

Application of the Demonstration Method in Islamic Religious Education Learning in Improving Student Learning Outcomes

Mansyuarna¹, Adnan Silajdžić², Mohd Shafiee Hamzah³

¹Islamic Religious Education Study Program, Tarbiyah and Adab Department, Institut Agama Islam Negeri Parepare, South Sulawesi, Indonesia

²Faculty of Islamic Studies, University of Sarajevo, Sarajevo, Bosnia and Herzegovina

³Faculty of Islamic Contemporary Studies, Sultan Zainal Abidin University, Terengganu, Malaysia

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ABSTRACT

Purpose of the study: The aim of this research is to find out whether there is an increase in student learning outcomes in Islamic Religious Education subjects by implementing the Demonstration Method in class VIII in junior high school.

Methodology: This research uses a classroom action research approach with two cycles. Each cycle consists of four stages, namely planning, implementation/action, observation, and reflection. The subjects of this research were 28 students in class VIII of junior high school. Data is collected through observation, tests and documentation. Data analysis was carried out using qualitative analysis techniques through the Milles and Huberman interactive model in three stages: data reduction, data presentation, and conclusion/verification, as well as quantitative analysis techniques with descriptive statistics.

Main Findings: The research results show that the application of the Demonstration Method significantly improves student learning outcomes in Islamic religious education subjects. At the pre-cycle stage, the percentage of student learning outcomes was 71%. After applying the Demonstration Method, learning outcomes increased to 78% in cycle I. A significant increase occurred in cycle II, where student learning outcomes reached a percentage of 88%. These results indicate that the Demonstration Method is effective in improving students' understanding and learning outcomes in Islamic religious education subjects.

Novelty/Originality of this study: This research contributes to the development of learning methods with a focus on the Demonstration Method in the context of Islamic Religious Education learning. The findings of this research provide empirical evidence that the Demonstration Method can help improve student learning outcomes. The results of this research can be used as a reference for educators, researchers and educational practitioners in designing more effective and interactive learning strategies in facilitating students' understanding of lesson material.

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Corresponding Author:

Mansyuarna

Islamic Religious Education Study Program, Tarbiyah and Adab Department, Institut Agama Islam Negeri Parepare, Jl. Amal Bhakti No.8, Bukit Harapan, Soreang District, Parepare City, South Sulawesi, 91131, Indonesia.

Email: mansyuarnaaa97@gmail.com

1. INTRODUCTION

Education essentially takes place through a process [1]–[3]. This process takes a long time, because it really requires energy and thought towards personality maturation and mastery of knowledge. Apart from that, education is a cultural process to increase human dignity and dignity according to their potential [4], [5]. People who will be successful in the future will be those who have strong physical and mental strength and are superior in competing with other people, both among their own nation and other nations. The human need for education, apart from developing aspects of individualization and socialization, is also the basis and pattern of human life, both physically and spiritually.

Education is a means of developing human intelligence. Without education, humans will not experience development and progress in their lives. Like an animal that crawls on the earth, it does not know the direction of its life, where it is going, why it lives, and where it will be after life. Therefore, humans really need knowledge, like light that will illuminate the soul and open the mind to see and understand what is happening around them. However, the problem that occurs and what society always complains about today is that the quality of graduates from educational institutions is still far from what was expected.

Islamic Religious Education is a system and way of improving the quality of life in all fields, so that throughout the history of life on this earth there has hardly been a single human being who has not used education, especially religious education, as a tool for civilizing and improving the quality of life [6]. The relationship between Islamic religious education and society is very close, so in the process of development they influence each other. Such as Islamic religious education in schools which cannot be separated from social and community education.

The increasingly rapid development and progress of science and technology, as it is today, has resulted in the world of education increasingly developing. Education plays a very important role in creating quality humans. The function of education is to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens [7]–[9].

One of the problems facing our world of education is the problem of weak learning processes. In the learning process, students lack motivation to develop thinking skills. For example, the learning process in the classroom is only directed at children's ability to memorize information; Children's brains are forced to remember and store various information without being required to understand the information they remember in order to relate it to everyday life. As a result, when our students graduate from school, they are smart theoretically but they are poor in application.

