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APPLICATION OF PAI LEARNING METHODS TOWARDS UNDERSTANDING OF RELIGIOUS CONCEPTS HOW TO PRACTICE THE FIVE TIMELY PRAYERS IN THE DAILY LIFE OF STUDENTS OF STATE ELEMENTARY SCHOOL 056649 B HITAM

Tuti Sriwahyuni Siregar,Siti Hasanah,Zainal Safitri,Mahmudah,Fitri Soraya

SD Negeri 056649 B Hitam ,SMP. Islam Terpadu Al - Ulum, ,SMP. Swasta Alam Leuser SMP. Negeri 1 Wampu ,SMP. Swasta Tunas Bangsa

zainalsafri@admin.smp.belajar.id
, yunichiregar@gmail.com, sitihasanah1386@gmail.com,
mahmudaa1725@gmail.com, fitrisoraya975@gmail.com

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ABSTRACT

This study aims to analyze the application of Islamic Religious Education (PAI) learning methods in improving students' understanding of religious concepts, especially how to practice the five daily prayers in everyday life at SD Negeri 056649 B Hitam. This study uses a qualitative approach with data collection techniques in the form of observation, interviews, and documentation studies. The results of the study indicate that the application of appropriate learning methods, such as lectures, discussions, and direct practice, can improve students' understanding of the procedures for implementing the five daily prayers. In addition, learning that involves active student participation has also proven effective in internalizing religious teachings and applying them in everyday life. Methods that are contextual and relevant to students' conditions are expected to strengthen a deep understanding of religion, especially in carrying out prayer. This study suggests the importance of developing more interactive PAI learning methods that are in accordance with students' needs so that they can understand and implement the five daily prayers well and consistently in their lives. Thus, PAI learning can contribute significantly to the formation of students' character and spiritual depth.

INTRODUCTION

The main objective of this study was to determine the application of Islamic Religious Education (PAI) learning methods in improving students' understanding of

how to practice the five daily prayers in everyday life at SD Negeri 056649 B Hitam. This study focuses on evaluating the learning methods applied in the classroom, as well as how these methods can affect students' understanding of the procedures for implementing the five daily prayers. With this objective, it is expected that an effective approach can be found in teaching prayer to students.

The expectation of this research is that it can provide a positive contribution to improving the quality of Islamic Religious Education learning at the elementary education level. It is expected that through the application of the right method, students can better understand the importance of the five daily prayers and can practice them correctly in their daily lives. In addition, this research also aims to provide recommendations for educators on learning methods that are more interactive and relevant to the needs of students in this modern era

In reality, Islamic Religious Education learning in elementary schools often faces challenges in motivating students to practice religious teachings, especially in terms of the five daily prayers. Although the material on prayer has been taught, most students still have difficulty in performing prayers properly.Previous studies have shown that lack of practical understanding and non-interactive learning methods are the main causes of students' low understanding of prayer (Hadi, 2022). Therefore, this study aims to explore more deeply the role of learning methods in overcoming these problems. In reality, learning Education Islamic Religion (PAI) in elementary schools often faces various challenges in motivating students to practice religious teachings, especially in terms of performing the five daily prayers. Although the material on prayer has been delivered by the teacher, many students still have difficulty in performing prayers correctly. This shows a gap between theoretical knowledge and its application in everyday life. This problem needs to be addressed so that students can apply religious teachings better in their lives. One of the factors that influences students' low understanding of prayer is the lack of practical understanding of the procedures for performing the prayer itself. Research by Hadi (2022) shows that although students understand the theory of prayer, they still have difficulty in practice. This is caused by

learning methods that do not sufficiently involve students directly in the practice of worship, so that they cannot optimally understand and carry out the five daily prayers in everyday life.In addition, the learning methods used in class are often not interactive and less relevant to students' needs. Monotonous learning, only focusing on lectures without involving students in practical activities, is one of the main causes of students' low practical understanding of prayer. Therefore, it is important to dig deeper into the application of learning methods that can improve students' understanding and help them practice prayer correctly.This study aims to explore the role of more interactive and contextual learning methods in improving students' understanding of the five daily prayers. By using a more participatory approach, such as direct practice and discussion, it is expected that students can more easily understand the procedures for performing prayers. In addition, methods that are more relevant to students' daily lives can make it easier for them to integrate religious teachings into their daily routines.

