

---

**THE EFFECTIVENESS OF THE USE OF DEMONSTRATION METHODS FOR  
PAI SUBJECTS FOR WUDHU MATERIALS FOR CLASS II STUDENTS AT  
SDN 152980 HAJORAN I ACADEMIC YEAR 2021-2022**

**Rahmaina Simanjuntak**

State Elementary School 152980 Hajoran 1

Emails: rahmaina477@gmail.com

---

**ABSTRACT:**

Education is very important to instill values in the next generation to continue the struggle and development of the country. The educational process not only equips students with knowledge and understanding, but also targets the formation of attitudes, knowledge, and behaviors that prepare students for future challenges. This study aims to determine the effectiveness of the demonstration method in increasing student achievement with ablution material in Islamic Religious Education subjects for second grade students of SDN 152980 Hajoran 1 Year 2021-2022. In this study, the researcher uses a qualitative research type with a descriptive approach, namely the research results are described and the researcher interprets how a subject gets meaning from the surrounding environment, and can influence their behavior. The results of the study concluded that the use of the demonstration method on the material for ablution in PAI lessons for class 2 SDN 152980 Hajoran 1 was very effective, as seen from the results of the practice of children 94% could practice the correct way of ablution.

**Keywords:** Effectiveness, Method of Demonstration, Islamic Religious Education.

---

**Article History**

Received : 19 October 2022

Revised : 21 October 2022

Accepted : 22 October 2022

DOI :

---

## INTRODUCTION

---

Education is very important to instill values to generations in order to continue the struggle and development of the nation (Luh Putu & Luh De, 2020). The value system includes the realm of knowledge, culture and religious values. The educational process does not only provide knowledge and understanding to students, but is more directed at the formation of attitudes, knowledge and behavior so that students are ready to face future challenges (Manizar, 2017). Moreover, the development or progress of the times in the 21st century Education, especially religious education, must be instilled in students so that the values of the Shari'a (Qur'an and Sunnah) become a strong fortress to face the challenges of the end of time (Anam, 2021).

If in the paradigm before the 21st century the teacher was the main source of learning with the teacher playing an active role while the students were passive (Simatupang, 2019). Currently the paradigm changes to active students and the teacher only acts as a guide and helps students. The teacher's role is to function as a facilitator who helps student learning run effectively, efficiently, and correctly (Hamid, 2019).

Teaching and learning activities are interactive activities that have educational value. This process occurs between teachers and students, between students and other students and between students and the surrounding environment (Wulandari, 2019). This interaction needs to be designed in such a way that it can

achieve optimal results in accordance with the expected learning objectives (Amir, 2016).

Islamic religious education is an education to understand the message or teachings contained in the Qur'an and hadith, and to convey the message of the teachings an educator needs an appropriate way, strategy and method so that what is to be conveyed and expected in a learning is achieved (Roqib, 2009). In elementary school children, for example, the delivery method is definitely different from delivering with junior and senior high school students. A teacher needs to design and choose the right method so that what they want to convey to children they can understand and practice in their daily lives.

In choosing a learning method there are things that need to be considered by a teacher including: The following are some of the requirements of the learning method, including: (1). The method used must be able to increase students' motivation, interest, or enthusiasm for learning., (2) The method chosen can stimulate students to respond to further learning., (3) The method used must be able to provide opportunities for students to realize the results of their work., (4) The method can guarantee the development of the student's personality after learning. (5). A method can instill and develop students' values and attitudes in everyday life (Lafamane, 2021).

In grade II elementary school children, the material for ablution for example, if it is only delivered using the lecture method, it will be more difficult for them to

understand, because children aged 6-7 years have not been able to absorb well what is conveyed orally. by imitating or imitating or practiced directly.

For the material for ablution, usually, only with verbal explanations, children tend to be difficult to understand, therefore teachers need to find the right method, for example by imitating or giving examples to children or putting it into practice so that they can apply it in their daily lives. One method that can be used is the demonstration method.

The demonstration method is used with the hope that the child will be able to master the skill or be able to practice the procedures for ablution properly and correctly independently. Thus, it is hoped that the implementation of learning by teachers and children can actually run as expected so as to obtain the desired results.

## RESEARCH METHODS

In this study, the researcher uses a qualitative research type with a descriptive approach, namely the research results are described and the researcher interprets how a subject gets meaning from the

surrounding environment, and can influence their behavior. The research was carried out naturally (naturalistic) and not from the results of treatment (Fadli, 2021).

