

Overcome the Difficulty of Understanding Shalat with the Demonstration Method

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ABSTRACT

The purpose of this study is to analyze how important it is the application of the demonstration method in Islamic religious learning education material for 3rd grade prayer at Al-Ma'ruf Elementary School. The type of research method used is qualitative. The research subjects are tutors, and class teachers and school students. The object of the research is the application of the demonstration method of learning material for the 3rd grade Duha prayer at SD Al-Ma'ruf. The results showed that the application of the demonstration method is good enough to be applied in learning materials for prayer. Using the demonstration method in learning issued by the teacher to demonstrate directly the prayer movement material to students in sequence students can accept and follow what the teacher does properly and correctly. The use of demonstration methods is important to be applied in education Islamic learning in prayer material because students' attention can be focused on participating in learning activities, the learning process of learning by students is more focused.

INTRODUCTION

Some schools in Indonesia, especially Purwakarta, both public and private, have studied PAI subjects (Imam Tabroni, n.d.) PAI subjects are one of the subjects that are quite difficult because apart from having to understand the material, so many students are also required to be able to practice their knowledge in everyday life. . from when the scope of the material has different important roles in everyday life (Tabroni et al., 2020). However, in making this journal, it only discusses one of the Islamic religious education subjects, namely fiqh subjects with fardhu prayer material. Education cannot be separated from the learning process at the school level. The learning process can be said to be successful and can be carried out well, if the teacher in delivering learning material can use a variety of learning methods . The learning method is one of the methods used by the teacher as a tool to convey learning material so that a set learning goal can be achieved (Imam Tabroni & Siti Maryatul Qutbiyah, 2022).

The use of learning methods in the learning process can affect student learning outcomes (ABMDN et al., 2020) . Learning outcomes will be well formed if teachers and students cooperate in teaching and learning activities (Rike Andriani, 2019). The demonstration method is one of the teaching strategies in which the teacher shows an original object, an imitation object, or a process of the material being taught to all students. In carrying out demonstrations the teacher must be sure that all students can pay attention (observe) the object to be demonstrated, because the demonstration cannot be separated from the teacher's verbal explanation. In learning strategies, demonstrations can be used to support the success of expository and inquiry learning strategies. In carrying out demonstrations the teacher must be sure that all students can pay attention (observe) the object to be demonstrated, because demonstrations cannot be separated from verbal explanations and movements by the teacher. How important is the benefit of the demonstration method for learning Islamic Religious Education prayer material for grade 3 SD Al-Ma'ruf, Babakan Cikao District, Purwakarta Regency.

LITERATURE REVIEW

Demonstration Method

Demonstration is a very effective method, because it helps students to find answers with their own efforts based on facts or correct data (Bhidju & Press, 2020). The demonstration method is a method of presenting lessons by demonstrating and demonstrating to students about a certain process, situation or object, either real or just an imitation. (Dr. Budi Rahardjo et al., nd) . As a method of presentation, demonstrations cannot be separated from verbal explanations by the teacher. Even though in the demonstration process the role of students is just paying attention, demonstrations can present more concrete learning material. In learning strategies, demonstrations can be used to support the success of expository and inquiry learning strategies (Hadisi & Muna, 2015).

The demonstration method is a teaching method that uses demonstration to clarify an understanding or to show how to do something to students (Karno, 2019). By using the demonstration method, the teacher or student shows all class

members about a process such as how to pray according to Islamic law (Tabroni, Munajat, et al., 2022). The demonstration method is a teaching method in which the teacher and students work together on something as an exercise to carry out a process such as the implementation of Friday prayers, procedures for ablution and the implementation of the Qhasar congregational prayer (Tabroni et al., 2020). Demonstration method is a way of presenting information in the teaching and learning process by demonstrating how to do something accompanied by a clear visual explanation of the process (Garcia, 1989).

Thus it can be concluded that the demonstration method is a format of teaching and learning interaction that deliberately demonstrates or practices an action, process or procedure carried out by the teacher or one of the students to be shown to all students accompanied by appreciation for students so that interest in demonstrating can increase (Batten et al., 2012).