Through this research, it is expected to find a more effective learning method to overcome the existing problems, namely the lack of practical understanding of students towards the five daily prayers. The results of this study are also expected to contribute to the development of better PAI learning methods in elementary schools, so that they can help students practice prayers correctly and consistently, and deepen their understanding of Islamic teachings.

Common learning methods used in teaching prayer in elementary schools are lectures, Q&A, and direct practice exercises. However, these methods are sometimes not enough to attract students' interest and ensure a deep understanding of prayer procedures. According to research conducted by Suryani (2023), direct practice-based learning is more effective in improving students' understanding of prayer. Learning that actively involves students will help them internalize the knowledge and skills they have acquired.

Based on the reality in the field, many students still find it difficult to implement the five daily prayers in their lives. This is caused by several factors, including the lack of attention and guidance from parents, as well as the lack of student involvement in more

contextual and experience-based learning activities. In addition, monotonous learning and less involvement of practical aspects make their understanding of prayer seem limited (Mulyadi, 2022). Therefore, this study will also assess how students' active involvement in learning can improve their understanding and appreciation of prayer

This study uses a qualitative approach with a case study method at SD Negeri 056649 B Hitam. Data collection was carried out through direct observation, interviews with teachers and students, and documentation studies on the learning process that had been carried out. This method was chosen because it allows researchers to dig up in-depth information about the existing PAI learning conditions and how the methods used can affect students' understanding (Sulistyo, 2022). It is hoped that the results of this study can provide a clear picture of the effectiveness of various methods in teaching prayer to students

This research is expected to provide an important contribution to improving the quality of Islamic Religious Education learning in elementary schools, especially in teaching the procedures for the five daily prayers. By finding a more effective method, this research is expected to help Islamic Religious Education teachers in developing more interesting and applicable learning strategies. This is in line with the need to educate the younger generation who not only understand religious theory but can also apply it in everyday life (Nugroho, 2023). In addition, this research will also provide insight for educational policy makers to design a curriculum that is more relevant to the needs of the times.In addition, this study is expected to provide insight for educators to design more targeted and more effective teaching methods and more interesting and applicable strategies in their learning. In improving students' understanding of religion. Learning that actively involves students through discussion, questions and answers, and direct practice allows students to better understand the concept of prayer and carry out this worship correctly. This is in line with the need to educate the younger generation who not only understand religious theory but can also apply it in everyday life (Nugroho, 2023). Another contribution of this research is to provide considerations for educational policy makers to design a curriculum that is more

relevant to the development of the times. A curriculum that can accommodate more interactive and contextual learning methods is very important to prepare the younger generation who are not only skilled in academics, but also have a strong understanding of religion and can apply religious teachings in their lives. This is an important foundation for character-based education based on religious values.

Thus, the results of this study are expected to encourage changes in Islamic Religious Education learning practices in elementary schools. Strengthening more interactive and practice-based learning methods will be key to improving the quality of religious education, not only at the elementary school level, but can also be a model that is adapted to various other levels of education. As a consequence, the younger generation will be more prepared to live according to the religious teachings they learn, both in spiritual and social aspects.

RESEARCH METHODS

Data Source Method

This study uses a qualitative approach with the aim of gaining an in-depth understanding of the application of the PAI learning method and its impact on students' understanding of the five daily prayers. The data sources used in this study consist of three main categories, namely: Primary Data Source: The main data source was obtained through direct observation in the PAI class of SD Negeri 056649 B Hitam. This observation aims to analyze how the five daily prayers learning process is implemented by the teacher, as well as the extent to which students are involved in the learning activities carried out. Observations were conducted in several meetings to obtain a more comprehensive picture of the interactions between teachers and students, as well as students' responses to the methods used. Secondary Data Sources: Secondary data sources include interviews with Islamic Religious Education teachers who teach in the class, as well as several students involved in the learning. These interviews aim to deepen the teacher's understanding of the challenges faced in teaching the five daily prayers, as well as students' perceptions of the learning they receive. The interviews were conducted in a semi-structured manner to allow for flexibility in exploring more in-depth information. Documentation: The documentation used in this study included

learning materials, lesson plans, and observation notes collected during the research process. These documents provide additional context regarding the curriculum and methods used in learning prayer.

