds of teachers. However, empirical data indicate that the learning outcomes of third-grade elementary school students in various regions remain below expectations. Ideally, students' learning outcomes should at least meet the Minimum Competency Criteria. The low academic performance in Islamic Religious Education for third-grade students has become a concern for both teachers and parents. This issue challenges educators to seek effective strategies to improve students' learning outcomes and ensure they achieve the desired academic performance. Parents also expect their children to follow the lessons well and obtain satisfactory, if not excellent, academic results.

Given this reality, third-grade teachers cannot remain passive but must actively seek solutions to improve student learning outcomes. As part of their professional responsibility, teachers continuously strive to enhance the effectiveness of their teaching methods. One of the most effective approaches is Classroom Action Research (CAR). Through CAR, teachers can identify the factors contributing to low learning outcomes and develop appropriate solutions to address these issues. This research aims to analyze the impact of implementing the demonstration method through technical guidance in Islamic Religious lessons to enhance student comprehension and performance. It is expected that this method will contribute to a significant improvement in students' learning achievements, thereby helping them reach or surpass the established competency standards.

Introduction

Education is a fundamental aspect of human development, ensuring the acquisition of knowledge and skills necessary for personal and societal advancement. Islamic Religious Education (PAI) plays a crucial role in instilling moral values and religious understanding among students. However, despite standardized curricula, adequate teaching aids, and similar educational backgrounds among teachers, the reality in many schools, including SD Negeri 018 Ujung Batu, indicates that students' learning outcomes in PAI, particularly in the subject of prayer (Shalat), remain unsatisfactory.

The minimum competency criterion (KKM) set by the school requires students to achieve a minimum score of 65 in PAI. However, data from the second semester of the 2023/2024 academic year shows that the average daily test score for third-grade students in PAI is only 56.87, which is below the expected standard. This discrepancy between expected and actual learning

outcomes has raised concerns among teachers and parents alike. The ability to perform Shalat correctly is a fundamental aspect of Islamic education, and ensuring students grasp this concept is essential for their spiritual and academic development.

Several factors contribute to the low learning outcomes in PAI, including passive student engagement in class, the perception that PAI involves excessive memorization, and a teaching methodology that lacks student-centered approaches. Many students struggle to internalize the lessons due to the predominant use of lecture-based teaching, where the interaction is largely one-directional, leaving little room for student participation. Moreover, the absence of practical demonstrations and technical guidance further hampers their ability to understand and apply the teachings effectively.

To address these challenges, teachers must seek innovative approaches to enhance student engagement and comprehension. One effective strategy is the implementation of Classroom Action Research (CAR), which allows educators to systematically analyze and address learning deficiencies. The demonstration method, coupled with technical guidance, has been identified as a viable solution to improve students' understanding of Shalat. This method involves active student participation, where learners observe and practice the correct prayer movements under the supervision of their teacher. Such an approach enhances retention, fosters interactive learning, and helps students overcome difficulties in memorization and coordination between prayer recitations and movements.

The implementation of demonstration-based learning with technical guidance aims to bridge the gap between students' current performance and the expected learning outcomes. Through guided practice, students receive step-by-step instructions, allowing them to master the proper execution of prayer. Additionally, this method fosters a more engaging and dynamic learning environment, encouraging students to take an active role in their education. Studies have shown that when students actively participate in their learning process, they develop a deeper understanding and higher retention of the material (Majid & Andayani, 2004).

This research seeks to evaluate the effectiveness of the demonstration method combined with technical guidance in improving students' PAI learning outcomes, particularly in mastering Shalat. By employing a structured approach through Classroom Action Research, this study aims to identify the primary causes of low student performance and propose actionable solutions to enhance their learning experience. The expected outcome of this study is to provide empirical evidence supporting the integration of demonstration-based learning into PAI instruction, thereby contributing to the overall improvement of religious education in elementary schools.

Ultimately, the findings of this study will not only benefit students by improving their comprehension and performance in PAI but also serve as a valuable resource for educators seeking to refine their teaching methodologies. The successful implementation of this approach may serve as a model for other schools facing similar challenges, reinforcing the importance of interactive and practical learning strategies in religious education.