Every person who is obliged to carry out duties, such as an educator, is required to assume that obligation fully, every obligation contains duties and tasks that must be carried out. A task must be completed after the goal is achieved, then in order for the goal to be achieved properly, an educator must be sure which path must be taken to reach the target, that is, the educator must determine the appropriate and suitable way or method to be applied to students. Schools are educational tools that support the development of science. Considering the importance of Islamic Religious Education, it is appropriate to develop and pay attention to the teaching of Islamic Religious Education at various levels of education. The method that is good to apply depends a lot on the characteristics of each student, one of which is the demonstration method. The demonstration method is a very effective method in helping students to answer their learning needs with their own efforts based on clear and correct facts and data obtained from demonstrations. The demonstration method is a way of learning by practicing using demonstrations to facilitate students' understanding, application and problem solving [10]–[12].

In previous research, it was found that learning the demonstration method on funeral prayer material showed that by implementing the demonstration learning method, student learning outcomes experienced an increase in the percentage of pre-cycle, cycle I and cycle II. at every meeting and with success. meet the completion criteria [13]. The difference is that this research was conducted in junior high schools. What is meant by demonstration method is a teaching method that uses demonstrations to clarify an understanding or show students how a certain formation process works. The emphasis of the demonstration method is to demonstrate how a particular process is carried out by the educator first, then continued by the students.

The urgency of conducting research related to the application of demonstration methods in Islamic religious education is very important to improve teaching practices, improve student learning outcomes, and contribute to the sustainable development of the education system in this domain. The novelty of researching the application of the Demonstration Method in Islamic Religious Education lies in its tailored teaching approach, considering the specific cultural, ethical and moral dimensions of Islamic education, and exploring innovative ways to enhance the learning experience for students. in this case. So this research aims to determine whether there is an increase in student learning outcomes in Islamic Religious Education subjects by applying the Demonstration Method in class VIII in junior high schools.

2. RESEARCH METHOD

The research method applied is field research with the type of classroom action research, namely applying self-reflection and planned action in the classroom learning environment. In an effort to obtain accurate data about research subjects, various data collection tools are used such as observation sheets, tests, and documents. This research focused on 28 grade VIII SMP students, with details of 19 male students and 9 female students as research subjects. The research instrument is an observation sheet containing a checklist and anecdotal notes to observe student learning outcomes, as well as a test consisting of five essay questions with difficulty level classification. Apart from that, data is also obtained from various documents such as student attendance lists, syllabus, lesson plans, and others. The data analysis technique applied in this research involves qualitative and quantitative approaches to explore the meaning of the data collected. Data analysis was carried out using qualitative analysis techniques through the Milles and Huberman interactive model in three stages: data reduction, data presentation, and conclusion/verification, as well as quantitative analysis techniques with descriptive statistics. The research procedure begins with diagnosing the problem, planning the actions to be taken, carrying out actions and observing events, evaluating and reflecting so that results and conclusions are obtained.

3. RESULTS AND DISCUSSION

The results of this research illustrate the success of researchers in applying the Demonstration Method in Islamic Religious Education learning which contributes to improving the learning outcomes of class VIII students in junior high schools. The findings of this research are broken down into several stages of the research cycle. This research consists of two cycles with the main focus on the learning process in each cycle.

In cycle I, two learning process meetings were held with the application of the Demonstration Method to 28 students (19 men and 9 women). Data on student learning outcomes before implementing classroom actions shows variations in achievement scores and ideal scores. The categories of student learning outcomes before the classroom action research resulted in 16 students in the medium category and 12 students in the high category. Cycle II was carried out with improvements based on reflections from cycle I. Learning implementation activities in cycle II also consisted of three meetings with the application of the Demonstration Method. Data on student learning outcomes in cycle II showed significant changes. There are no longer any students with low or medium learning outcome categories, but the majority of students have high and very high learning outcome categories.