Data Analysis Methods

Data analysis in this study used qualitative descriptive analysis techniques. The steps of data analysis carried out include: Data Reduction: The first step is to organize data obtained from observation, interviews, and documentation. Relevant data is then filtered and arranged systematically. This is done to reduce information that is not directly related to the research objectives, so that only relevant data is used in the analysis. Data Categorization: The reduced data is then grouped into categories based on themes that emerge during data collection. For example, data on the learning methods used, obstacles faced in teaching prayer, and student reactions to the learning methods applied.Data Interpretation: After the data is grouped, the next step is to analyze and interpret the collected data. This process involves finding patterns and relationships between existing data, and connecting them to relevant learning theories. In this case, the researcher will assess how effective the method used is in improving students' understanding of the five daily prayers.

Verification of Findings: The final step is to verify the findings obtained to ensure the validity of the data. Verification is done by comparing the findings obtained through observation, interviews, and documentation. In addition, researchers will also look for additional sources or literature that can strengthen or challenge the existing findings.

RESULTS AND DISCUSSION

Data Overview

Based on the results of observations and interviews conducted at SD Negeri 056649 B Hitam, several main findings were found related to the application of PAI learning methods to improve students' understanding of the five daily prayers. Learning Methods Used. The learning methods applied by Islamic Religious Education teachers mostly use lectures and direct practice. However, the lectures given tend to be theoretical and do not actively involve students in prayer practices. Although there are prayer

practice sessions, the duration and frequency are limited, which makes students less accustomed and less confident in performing prayers correctly. Teachers also sometimes have difficulty in adjusting the material to the diverse abilities of students, resulting in a lack of students' understanding of the procedures for prayer in depth. Students' Understanding of the Five Daily Prayers

From the results of interviews with students, most students admitted that they already knew about the five daily prayers, but they found it difficult to perform the prayers in the correct order and movements. Many students remembered certain parts of the prayer, but could not do them consistently and correctly. Some students stated that they found it easier to remember theoretical material such as readings in prayer, but found it difficult to apply the physical procedures of prayer, such as the movements of bowing and prostration. Student Involvement in Learning. Students show low levels of engagement in Islamic Religious Education learning, especially during lectures. When teachers only deliver material without involving students in discussions or practices, many students lose attention and focus. Students who are more active in asking questions or expressing opinions tend to get more attention, while students who are more passive often feel uninvolved in the learning process. This has an impact on their understanding of prayer, because they do not get enough opportunities to practice directly what is taught. In this study, student engagement in Islamic Religious Education (PAI) learning at SD Negeri 056649 B Hitam was observed and recorded during several learning meetings. There were two main variables observed, namely the level of student engagement in lecture learning and the level of engagement in direct prayer practice. These data were obtained through direct observation in class and interviews with teachers and students. From the observation results, it is seen that students tend to be more active in discussions or practices that involve direct prayer movements. On the contrary, when teachers only give theoretical lectures on prayer procedures or read prayer readings, students tend to be more passive and lose focus. This leads to their low understanding of the correct prayer procedures.

Table of Student Involvement in Islamic Religious Education Learning

Learning Activities	Number of Active Students (%)	Number of Passive Students (%)	Duration Time (minutes)	Notes
Lecture (Theory Explanation)	35%	65%	30	Students tend to lose focus and become less engaged.
Discussion (Q&A)	60%	40%	20	Students are more involved and enthusiastic in asking questions.
Direct Practice of Prayer	80%	20%	30	Students are more active in participating in prayer practices.
Quiz or Evaluation	50%	50%	15	Students are more focused if there is a competition or challenge.