Literature Review and Hypotheses Development

Islamic Religious Education and Student Learning Outcomes

Islamic Religious Education (PAI) is a crucial component in developing students' moral and spiritual character. The effectiveness of PAI instruction depends not only on the content but also on the teaching methodologies used. According to Majid and Andayani (2004), PAI comprises fundamental Islamic teachings, including Aqidah (faith), Syariah (Islamic law), and Akhlak (morality), which should be imparted effectively to students. However, despite standardized curricula and sufficient educational resources, disparities in students' learning outcomes persist across different schools.

Zakiah Daradjat (1996) emphasizes that prayer (Shalat) is one of the most important Islamic teachings, serving as a pillar of faith. Teaching prayer effectively requires a combination of theoretical instruction and practical application. Students must understand not only the recitations but also the movements associated with prayer. The challenge lies in ensuring that students can

retain and correctly perform these practices, which is often hindered by traditional rote-learning methods that do not engage students interactively.

Demonstration Method in Religious Education

The demonstration method has been widely recognized as an effective pedagogical approach in religious education. Suharso and Retnoningsih (2009) define the demonstration method as a teaching technique in which the teacher actively shows how something is done, allowing students to observe and replicate the process. This method enhances comprehension and retention by providing visual and kinesthetic learning experiences.

In the context of PAI, the demonstration method enables students to see, hear, and practice prayer movements under the guidance of their teacher. Walgito (1983) states that direct observation and practice improve students' ability to internalize religious teachings, as they are not merely memorizing theoretical concepts but also experiencing them firsthand. This aligns with educational psychology principles, which highlight that students learn best when they are actively involved in the learning process.

Technical Guidance as a Supporting Strategy

Technical guidance plays a critical role in reinforcing students' understanding of PAI concepts. According to Uno (2008), technical guidance involves providing structured assistance to students to ensure they correctly grasp and apply learning materials. In PAI, technical guidance ensures that students receive individualized attention, helping them to refine their understanding of Shalat's movements and recitations.

Al-Saibany (1979) asserts that guided instruction in religious education must consider students' cognitive and affective development. By offering technical guidance, teachers can tailor their approach to address students' specific difficulties, thereby improving their ability to memorize and perform Shalat with accuracy. This approach also fosters a supportive learning environment, where students feel encouraged to seek clarification and improve their skills without fear of judgment.

Classroom Action Research (CAR) in Improving Learning Outcomes

Classroom Action Research (CAR) is a practical approach to addressing learning challenges in real-time classroom settings. Kurt Lewin's CAR model, as cited by Trianto (2011), consists of four stages: planning, action, observation, and reflection. This iterative process allows educators to identify learning gaps, implement interventions, assess their effectiveness, and refine their strategies accordingly.

In PAI instruction, CAR can be utilized to measure the impact of the demonstration method combined with technical guidance. By systematically analyzing students' learning outcomes before and after implementing these strategies, educators can determine the effectiveness of their teaching methods. Previous studies have shown that CAR leads to continuous improvement in teaching practices and enhances student engagement (Slamet, 2005).

The Relationship Between Learning Strategies and Student Engagement

Effective learning strategies significantly impact student engagement and achievement. Daradjat (1996) highlights that an interactive and student-centered approach fosters a deeper understanding of religious teachings. When students are actively involved in their learning process—such as through demonstrations and hands-on practice—they develop stronger retention and application skills.

Furthermore, Walgito (1983) notes that a lack of engagement often results in poor academic performance. In many cases, students struggle with PAI due to passive learning environments where they are expected to memorize vast amounts of information without sufficient practical application. By integrating the demonstration method with technical guidance, educators can create a more dynamic and engaging learning experience that enhances both motivation and comprehension.

Research Methods

This study employs a Classroom Action Research (CAR) methodology based on the model proposed by Kurt Lewin, as cited by Trianto (2011). CAR is an iterative process consisting of four key stages: planning, action, observation, and reflection. The objective of this study is to evaluate the effectiveness of the demonstration method combined with technical guidance in improving students' learning outcomes in Islamic Religious Education (PAI), specifically in the practice of Shalat.