The Demonstration Method is a teaching method that presents learning material by demonstrating directly the object or the way of doing something to demonstrate a certain process. (Yeti Hidayatillah, nd) . Demonstrations can be used in all subjects. In carrying out demonstrations the teacher must be sure that all students can pay attention the object to be demonstrated. Before the demonstration process the teacher must have prepared the tools that will be used in the demonstration (Tabroni, Dinar, et al., 2022).

a. Demonstration Method Characteristics:

1. Shows objects
2. There is an imitation process
3. There are tools that are used
4. Requires a strategic place that allows all students to be active
5. It can be teachers or students who do

b. Learning Experience

1. Observing an actual object
2. Systematic thinking
3. Understanding of the process of something
4. Applying something in a process way
5. Analyzing activities as a process

c. Excellence

1. Students can understand a real object
2. Can develop students' curiosity
3. Students are accustomed to working together systematically
4. Students can observe something in a process
5. Students can find structural relationships or sequences of objects
6. Students can compare on several objects

d. Weaknesses

1. It can lead to concrete thinking
2. If there are many students, demonstration effectiveness is difficult to achieve
3. Depends on tools
4. If the teacher's demonstration is not systematic then the demonstration will not be successful

5. Many students are less daring. The demonstration method procedure that must be carried out in learning is:
 - Prepare tools that will be used in learning
 - Provide an explanation of the topic to be demonstrated
 - Implementation of demonstrations simultaneously with the attention and imitation of students
 - Strengthening (discussion, question and answer or exercise) on the results of the demonstration
 - Conclusion The teacher's abilities that need to be considered in supporting the success of the demonstration include:
 - a) Able to process the topic being practiced
 - b) Able to manage the class, master the students as a whole
 - c) Able to use the tools used
 - d) Able to carry out process assessment

Islamic Education

Islamic religious education is a conscious and planned effort to prepare students to believe, understand, live and practice Islamic teachings through guidance, teaching and training activities. (Tabroni & Purnamasari, 2022). Religious education concerns the whole human being or is comprehensive in nature, not only equipping children with an understanding of religion or developing the child's intellect, but involving the whole person of the child, starting from practicing daily practice in accordance with religious teachings, both concerning human relations with God, human with other humans, humans with nature, and humans with themselves (Nashih, 1992), So Islamic religious education not only teaches about matters related to life in this world but also teaches how to prepare for life in the afterlife. (Tabroni, 2019).

METHODOLOGY

To obtain data, facts and information that will explain the problems in this journal, the authors use a descriptive-qualitative method supported by data obtained through field research. Research data will be obtained through the following steps: 1) Type and research approach, 2) Place and time of research, 3) Data sources, 4) Research subjects and objects, 5) Data collection techniques, 6) Data analysis. Type of research The method used is phenomenology, the place and time of the intended research is at Al-Ma'ruf Elementary School, Babakan Cikao District, which is located at Jl.Industri Desa Kadumekar, Babakan Cikao District, Purwakarta Regency. The time of research was from April to May 2022. The data sources used in this study were: first, primary data which the researchers obtained through interviews with key informants, namely school residents, namely PAI teachers, class teachers and students. the second is secondary data that researchers obtain to complement primary data from various journals and books that are in accordance with the research theme. The subject of this study is the teacher to find out the learning outcomes and students to find out the extent to which students can understand the understanding at Al-Ma'ruf Elementary School. While the object of this study is the application of the

demonstration method in Islamic Islamic education learning on prayer material for grade 3 SD Al-Ma'ruf. And data collection techniques are the most important step in research, because the goal of researchers is to get data. Without knowing data collection techniques, researchers will not get data that meets the established data standards. To obtain the desired data according to the problems in this thesis, the authors use the following methods: 1) observation, 2) interviews 3) Documentation. Data analysis through descriptive qualitative analysis with data reduction steps, data presentation and conclusion (Miles & Huberman, 1994).

RESEARCH RESULT AND DISCUSSION

Prayer Material for Grade 3 SD Al-Ma'ruf Babakan Cikao

Education cannot be separated from the learning process because in learning activities or teaching and learning students are a subject and an object (Schunk, 2015). We already know that learning is an interactive attitude between teachers and students in order to get results in order to achieve the goals set (Thut et al., 1964). By looking at the competencies in learning to be achieved, namely the first competency so that students have religious spiritual competence, it is necessary to have PAI. Learning takes place when students can pay attention then the learning process will go well and if students do not pay attention then the learning process will be slightly hampered. Following are the results of interviews with informants:

Respondent DS as PAI teacher, DS pays more attention to each student's different responses to PAI learning. According to him, the response of students in participating in Islamic Religious Education learning was not too enthusiastic. Therefore, the implementation of PAI learning requires teachers to be able to use learning strategies, varied learning methods so that teacher learning can create a learning atmosphere that is fun and not boring, not just monotonous. using the lecture method. If the teacher always uses the lecture method it will make the students themselves bored and bored, and as a result the students themselves will play around in class, joke with their friends and some disturb their classmates while watching the teacher explain the subject matter. Students in receiving lessons have different comprehension abilities.