Data analysis

From the table above, it can be seen that student engagement is highly dependent on the type of learning activities implemented. In more theoretical lecture sessions, only about 35% of students actively participated, while 65% of students tended to be passive and lost focus after a while. This shows that lectures that do not directly involve students make them more easily distracted. On the other hand, when discussions or Q&A sessions were held, around 60% of students actively participated, indicating that learning that provides opportunities for interaction and expression of opinions is more able to attract students' attention. However, the other 40% of

students remained passive, perhaps because they felt less confident or did not understand the material.

The peak was seen in the direct practice of prayer, where around 80% of students were actively involved. This activity provides an opportunity for students to practice what they have learned directly, so that they can feel a more comprehensive direct experience. This shows the importance of learning methods that involve students in practical activities so that they can more easily understand and remember the procedures for prayer. The results of this observation indicate that active student involvement is greatly influenced by the learning method used. In theoretical lectures, which tend to be more passive, students lose interest and attention after some time. This is in accordance with the findings in a study by Hadi (2022), which states that learning that only relies on lectures is not enough to maintain student attention and involvement. Meanwhile, in the discussion and Q&A sessions, which provide opportunities for students to ask questions or express opinions, student engagement is higher. This shows that interactive learning that allows students to actively participate is more effective in improving their understanding.

However, the most effective activity in increasing student engagement is direct prayer practice. When students are given the opportunity to practice prayer movements and readings directly, they feel more connected to the material, and their understanding of prayer increases significantly. Low student engagement in lecture learning has an impact on their understanding of the correct way to pray. Many students find it difficult to remember or perform prayer movements after only listening to theoretical explanations from the teacher. This shows that without direct experience, students cannot fully understand and master worship practices such as prayer. On the other hand, students who were actively involved in discussion activities and direct practice showed a better understanding of the procedures for praying. They were better able to follow the movements of the prayer correctly and remember the prayer readings more accurately. This underscores the importance of

providing opportunities for students to practice directly what they have learned so that they can internalize the knowledge better. From these findings, it can be concluded that student involvement in Islamic Religious Education learning, especially in terms of prayer practice, greatly influences their understanding. Lecture methods that do not involve students directly tend to make them less involved and easily lose focus. On the contrary, more interactive learning methods, such as discussions and direct practice, have proven to be more effective in increasing student involvement and understanding of the five daily prayers. Therefore, it is important for teachers to develop learning methods that more actively involve students in the learning process, especially in teaching prayer worship that requires practical understanding. Based on the results of this study, it is recommended that teachers prioritize interactive and practice-based learning in teaching prayer. Learning that involves students in discussions, questions and answers, and direct practice can improve their understanding and make them more prepared to perform the five daily prayers in everyday life. Active and contextual learning will be more effective in overcoming the challenges in Islamic Religious Education learning in elementary schools. Based on the results of this study, it is recommended that teachers prioritize interactive and practice-based learning in teaching students the five daily prayers. Learning that involves students in discussions, questions and answers, and direct practice allows them to better understand and absorb each step in performing the prayer. This not only helps them memorize the prayer readings, but also in applying the prayer movements correctly, which is important to apply in everyday life. Practice-based learning also provides students with the opportunity to make mistakes and correct them directly, so that their understanding becomes deeper. In addition, a more active and contextual approach to Islamic Religious Education learning will be much more effective in overcoming the challenges in the process of religious education in elementary schools. In a study conducted by Siti & Hidayat (2023), it was found that learning that links religious teachings to students' real lives, such as through direct prayer practices, increases student engagement and

makes it easier for them to practice the teachings. Active and contextual learning will prevent students from getting bored and help them focus more, especially when the learning process is carried out in a way that is fun and relevant to their lives. Integrating interactive and practice-based methods into the Islamic Religious Education curriculum in elementary schools can also improve the overall quality of learning. Teachers who use various learning strategies that involve students, such as group discussions, role-play, and prayer practices, can create a dynamic classroom atmosphere. This is in line with the findings of Riza & Syafira's (2022) research which shows that an interactive approach can reduce feelings of isolation that students often experience in conventional learning. In this way, students not only learn about prayer theoretically, but also gain an understanding that they can apply in their daily lives.