The study was conducted at SD Negeri 018 Ujung Batu during the 2023/2024 academic year. The research focused on third-grade students, with a total of 32 participants. These students were selected based on their performance in previous assessments, which indicated that their learning outcomes in PAI were below the Minimum Competency Criteria (KKM) of 65. The school administration and teachers actively participated in the study to ensure the successful implementation of the intervention strategies.

To obtain comprehensive data, this study employed both qualitative and quantitative data collection methods. Observations were conducted to document students' engagement, participation, and responses during the learning process, including their ability to follow the demonstration method and apply technical guidance in practicing Shalat. Tests were administered before and after each cycle of the CAR process to measure students' learning outcomes, focusing on their accuracy in reciting and performing the movements of Shalat. Additionally, lesson plans, student worksheets, and assessment records were collected for documentation and analysis. Structured interviews with teachers and students provided further insights into their experiences, challenges, and perceptions of the applied methodologies.

Data analysis was performed using descriptive statistical methods and qualitative interpretation. Quantitative analysis involved comparing test scores from each cycle to measure improvement in students' performance. The classical completeness criterion (Ketuntasan Klasikal) was calculated using the formula: $KK = (\text{Number of students who passed} / \text{Total number of students}) \times 100$. The results were categorized based on the learning achievement levels as outlined by the Ministry of Education (Depdikbud, 1995). Qualitative analysis was conducted through observational data, interviews, and student feedback, analyzed using descriptive qualitative methods to identify trends, difficulties, and the effectiveness of the intervention strategies. The reflective process allowed the researchers to refine the approach in subsequent cycles.

The CAR was conducted in two cycles, each consisting of the following steps: planning, where problems were identified, lesson plans were designed, teaching materials were prepared, and assessment criteria were set; action, where the demonstration method and technical guidance were implemented in teaching Shalat; observation, where students' participation and learning progress were monitored; and reflection, where findings were evaluated and strategies were refined for the next cycle. By following this structured methodology, the study aimed to provide empirical evidence on the effectiveness of demonstration-based learning in religious education, contributing to improved instructional strategies in elementary schools.

Results and Discussion

Result

The study focused on evaluating the effectiveness of the demonstration method combined with technical guidance in improving students' learning outcomes in Islamic Religious Education (PAI), particularly in mastering Shalat. The results of the Classroom Action Research (CAR) revealed significant improvements in student performance across two cycles.

The findings of this study indicate that the implementation of the demonstration method through technical guidance significantly improved students' learning outcomes in Islamic Religious Education (PAI), particularly in mastering Shalat. The research was conducted in two cycles, and the students' performance was assessed using pre-tests and post-tests. In the initial stage, students

exhibited difficulties in memorizing and coordinating prayer movements with their recitations. The pre-test results showed that only 41% of the students achieved scores above the Minimum Competency Criteria (KKM) of 65, indicating low comprehension and retention levels.

During the first cycle, the implementation of the demonstration method resulted in a moderate improvement. By the end of the first cycle, 56% of students had reached the required competency level. The observation process revealed that students became more engaged in learning when they actively participated in demonstrations. However, challenges remained, as some students still struggled with synchronization between movements and recitations. This was attributed to the insufficient application of technical guidance and a lack of individualized attention.

Table 4.1 Percentage of Learning by Students Outcomes, Cycle 1.

Score	Day 1		Day 2	
	Number of Student	Percentage	Number of student	Percentage
95-100	2	6%	4	13%
85-94	0	0%	0	0%
75-84	11	34%	14	44%
65-74	0	0%	0	0%
<64	19	59%	14	44%
	32	100%	32	100%