Students in receiving lessons have different comprehension abilities (K. F. N. & H.B., 1973). Not all students in participating in teaching and learning activities paid attention to the explanations conveyed by DS, but there were also students who paid little attention to the teacher's explanation of approximately 2 to 3 people who disturbed friends in class. From several students the researcher took 4 students in 1 class to be interviewed for students' opinions about the implementation of PAI learning on prayer material. Of the 4 students taken, 3 of them were very happy in participating in PAI learning, and 1 student felt confused or did not understand the lesson, especially PAI. Because students have their own favorite subjects. The following are the results of research conducted to obtain some information from an interview with RA as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to DS. Respondent DS, a grade 3 PAI

teacher, DS pays more attention to the condition of students when learning Islamic Religion in the classroom.

The following are the results of research conducted to obtain some information from one of the interviews with DS as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to DS who is a PAI teacher. Respondent. DS, a grade 3 PAI teacher, DS pays more attention to the students' condition when learning PAI in class. 7 According to Ms. NV, explaining that a lesson can achieve effective results it is necessary to create conditions or circumstances that are conducive. Likewise, the situation when teaching PAI at Al-Ma'ruf Elementary School was not conducive. The situation during class learning, especially during PAI learning, varies, because there are still students who are busy alone, running around in class, playing while learning is taking place, and talking with their peers which results in the score being obtained is still below the KKM.

Therefore, DS must create conducive classroom conditions by applying various learning methods. The results of the research conducted obtained some information from one of the interviews with DS as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to him, the use of learning methods in carrying out activities is very important to make it easier for students to receive material. The selection of learning methods must be adapted to the characteristics of students. The learning method is the method or stages used in the interaction between students and teachers to achieve the learning objectives that have been set according to the material and mechanism of the learning method.

The results of the interview with DS regarding the application of the learning method, Mr. DS has used the learning method. learning methods that have been applied in the learning process in the classroom there are about 3 to 4 learning methods. however, even though PAK DS in its learning in class has implemented as many as 3 to 4 learning methods, NV only uses or only applies learning methods by means of lectures only. When talking with one of the students with the initials M in grade 3 SD, M said that when the teacher used the learning method the students were very happy, but there were also students who were not happy, because the children's character in learning was different. In the lecture learning method there are students who like it but there are also students who are bored. And if many students are bored it will have an impact on student learning outcomes.

The following are the results of the research conducted to obtain some information from one of the interviews with DS as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to DS, who is an Islamic Religious Education teacher, explained the methods that have been applied in Islamic Religious Education learning. The application of learning methods in PAI learning is used to make it easier for teachers to convey material so that teachers can find out mastery of the material that has been received to students. Learning methods will be carried out effectively if the teacher in learning activities can choose the right and good method. Thus, whether the quality of the method is good or not so that it can be successful when the learning process takes place is

very dependent on the way the teacher uses the learning method. The use of the lecture method in the learning process at SD N Al-Ma'ruf can cause students to get bored easily when attending lessons, learning does not attract students' attention, students do not pay attention, students become busy themselves. From the interview above it can be concluded that it is necessary to choose effective and efficient learning methods in learning Islamic religious education. An effective learning method if the teacher uses many methods when the learning process takes place so that learning becomes fun and the learning objectives that have been set can be carried out properly. Below are the results of research conducted to obtain some information from one of the interviews with DS as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to DS, who is a PAI teacher, explained that the demonstration method has been used or not used in learning Islamic Religious Education.

According to the results of interviews with DS as a grade 3 PAI teacher, he has already implemented the demonstration method in his teaching in class. Because the application of learning methods is very important for a teacher, because it can make it easier to explain to students. Like the demonstration learning method, the demonstration method is a very useful learning method, because this demonstration method is a way of delivering material by demonstrating directly about the material presented and then students are asked to follow it.

This method is very good because it helps the teacher in delivering lessons and makes students easily remember the material because students are asked to follow what has been explained and exemplified by the teacher. Because if the teacher only uses the lecture learning method it will make students bored, especially if using the lecture method when learning Islamic religious education. From the interview above, it can be concluded that the use of the demonstration method in PAI learning is very good, because it will make students quickly grasp what has been explained, because the teacher explains and practices it directly because students are asked to re-demonstrate what has been exemplified so it will be easy to memorize. Based on the results of the interview with the DS above, it is emphasized that using the demonstration method must be adapted to the circumstances of the students and the demonstration method is carried out in stages so that the process can run smoothly, systematically, coherently and directed.

