

Research Article

Application of the Demonstration Learning Method in Improving Student Learning Achievement in the Eyes Islamic Religious Education Lessons

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Abstract. This paper was written to find out the increase in student achievement in applying the demonstration learning method to PAI subjects in class XI at Indramayu National Vocational School and to find out the constraints and effectiveness of applying the demonstration learning method to PAI class XI subjects at Indramayu National Vocational School. The method used in this study is a qualitative method using a type of field research with data collection techniques through observation, interviews, and documentation. The sample in this study were students of class XI at SMK Nasional Indramayu. The conclusion of this study is that the application of demonstration learning methods has a positive effect on improving student achievement as indicated by an increase in the value of student learning outcomes in the subject matter being demonstrated. There are several supporting factors in the application of this demonstration learning method that make this learning method effective in increasing learning achievement, namely the factor of the teaching staff, and the factor of the condition of the school. As for the obstacles, namely coming from within the students themselves, namely the interests and attention of students as well as school facilities and infrastructure that support the learning process.

Keywords: Learning Method, Demonstration Method, Learning Achievement, PAI

INTRODUCTION

Education is basically the development of human resources. Through education, we want to produce quality Indonesian people. Through education too, student character will be formed. Starting from infancy, humans need help, guidance, service, encouragement from others in order to maintain life with a gradual learning process to acquire intelligence, skills, and the formation of attitudes and behavior so that they can gradually stand alone, all of which require quite a long time.¹

Education in Arabic refers to the words "ta'lim", "tarbiyah", and "ta'dib", "tadris", "irsyad", and "indzar". All of these terms have been known since the time of Rasulullah SAW which he applied to friends. The term most often used for the word education is tarbiyah. In general, the notion of tarbiyah can be summarized as a continuous process in shaping individuals physically, intellectually, emotionally and spiritually to achieve perfection in life. This process will educate them to live up to the appropriate values for happiness in this world and the hereafter.

The word ta'lim is implied in the word of Allah SWT in Al-Baqarah verse 31 which means: "And He taught Adam the names of all objects, then showed them to the Angel and then He said: "Tell Me the names of all these things, if you are of the right kind."² He, namely Allah, taught Adam all the names of objects, that is, gave him the potential for knowledge about the names or words used to designate objects, or taught him to know the functions of things. This verse informs that humans are endowed by Allah with the potential to know the names or functions and characteristics of objects, for example the function of fire, the function of wind and so on. He is also gifted with the potential to speak. The system of teaching language to humans (small children) does not start by teaching verbs, but first teaching them names.³

Rasulullah SAW was very concerned about the world of education and encouraged his people to continue learning. The learning process is an implementation of education called learning. Learning is an effort that deliberately involves and uses the professional knowledge possessed by the teacher to achieve goals. As well as an activity that is carried out in an integrated manner by taking into account learning environmental factors, student characteristics, fields of study, as

¹ Sumadi Suryabrata, Educational Psychology, (Jakarta: PT Raja Grafindo Persada, 2013), 9

² Pustaka Jaya Ilmu Publishing Team, Mushaf Al-Qur'an Translated by Ar-Rahim, (Jakarta: CV Pustaka Jaya Ilmu, 2014), 6

³ M. Quraish Shihab, Tafsir Al-Misbah Vol.1, (Jakarta: Lentera Hati, 2002), 176-177

well as various learning strategies, both delivery, management and organization of learning.

Education and learning have a very important relationship, especially in an institution. Education as a container or also known as an institution that accommodates, where in an institution there is a planned and directed design. But all of that will not be accomplished without implementation. Implementation is obtained by learning. Education can be shared into formal education and informal education. Formal education is indeed important for students to be able to obtain various kinds of degrees so as to improve their quality.

But all of that will not be perfect without being based on strong religious education from an early age. Equipping students with religious education can make a student remain firm in his stance and not easily swayed against all temptations of negative actions. Religion without science is blind, while science without religion is misguided. This sentence illustrates how important religion (religious education) is for each individual. It is undeniable that education is the key to one's success in the future.⁴

Islamic Religious Education (PAI) has a number of distinctive characteristics. The most prominent peculiarity is its main function which is not just to increase knowledge about Islam, but to develop and continue to maintain and enhance appreciation of Islamic teachings. Substantially the aim of Islamic Religious Education (PAI) is to nurture, guide, encourage, strive for, develop pious human beings. Piety is a degree that shows human quality not only before fellow human beings, but also before God.