Source: data processed

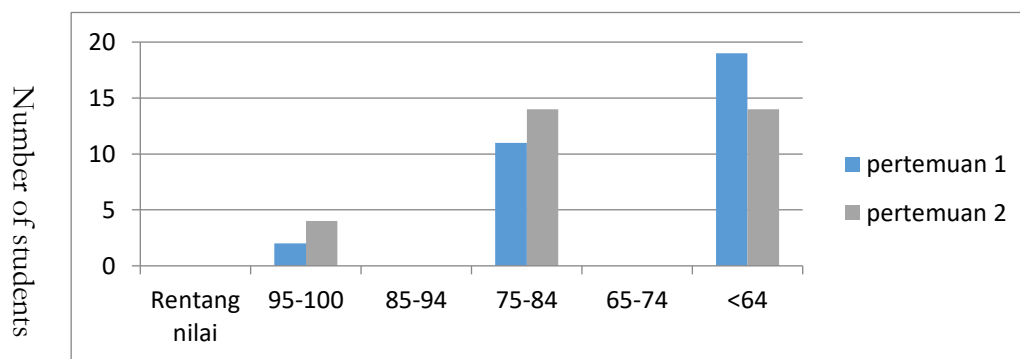


Figure 4.1 Graph of Student Learning Results from Cycle 1

Based on the table above, student learning outcomes are low. because in the first meeting the scores of students who were classified as complete were only 13 students (41%) while 19 students (59%) were classified as incomplete.

This is because the teacher conveys the subject matter more lectures, the teacher explains the lesson too quickly, the teacher does not involve students in the learning process, the teacher does not provide opportunities for students to think about the material being taught.

In the second meeting there was a slight increase in grades, namely 18 students (56%) who were classified as complete and 14 students (44%) who were classified as incomplete.

This is because the teacher has delivered the subject matter with the demonstration method, but the teacher explains the lesson too quickly, the teacher also does not involve students in the learning process, the teacher does not provide technical guidance to students who have difficulty in memorizing prayer recitations.

Table 4.2 Percentage of Learning by Students Outcomes, Cycle 2.

Score	Day 1		Day 2	
	Number of Student	Percentage	Number of student	Percentage
95-100	9	28%	16	50%
85-94	0	0%	0	0%
75-84	14	44%	14	44%
65-74	0	0%	0	0%
<64	9	28%	2	6%
	32	100%	32	100%

Source: data processed

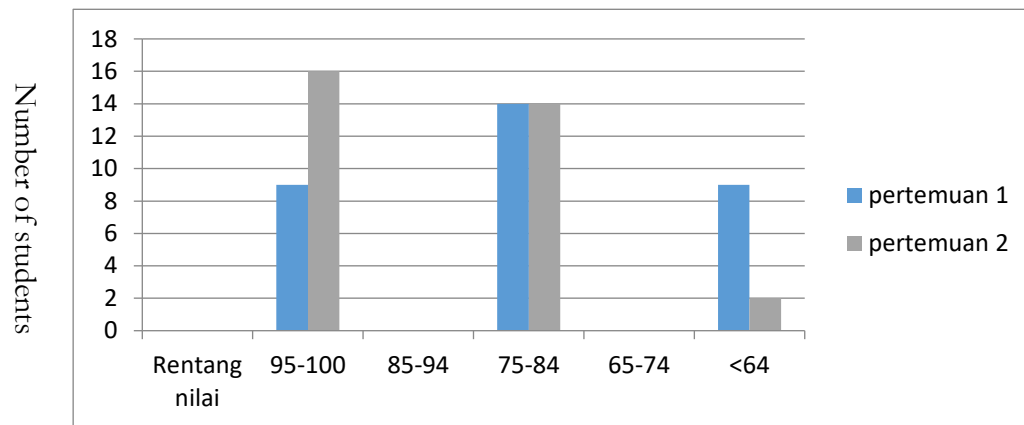


Figure 4.2 Graph of Student Learning Results from Cycle 2

From the table above, it can be seen that the student learning scores at the first meeting were classified as complete as 23 students (72%) while 9 students (28%) were classified as incomplete. at the second meeting the scores were classified as complete as 30 students (94%) and 2 students (6%) were incomplete.

Based on the table above, it can be seen that the increase in student learning scores when compared to the first cycle is due to the fact that the teacher has delivered the subject matter using the demonstration method, the teacher explains the lesson slowly, the teacher has also involved more students in the learning process by means of practice, the teacher provides technical guidance to students on the practice of prayer that is carried out. so that students' interest and activities in learning have improved.