Application of PAI Demonstration Learning Methods for Class 3 Prayer Materials at SDN Al-Ma'ruf Purwakarta

The results of the interview with Mr. DS as the PAI teacher explained that in preparation for DS learning using the demonstration method, it will make it easier for students to receive lessons such as when there is preparation before the learning process the teacher asks students to bring prayer equipment even though they have always brought it and in the prayer room there are also tools - tools of worship but not enough. This is done so that students always practice prayer because students already understand the prayer material well, such as the teacher practicing it directly using the demonstration method. But before

practicing the prayer movement, the teacher needs to convey a little about the prayer movement material.

In accordance with the DS thesis also explains the preparations made before using the demonstration method the teacher asks students to bring prayer equipment. This is emphasized in the steps for carrying out the demonstration method, namely preparing the equipment that will be needed in the demonstration process and checking whether all the equipment is functioning properly or not. This is in accordance with the statement emphasized by Mr. DS as the Islamic Religious Education teacher who also said that students must bring prayer equipment to demonstrate what good and correct prayer procedures are like, because of the limited prayer tools in the prayer room because when checking prayer equipment which is not sufficient, so DS asks students to bring prayer equipment from home.

Below are the results of research conducted to obtain some information from one of the interviews with DS as a grade 3 PAI teacher at Al-Ma'ruf Elementary School. According to DS, who is a PAI teacher, explained about the delivery of material before using the demonstration method. The delivery that was carried out by the DS before learning, the delivery of prayer material before applying the demonstration method during learning was very good because it was used to find out the prior knowledge of students in participating in teaching and learning activities. Before applying the demonstration method, it is necessary for the teacher to understand the steps of the demonstration method first. The steps of the demonstration method can assist the teacher in conveying prayer material such as the intention to pray like what it is good for at dawn, midday, asr, maghrib, evening prayers, but only the intention of the dawn prayer is applied to reading Al-Fatihah, short letters, prayer movements according to the student textbook guidelines. Therefore, the delivery of material and giving explanations to students using the demonstration method of learning is directed, well structured, and coherently planned.

Below are the results of research conducted to obtain some information from one of the interviews with DS as a grade 3 PAI teacher at SDN Al-ma'ruf. According to Mr. DS, who is an Islamic Religious Education teacher, explained about demonstrating prayer material so that students understand it. The DS in learning prayer material demonstrates the material in the book, the DS demonstrates the prayer material by demonstrating according to what is in the book which aims to make students understand the material by explaining through movement and after the DS demonstrates the prayer material then the DS asks the representative to repeat what has been explained. And not only once, but DS also asked everyone to practice it in the prayer room simultaneously. Similar to the material for prayer movements, demonstrations need to be in accordance with Islamic teachings so that students can practice these movements correctly.

According to DS, who is a PAI teacher, explained about the ability of students to receive prayer material using the demonstration method. The use of the demonstration method for students will make it easier for students to accept a subject matter explained by the teacher, especially prayer material. Because

with the teacher using the demonstration method, by using this demonstration method the teacher after delivering material related to prayer material then the teacher also practices it in front of the class so that students can quickly understand and students are asked to practice it again, and the result is that students can easily practice it as the teacher practices in front of the class (Najwa Nurfajriah et al., 2020). The ability of students in participating in learning prayer material is different, there are students who easily and quickly accept and understand the learning that has been conveyed by the teacher and there are also students who are rather slow in accepting learning because students are easily bored because the teacher explains material only (Schunk, 2015). However, it is different if the teacher explains learning prayer material using the demonstration method, because the prayer material if the teacher only explains it will cause students to be confused when asked to practice it, therefore demonstrations are applied in learning about this prayer, demonstrations help teachers or students so that learning process for the better.

The Benefits of the Demonstration Method for Islamic Religious Education Learning Class 3 Prayer Material at SDN Al-Ma'ruf Based on the results of interviews with DS who is an Islamic Religious Education teacher providing information regarding the importance of the demonstration method for Islamic Islamic Education learning prayer material which is carried out in class 3 at Al-Ma'ruf Elementary School, learning becomes systematic, directed and can attract the attention of students. This is in accordance with interview information with PAI teachers, according to DS that the use of demonstration methods is very important when applied to the learning process so that it can attract the attention of students. Therefore, students are enthusiastic in following, carrying out, and demonstrating prayer movements that have been exemplified.