The success of education will be achieved by a nation if there is an effort to improve the quality of education. The government must strive to improve the quality of education in this country, especially formal education. Improving the quality of education in schools is directly related to students as students and teachers as educators. The success of education can be seen from the intensity of students in learning and student success is influenced by several factors, including the students themselves, parents and teachers. Talking about the quality of education cannot be separated from the teaching and learning process. The expected results of the teaching and learning process are good achievement or learning outcomes as targeted by the government as already in the education curriculum. Everyone definitely wants good academic performance. To achieve learning achievement students must be able to understand, explain and apply or practice the lessons that have been taught.

Optimal learning achievement cannot be separated from conditions where it is possible for students to learn effectively and to develop their exploration power both physically and psychologically. Often teachers use monotonous learning

⁴ Nusa Putra, Qualitative Research on Islamic Religious Education, (Bogor: Rosda, 2012), 1

methods that will make students feel bored. According to Chaplin quoted by Muhibbin Syah said that, "Learning boredom can hit a student who loses motivation and consolidates one particular skill level before arriving at the next skill level". In addition, boredom can also occur because the learning process of students has reached the limit of their physical abilities because they are bored. A student will feel bored if the model or way of teaching a teacher is monotonous or does not vary. That a student needs something new, because by teaching varied teachers, students can learn optimally, it will even be easier to accept explanations from a teacher. The demonstration method is a learning method by demonstrating items, events, rules and sequences of carrying out an activity, either directly or through the use of teaching media relevant to the subject matter or material being presented.⁵

The demonstration method is one way to succeed in a learning process that is synonymous with practice. ⁶According to Law Number 20 of 2013 article 15 vocational education is secondary education that prepares students especially to work in certain fields. Vocational High School (SMK) is synonymous with practice in the learning process. Each practice will of course be preceded by a theoretical introduction. So that the skills of students will be well directed at SMK. Therefore, researchers will choose Vocational Schools as research objects and will directly visit the research location to find out the implementation of Islamic Religious Education learning that has been implemented and the effectiveness of learning.

Based on the description of the background above, this research is very important to study especially those related to Islamic Religious Education learning for students, thus researchers are interested in conducting further research on demonstration learning methods in Islamic Religious Education subjects at Indramayu National Vocational School in the context of improve student achievement.

Method

The research approach used by researchers in this study is a qualitative research approach. Qualitative research is research that produces data in the form of written or spoken words from people or observed behavior. ⁷The reason for using a qualitative research approach is because the stability of the researcher is based on the experience of the researcher. In addition, a qualitative approach can also be used to reveal and understand something behind a phenomenon that is not at all known and can provide complex details about phenomena that are difficult to reveal by a quantitative approach.

⁵Rusman, Learning Models, (Jakarta: PT Rajagrafindo Persada, 2012), 249

⁶Zuhairini, Abdul Ghofir, Slamet As. Yusuf, Special Methodist for Religious Education, (Surabaya: Scientific Bureau of the Tarbiyah Faculty of IAIN Sunan Ampel, 1983), 94

⁷ Nusa Putra, Qualitative Research on Islamic Religious Education, (Bogor: Rosda, 2012), 18

RESULTS AND DISCUSSION

Demonstration Method

The method according to Djamaluddin and Abdullah Aly in the *Kapita Selekta* of Islamic Education, comes from the word *meta* which means through, and *hodos jalan*. So the method is the path that must be passed to achieve a goal. Meanwhile, according to the Ministry of Religion of the Republic of Indonesia in the book *Methodology of Islamic Education* Method means a systemic way of working to facilitate the implementation of an activity in order to achieve the specified goals. According to WJS. Poerwadar Minta in the *Big Indonesian Dictionary*, Method is an organized and well-thought way to achieve a goal. Based on the definition above, it can be concluded that the method is the way or way that someone takes to achieve the expected goals.⁸

Learning is an activity carried out by the teacher in such a way that student behavior changes for the better. As for what is meant by learning according to Gagne, Briggs, and Wagner, is a series of activities designed to enable the learning process to occur in students. Meanwhile, according to Law No. 20 of 2003 concerning the National Education System, learning is a process of student interaction with educators and learning resources in a learning environment. So learning is assistance provided by educators so that the process of acquiring knowledge can occur. Learning activities are carried out by two actors, namely teachers and students.⁹

Based on the description above, it can be concluded that what is meant by the learning method is the way or path taken by the teacher to convey learning material so that learning objectives can be achieved. It can also be concluded that the learning method is a learning strategy used by the teacher as a medium to achieve the learning objectives that have been set.