In the second cycle, refinements were made to the instructional strategy by increasing the frequency of guided practice and providing more personalized feedback. The post-test results in the second cycle showed a significant improvement, with 94% of students achieving scores above the KKM. Additionally, qualitative observations indicated increased student confidence, motivation, and active participation in learning. The improvement suggests that the combination of demonstration and technical guidance effectively reinforced students' understanding and execution of Shalat.

Discussion

The results align with previous studies emphasizing the effectiveness of demonstration-based learning in religious education (Majid & Andayani, 2004; Walgito, 1983). The demonstration method allows students to visually and kinesthetically engage with learning material, fostering better retention and comprehension. This study reaffirms that passive learning strategies, such as traditional lecture-based instruction, are insufficient in teaching practical religious practices like Shalat.

Furthermore, the success of this study highlights the importance of technical guidance in instructional design. Uno (2008) and Al-Saibany (1979) suggest that structured guidance enhances students' ability to internalize and apply knowledge effectively. The findings in this study corroborate their argument, demonstrating that individualized support and step-by-step demonstrations significantly contribute to improved learning outcomes.

The Classroom Action Research (CAR) methodology adopted in this study proved to be an effective approach for diagnosing learning challenges and implementing iterative improvements. As highlighted by Trianto (2011), CAR facilitates continuous refinement of teaching strategies, ensuring that instructional methods align with students' learning needs. The two-cycle intervention allowed for systematic adjustments, leading to a more effective teaching approach in the second cycle.

Despite the positive outcomes, this study acknowledges certain limitations. The intervention was conducted in a single school with a relatively small sample size, which may limit the generalizability of the findings. Additionally, factors such as students' prior religious knowledge

and home environment were not controlled, which could have influenced the results. Future research should consider expanding the sample size and incorporating control variables to validate the broader applicability of the findings.

In conclusion, this study provides empirical evidence that integrating demonstration methods with technical guidance significantly enhances students' learning outcomes in PAI. The approach fosters active engagement, improves comprehension, and ensures that students can accurately perform Shalat. These findings contribute to the growing body of literature advocating for interactive and student-centered teaching methodologies in religious education.

Implication and Conclusion

Conclusion

This study demonstrates that the integration of the demonstration method with technical guidance significantly enhances students' learning outcomes in Islamic Religious Education (PAI), particularly in mastering the practice of Shalat. The findings indicate that students who initially struggled with memorizing and performing prayer movements showed substantial improvement after the implementation of these instructional strategies. The Classroom Action Research (CAR) methodology enabled iterative refinements, leading to increased student engagement, comprehension, and competency.

The results of this study confirm that passive, lecture-based learning is less effective in teaching practical religious practices. Instead, a more interactive, student-centered approach, such as the demonstration method, coupled with step-by-step technical guidance, fosters a deeper understanding and retention of material. The research outcomes align with previous studies (Majid & Andayani, 2004; Walgito, 1983), reinforcing the argument that practical learning experiences yield better educational results in religious studies.

Furthermore, the structured technical guidance provided personalized support, allowing students to receive immediate feedback and corrections. This approach not only improved their performance but also boosted their confidence in executing Shalat correctly. The study's findings highlight the necessity of combining visual, auditory, and kinesthetic learning techniques to optimize religious education outcomes.

Implication

The practical implications of this research extend beyond the immediate classroom setting. Educators should consider adopting demonstration-based teaching strategies and technical guidance as a standard practice in religious education. This study underscores the importance of incorporating active learning methods to enhance student engagement and improve knowledge retention.

Additionally, school administrators should provide adequate training for teachers to effectively implement these methods. Professional development programs focusing on interactive and participatory teaching approaches could further improve the effectiveness of PAI instruction. Policymakers in the education sector should also recognize the need to revise traditional pedagogical frameworks, ensuring that hands-on learning techniques are incorporated into the curriculum.

Moreover, future research should explore the long-term impact of these methods on students' retention and application of religious teachings. Expanding the study to a broader sample across different educational settings would provide further validation of these findings. By refining instructional methods and embracing interactive learning strategies, educators can create a more dynamic and effective religious education environment that benefits students academically and spiritually.

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