The enthusiasm of students in following, carrying out, and demonstrating these prayer movements proves that the application of this demonstration method is important to be applied in Islamic Islamic education learning about prayer material, so that in the learning process using this method learning becomes directed, systematic, and coherent. With this evidenced from the results of interviews obtained from DS as a PAI teacher, according to him in learning using the demonstration method he felt that his learning was directed, and did not make students confused, according to DS too, learning activities from start to finish were coherent, so the goals set DS can be carried out in accordance with the desired expectations (Rijalullah et al., 2022).

Implementation of learning requires guidance when learning activities take place (Sari & Tabroni, 2022). The guidance that is carried out is very important to determine the ability of students to receive explanations from the teacher (Imam Tabroni, Ade Heni Maryani, 2022). This statement was explained by AY as the Principal at SDN Al-Ma'ruf, he provided information regarding what kind of guidance so that students are aware of the importance of prayer. This was explained when conducting an interview at Al-Ma'ruf Elementary School with AY. The explanation given by AY to the researchers was that the guidance given related to learning PAI prayer material was important for

students. Providing prayer guidance to students includes the first step to providing guidance in the form of self-habituation so that students can establish prayer.

Lina Hadiawati emphasized that religious guidance in carrying out prayer services is very good. Religious coaching can increase the awareness of students in carrying out prayer services. Religious coaching has a positive impact on students' awareness in carrying out prayer services. Other things that can influence students' awareness in carrying out prayer services are interests, attitudes, habits, discipline, self-adjustment, and social environment. The awareness of students in carrying out prayer services is almost all conscious in carrying out prayer. At most there are only one or two people from the class who do not attend the Asr congregational prayers.

Habituation that is done so that they continue to pray will stick with the students and will be easy to remember and apply both at home and at school (Imam Tabroni & Rahmania, 2022). By getting used to praying, in PAI learning the prayer material applies the method of demonstrating the ability of students to accept it quickly when the teacher gives examples of these prayer movements (Siti Nurjanah, Syarah Fakhrunnisa Imam Tabroni, n.d.). This statement was explained by SA as the Principal at SDN Al-Ma'ruf, he provided information during an interview related to using the demonstration method to improve students' ability to receive prayer material. This was explained during an interview at Al-Ma'ruf Elementary School with SA. The explanation given by SA to researchers was that the use of the demonstration method could improve students' ability to receive prayer material, because the learning process using the demonstration method of students with DS could demonstrate directly. Demonstrating the prayer movement is also a habit to establish prayer so that students can easily remember what they have learned and apply it in everyday life.

CONCLUSIONS AND RECOMMENDATIONS

Based on this description, several conclusions can be drawn, as follows: 1. The process of learning PAI prayer material for class 3 at SDN Al-Ma'ruf basically cannot be separated from the teaching process. The learning process will be carried out effectively and efficiently if students can follow directions and pay attention to the material that will be delivered by the teacher. Learning activities require teachers to be able to manage the class well, so that learning becomes conducive. PAI learning is basically very important to be taught to students. PAI learning teaches students to understand, believe, and practice the teachings of Islam.

The application of the PAI learning method for prayer material for class 3 at SDN Al-Ma'ruf really needs a learning method. The application of learning methods to students is very important to apply to students, especially at Al-Ma'ruf SDN. Because the characteristics of students are different in receiving lessons, some are quick to grasp and some are less able to grasp lessons. Therefore, the existence of a learning method will make it easier for teachers to teach or students to receive learning, especially in learning Islamic religious

education on prayer material. Because if the teacher only uses monotonous learning methods, it will make students bored and bored. As in Al-Ma'ruf Elementary School, teachers have implemented learning methods, learning methods that are often used by teachers in teaching activities include discussion methods, lecture methods, question and answer methods, demonstration methods, experimental methods, role playing methods, etc. however, teachers at Al-Ma'ruf Elementary School, especially Islamic Religious Education teachers, only use the lecture method in learning activities.

The importance of the benefits of the demonstration method for learning PAI prayer material for class 3 SDN Al-Ma'ruf. The demonstration method is a learning method that uses aids or visual aids to assist teachers in explaining subject matter, because the use of learning methods, especially demonstration methods, will greatly help the teacher or students themselves, the use of demonstration methods, especially in prayer material, is very helpful, especially when the teacher explains the material and then the teacher demonstrates the prayer material in front of the class using the demonstration method and students pay more serious attention to the teacher when demonstrating, then students are asked to re-demonstrate the prayer movements that have been explained or demonstrated by the teacher, and the result is that students quickly understand the lesson when the teacher uses the demonstration method.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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