According to Rusminiati, the demonstration method is a show about the process of the occurrence of an event, to the appearance of exemplary behavior so that students can understand both real and imitation. According to Muhibbin Syah, the demonstration method is a method of teaching by demonstrating items, events, rules, and sequences of carrying out an activity, either directly or through the use of teaching media relevant to the subject matter or material being presented.

Winarno stated that the demonstration method was the existence of a teacher, an outsider who was asked to show a process to the whole class. Meanwhile, according to Aminuddin Rasyad, put forward the demonstration method is a way of learning by demonstrating, demonstrating or showing something in front of students in class or outside the classroom. According to Sanjaya, the demonstration learning method is a learning method that is used to show a process or how an

⁸ Darmadi, *Model Development and Learning Methods in Dynamics Student Learning*, (Yogyakarta: CV Budi Utama, 2017), 186

⁹ Rusman, *Learning Models*, (Jakarta: PT Rajagrafindo Persada, 2012), 1

object works with regard to the subject matter. Demonstration is a practice that is demonstrated to students, therefore demonstrations can be divided into two objectives, namely: demonstration of the process used to understand step by step and demonstration of results to show or demonstrate the results of a process. Usually after the demonstration it is followed by practice by the participants themselves. As a result of the demonstration learning method students will gain direct learning experience after seeing, doing and feeling it for themselves.¹⁰

From the description above it can be concluded that the demonstration method is a fairly effective teaching method because it helps students to find answers on their own based on true facts through the process of observing a particular event. According to Hasibuan and Mujiono, the steps of the demonstration learning method are as follows : a). Formulate clearly what skills and or skills are expected to be achieved by students after the demonstration is carried out, b). Consider seriously, whether the method is reasonable to use, and whether it is the most effective method to achieve the goals formulated, c). The tools needed for the demonstration can be obtained easily, and have been tried beforehand so that the demonstration does not fail, d). Establish an outline of the steps to be implemented, e). Take into account the time needed, whether there is time to give students the opportunity to ask questions and comments during and after the demonstration, f). As long as the demonstration takes place, things must note: 1) The students can hear the information clearly, 2) The tools have been placed in a good position, so that each student can see clearly, 3) It has been suggested to the students to make notes as needed. To strengthen the learning outcomes through the demonstration method, at the end of the meeting you can be given tasks that are in accordance with the activities that have been carried out.

The advantages and disadvantages of the Demonstration method are a). The advantages of the Demonstration Method for Teachers: 1) The teaching process is more interesting, 2) The development of directed concepts, 3) Makes teaching clearer and more concrete, b). The advantages of the Demonstration Method for Students: 1) Students' attention is more focused on the lesson being given, 2) The impression that students receive is deeper and lasts longer, 3) Students can participate actively and gain direct experience and can develop their skills, 4) Avoid verbalism , 5) Students more easily understand what is learned.¹¹

Weaknesses of the demonstration method for teachers are: 1) The teacher must carry out continuous demonstrations with language and sound that can be captured by students, 2). If time is tight, the demonstration will run intermittently or run in a hurry so that the results are not satisfactory, 3) Requires special teacher skills, 4) Requires adequate facilities (goods or tools to be demonstrated). While the

¹⁰ Ali Mudlofir, *Innovative Learning Design*, (Jakarta: PT Rajagrafindo Persada, 2017), 108

¹¹ Darmadi, *Model Development and Learning Methods in Dynamics Student Learning*, (Yogyakarta: CV Budi Utama, 2017), 190

weaknesses of the demonstration method for students: 1) The tool is too small or the placement is not quite right so that the demonstration cannot be seen by students, 2) If students are not included, the demonstration process will be poorly understood, 3) It takes a long time.¹²

Learning achievement

Achievement is very related to something fun and on the other hand makes us feel satisfied because of it. Someone who achieves will always feel a feeling of happiness, pleasure, and pride. Even though there are many opinions regarding achievement and the standards it uses, what we cannot deny is that everyone's desire to become a human achiever is an absolute and necessary desire.¹³