Through reflection on the results of the implementation of cycle II learning, it can be concluded that the majority of students have achieved high learning outcomes, are active in learning activities, and the application of the Demonstration Method in Islamic religious education learning has succeeded in improving students' learning outcomes significantly. Thus, this research provides empirical evidence that the Demonstration Method is effective in improving student learning outcomes in class VIII Islamic religious education subjects in junior high school. The results of this research can contribute to educators and educational practitioners in designing more effective and interactive learning strategies in improving students' understanding and learning outcomes.

In the discussion section on the results of this research, it can be seen that there is a significant increase in student learning outcomes in Islamic Religious Education subjects during the learning process from cycle I to cycle II. This increase occurred thanks to the application of the Demonstration Method and also good collaboration between researchers, students and fellow students. Apart from that, a conducive learning atmosphere is also an important factor in facilitating the understanding and application of knowledge in everyday life. Cumulative data and percentage of student learning outcomes at each stage show consistent improvement. Student learning outcomes increased from pre-action to cycle I, and then increased again from cycle I to cycle II.

The increase in learning outcomes from pre-action to cycle I can be seen from the average student learning outcomes which rose from 70.7 to 77.8, with the percentage increasing from 71% to 78%. Although this increase is not yet significant, this is the basis for implementing further actions in cycle II. In cycle II, after action was taken using the revised demonstration method, there was a more striking increase in learning outcomes. The average student learning outcome rose to 87.9, with the percentage increasing to 88%, indicating an increase of 10%. It was noted that all students succeeded in achieving high and very high grades, which indicated significant improvement and success in achieving the research objectives. Thus, it can be concluded that the application of the Demonstration Method in class VIII Islamic learning in junior high school is able to significantly improve student learning outcomes. The recommendation put forward is that the application of the Demonstration Method can be applied more widely in Islamic religious learning to support improving student learning outcomes.

Based on the results of previous research, it was found that the application of the demonstration method could improve student learning outcomes in the subjects of Islamic Religious Education and Character in class 10 at the Zainul Falah vocational high school, where the increase in learning completion from the pre-cycle was found to be a percentage of 50% with an average of 71.67 [14] These results are in line with the results of this study, but in the results of the research currently being carried out there is an increase of 10% from the previous study results. The difference in results could be due to the research subjects used, where in the previous research it was at the vocational high school level and in this research it was conducted at the junior high school level.

Then the results of further research that are relevant to the results of this research are that it was found in previous research that the results of further descriptive statistics showed that the overall level of student attitudes towards Islamic religious studies classes using the demonstration method was very high. This means that the demonstration method in the Islamic religious learning process has an impact on students [15]. The impact of research on the application of the Demonstration Method in Islamic Religious Education is multifaceted, namely it has an impact on students, teachers, parents, society and the wider field of education. If this method is effective, it has the potential to bring positive and transformative change in Islamic education. The research has limitations in that the effectiveness of this demonstration method may vary in various cultural contexts within the wider Islamic community. Findings from one region may not be directly generalizable to other regions.

4. CONCLUSION

In this research it can be concluded that the results of classroom action research which was carried out in two cycles using the Demonstration Method can be described as follows. The demonstration method involves planning, action implementation and observation stages, where material is presented through demonstration in cycle I and cycle II. Student learning outcomes in class VIII Islamic Religious Education subjects in junior high schools have increased after implementing the demonstration method. In cycle I, the average student learning outcomes reached 77.8 with a percentage of 78%. Then, after taking action in cycle II with the revised demonstration method, the average student learning outcomes increased to 87.9 with a percentage of 88%. There was an increase of 10% from previous learning results. Therefore, it can be concluded that the application of the demonstration method effectively contributes to improving student learning outcomes in Islamic Religious Education subjects in junior high schools. Recommendations for future research The researcher recommends exploring the impact of the Demonstration Method on students' spiritual well-being, going beyond cognitive outcomes to assess its impact on their relationship with faith and personal development.

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