The data sources in this study were the results of written tests and practical exams for grade 2 students at SDN 152980 Hajoran 1. The data collection technique in this study was in the form of a document of the results of the written test assessment recap and practice of Class 2 ablution materials for 2020-2021.

## RESULTS AND DISCUSSION

Researchers conducted research at SDN 152980 Hajoran 1 in grade 2 students. Researchers chose this school in this school because so far the children have not really understood the procedure for ablution properly. This makes researchers interested in examining how much influence the use of the demonstration method in ablution material can be understood by 2nd graders of State Elementary School 152980 Hajoran 1.

**Table 1. Percentage of Data Result of written test for ablution material for class 2 SDN 152980 Hajoran 1**

No	Score	Amount	Percentage
1.	> 75	14 Student	78 %
2.	< 75	4 Student	22 %
Total		18	100%

**Table 2. Percentage of Data Result of practice test for class 2 ablution material at SDN 152980**

Hajoran 1			
No.	Score	Amount	Percentage
1.	> 75	17 Student	94 %
2.	< 75	1 Student	6 %
Total		27 Student	100 %

After obtaining the percentage of data on the results of the written and practical exams at SDN 152980 Hajoran 1 Grade 2 students for the academic year 2020-2021, the researchers analyzed the collected data using descriptive details. From 18 2nd grade students of State Elementary School 152980 Hajoran 1, the following results were obtained:

1. Students get written test scores above the KKM 14 people. If the percentage of written test results are: 78% of students completed and 22% of students have not completed and can be concluded successfully.
2. Students get practical test scores above the KKM 17 people. If a percentage of the ablution practice test is carried out, 17 students score above the KKM with a percentage of 94% and 1 person has not completed with a percentage of 6%.

The data was taken from the results of written tests and the practice of performing ablution on grade 2 students at SDN 152980 Hajoran 1.

## CONCLUSION

From the results of the research above, it can be concluded that the use of the Demonstration method on the material for ablution in Islamic Religious Education

class 2 Public Elementary School 152980 Hajoran 1 is very effective, as seen from the results of the practice of children 94% can practice the correct way of ablution.

## BIBLIOGRAFI

- Amir, A. (2016). Penggunaan media gambar dalam pembelajaran matematika. *Jurnal Eksakta*, 2(1), 34–40. <https://doi.org/10.31604/eksakta.v1i2.%25p>. [Google Scholar](#)
- Anam, S. (2021). *Nilai-nilai Pendidikan Agama Islam dalam buku Muhammad Al-Fatih karya Ali Muhammad Ash Shalaby*. UIN Sunan Ampel Surabaya. [Google Scholar](#)
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>. [Google Scholar](#)
- Hamid, A. (2019). Berbagai Metode Mengajar bagi Guru dalam Proses Pembelajaran. *Aktualita: Jurnal Penelitian Sosial Keagamaan*, 9(2), 1–16. [Google Scholar](#)
- Lafamane, F. (2021). *Metode Pembelajaran (Pendapat Para Ahli)*. OSF Preprints.

[Google Scholar](#)

Luh Putu, S. A., & Luh De, L. (2020). Implementasi Nilai Nilai Pancasila Dalam Penguatan Karakter Bangsa. *Widyadari*, 21(2), 676–687. [Google Scholar](#)

Manizar, E. (2017). Optimalisasi pendidikan agama islam di sekolah. *Tadrib*, 3(2), 251–278.  
<https://doi.org/10.19109/Tadrib.v3i2.1796>. [Google Scholar](#)

Roqib, M. (2009). *Ilmu Pendidikan Islam*;

*Pengembangan Pendidikan Integratif di Sekolah, Keluarga dan Masyarakat*. Yogyakarta: LKIS Pelangi Aksara. [Google Scholar](#)

Simatupang, H. (2019). *Strategi Belajar Mengajar Abad Ke-21*. Surabaya: Pustaka Media Guru. [Google Scholar](#)

Wulandari, S. (2019). *Persepsi Siswa Terhadap Pelaksanaan Pembelajaran Pendidikan Agama Islam Di SMA Negeri 1 Sumbul*. Universitas Islam Negeri Sumatera Utara. [Google Scholar](#)

---

**Copyright holder:**

Rahmaina Simanjuntak (2022)

**First publication right:**

Journal of Engineering, Social and Health (JESH)

**This article is licensed under:**