Achievement is the result that has been achieved by a person in carrying out activities. Achievement is the result of an activity that has been done, created both individually and as a group. The word achievement comes from the Dutch "Prestasic" which means the result of effort. The achievement is the result or effort made by someone. Achievements can be achieved by relying on intellectual, emotional and spiritual abilities, as well as self-reliance in dealing with situations in all aspects of life.¹⁴

The character of an achiever is to love work, have initiative and be creative, never give up, and carry out tasks seriously. Achievement is a skill or concrete results that can be achieved at a certain time or period. Based on this opinion, the achievements in this study are the results that have been achieved by students in the learning process.

Learning is essentially a process of interaction with all situations that exist around the individual. Learning can be seen as a goal-directed process and a process of doing through various experiences. Learning is also a process of seeing, observing, and understanding something.¹⁵ Learning can also be interpreted as a mental or psychological activity that occurs due to active interactions between individuals and their environment which results in relatively permanent changes in cognitive, psychomotor, and affective aspects. These changes can be something completely new or refinement and improvement of the learning outcomes obtained previously.

According to Bell-Gredler in Udin. S. Winataputra, the notion of learning is a process carried out by humans to obtain various abilities, skills, and attitudes. This is obtained gradually and continuously from infancy to old age through a series of

¹² Ali Mudlofir, *Innovative Learning Design*, (Jakarta: PT Rajagrafindo Persada, 2017), 120

¹³ Rushdie Nurlaela Isnawati, *Tips for Making Children Achieve Students*, (Yogyakarta: Garailmu, 2009), 13

¹⁴ Darmadi, *Model Development and Learning Methods in Dynamics Student Learning*, (Yogyakarta: CV Budi Utama, 2017), 299

¹⁵ Rusman, *Learning Models*, (Jakarta: PT Rajagrafindo Persada, 2012), 1

lifelong learning processes. Learning is an activity that happens to everyone regardless of age, and lasts a lifetime. Learning is also an effort made by someone through interaction with their environment to change their behavior. ¹⁶From some of the definitions above, it can be concluded that learning is always a change in behavior or appearance, with a series of activities, for example by reading, observing, listening, imitating and so on.

Islamic education

Islamic Religious Education is all efforts in the form of teaching, guiding and caring for children so that later after completing their education they can understand, appreciate and practice the teachings of their religion and make it a daily way of life, both in personal and social life. Islam is a conscious effort made by adults towards students towards achieving religious people (people who fear Allah, God Almighty). Islamic Religious Education is carried out in the national education system. Therefore, religious education is also the responsibility of the family, community and government.

Islamic Religious Education aims to make Islam a way of life (view of life and attitude of life). This means taking Islam as the starting point for the views, behavior and guidelines of all life. This is equivalent to practicing Islam kaffah or totally. ¹⁷The aim of Islamic Religious Education is to increase students' devotion to God Almighty, meaning to live and practice their religious teachings in daily life both in personal and social life and to become good citizens in the Republic of Indonesia based on Pancasila . The devotion can be described as follows: ¹⁸a). Students have functional knowledge about their religion, b). Students believe correctly and well, c). Students passionate about worship, d). virtuous students, e). Students are able and fond of reading, and try to memorize and live up to the meaning of the holy book Al-Qur'an, f). Students like to do good deeds and do good, g). Students are always able to be grateful for the blessings of Allah SWT, h). Students live in harmony within religions and between religious communities in social and state life.

Application of Demonstration Method Learning

The demonstration method is one of the learning methods that can improve student achievement. Where this learning method prioritizes student understanding through the process of demonstrating the material directly. Student learning achievement can increase because students' attention is focused and more focused on the material being studied. This can be seen from the results of observations

¹⁶ Darmadi, Model Development and Learning Methods in Dynamics Student Learning, (Yogyakarta: CV Budi Utama, 2017), 301

¹⁷ Nusa Putra, Qualitative Research on Islamic Religious Education, (Bogor: Rosda, 2012), 7

¹⁸ Directorate General of Islamic Religious Institutional Development Ministry of Religion RI, Guidelines for Implementation of Islamic Religious Education, (Jakarta: CV. Multiyasa & Co., 1986), 13

made by researchers at the Indramayu National Vocational School, and reinforced by the results of an interview with one of the students who said that: "I felt an increase in my test scores when the PAI learning process was carried out by applying this demonstration method".¹⁹

From the description above, the application of the demonstration learning method to class XI PAI subjects at the Indramayu National Vocational School proved successful and increased student achievement as expected. This can be proven from the results of observations made by researchers, where researchers conducted two different cycles in the application of demonstration learning methods. Before observing the application of the demonstration learning method in class XI at SMK Nasional Indramayu in PAI subjects. The researcher made a visit as well as stayed in touch to discuss research plans with the school, especially the teacher of the subject concerned. Researchers obtained information about student achievement for PAI subjects in class XI. This information was obtained from the subject teacher concerned. Student achievement can be seen from the value of the special PAI test results for class XI students. It turned out that there were still many students who had not met the KKM (Minimum Completeness Criteria), for the KKM score itself, which was 70. After getting this information the researcher sought further information this time with one of the class XI students at Indramayu National Vocational School. And it turns out that one of the causes of the large number of student scores that have not met the KKM is the saturation experienced by students as a result of using classical learning methods in the form of lectures in teaching and learning activities.

In cycle I there was no significant increase in student achievement as seen from the results of student worksheet scores, in the application of the demonstration learning method to PAI subjects. There are still some students who have not fulfilled the KKM. This is due to the limited time in the learning process so that students have not had time to re-demonstrate what the teacher has demonstrated. And there are still many students who lack concentration, they only focus and are interested in learning media made by the teacher in the form of bolster pillows to replace mannequins or figures that are considered corpses in the learning process.

Another factor that has not significantly increased student achievement is the learning environment. Students feel bored with the learning environment that they do while at school, all day long when the learning process takes place they always do it in class. This also causes students' motivation and learning enthusiasm to decrease, which affects student achievement.

However, in cycle II there was a significant increase in student achievement. This increase in learning achievement was obtained from the value of worksheets

¹⁹ Interview with one of the students. on March 06, 2020 at 14:00 at Indramayu National Vocational High School classroom

done by students after the demonstration method learning process was completed. In the application of the second demonstration learning method, students demonstrate again or practice what the teacher has demonstrated. Students' attention to learning media began to decrease and they focused on the material presented by the teacher with the implementation of the demonstration learning method.

In cycle II, the place of learning that is usually done in the classroom, switches places in the school mosque. This also received a good response from students, they were happy with the atmosphere of the new learning place. The place for learning is not only in the classroom, which is what they always do throughout the day when the learning process takes place. But it can also be done outside the classroom, depending on the learning material to be taught. So that motivation and enthusiasm for student learning will emerge because of this.

By applying the demonstration learning method in the teaching and learning process to the observations made by researchers, the students received positive responses and enthusiasm. They were very happy to know the value of the worksheets they worked on after the demonstration learning process was completed, experiencing an increase in learning achievement. Therefore, the application of demonstration learning methods can improve student achievement at school.

CONCLUSION

1. The application of the demonstration learning method has a positive effect on improving student achievement as indicated by an increase in the value of student learning outcomes in the subject matter being demonstrated. This is evidenced by the increased value and activeness of students in observations made by researchers in cycle I and cycle II. As well as from the results of interviews with some students, the average student answer stated that students were interested and interested in the demonstration learning method so that they became motivated to learn.
2. The application of the demonstration method to class XI Islamic Religious Education (PAI) subjects at the National Vocational School, is effective and able to optimize student learning achievement. This can be seen from the learning outcomes obtained by students. There are several supporting factors in the application of this demonstration learning method that make this learning method effective in increasing learning achievement, namely the factor of the teaching staff, and the factor of the condition of the school. As for the obstacles, namely coming from within the students themselves, namely the interests and attention of students as well as school facilities and infrastructure that support the learning process.

B. Suggestion

From the results of the researchers' observations, so that the teaching and learning process using the demonstration learning method is more effective and provides more optimal results for students, the following suggestions are conveyed:

1. To carry out the demonstration learning method requires sufficient preparation, one of which is by providing information to the teacher about the demonstration learning method. So that the teacher is able to apply the demonstration learning method in the teaching and learning process in order to obtain optimal results.
2. To improve student achievement, through the application of demonstration learning methods, schools should pay more attention to facilities and infrastructure such as the availability of learning media that can support teaching and learning activities at school.

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