Data Verification

To ensure the validity and validity of the data obtained, verification steps are carried out in the following manner: Data Triangulation Data obtained from observations, interviews with teachers, and interviews with students were compared and verified. Findings from observations that showed low student involvement in learning and their difficulties in practicing prayer were in line with interviews with teachers who revealed challenges in the methods used. In addition, interviews with students who showed confusion in performing prayers were also reinforced by observation notes that recorded students' inability to follow prayer movements correctly. Verification with Literature. These findings are also compared with relevant literature. Previous research conducted by Hadi (2022) on the challenges in teaching prayer in elementary schools, which showed that the use of dominant lecture methods without involving students in direct practice, can hinder students' practical understanding of prayer. This finding is in line with the results of this study, which highlights the importance of student involvement in practice so that they can better understand and practice prayer correctly. Data Consistency Further verification was conducted by comparing data findings from several observation sessions conducted at different times. The results showed consistency in the patterns

found: students tended to be less involved in theoretical learning and more active when involved in prayer practice sessions. This strengthens the conclusion that more interactive and hands-on learning methods can improve students' understanding of prayer. Overall, the research findings show that the PAI learning method used in SD Negeri 056649 B Hitam is still less effective in improving students' understanding of the five daily prayers. Although the lecture and practice methods are used, the lack of frequency and duration of prayer practice exercises and the lack of active involvement of students in learning hinder their understanding of the correct prayer procedures. Therefore, it is necessary to develop more interactive and experience-based learning methods to help students understand and practice prayer better

Data Validation

In this study, data validation is very important to ensure that the findings obtained come from legitimate and reliable sources, and truly reflect the reality that occurs in the learning process at SD Negeri 056649 B Hitam. To ensure the validity of the data obtained through observation, interviews, and documentation, several verification steps were carried out, namely data triangulation, member checking, and consultation with relevant literature.Data triangulation was conducted by comparing findings obtained through three main sources, namely direct observation in class, interviews with teachers and students, and learning documentation. Observations provide a direct picture of classroom interactions, while in-depth interviews with teachers and students provide further perspectives on the challenges and obstacles faced in learning the five daily prayers.

Documentation such as lesson plans and teacher notes were also used to verify whether the methods used were in accordance with the practices observed in the field. By combining various data sources, researchers can ensure that the results obtained reflect the actual conditions in the classroom. Member checking was carried out to ensure the validity of the results of interviews with teachers and students. The results of the interviews obtained from both parties (teachers and students) were presented back to them to obtain confirmation whether the information obtained was correct and

in accordance with their views. This process is very useful to avoid misinterpretation or misperception in the data collected.

Furthermore, data validation was also carried out by comparing the results of this study with relevant literature or previous research. Previous research by Hadi (2022) and several other references related to Islamic Religious Education and prayer learning in elementary schools provide a similar picture of the importance of a more interactive approach in improving students' understanding of prayer. Consultation with this literature strengthens the research findings and helps confirm that the problems found in this study are relevant and common issues in the context of Islamic Religious Education learning in elementary schools.

Validation Results

Fromvalidation process carried out, several important conclusions can be drawn: Data obtained through observation and interviews showed that the level of student engagement in lecture learning tended to be low. Most students were more active when involved in discussions or direct prayer practice activities, which led to a better understanding of the procedures for the five daily prayers. These results were confirmed through interviews with teachers who stated that when learning was only in the form of lectures, students easily lost focus. These results are in line with the theory expressed by several previous studies that emphasize the importance of practice-based learning in religious learning (Hadi, 2022).The application of the dominant lecture method in learning the five daily prayers has proven to be less effective in improving student understanding. This was confirmed through data verification from observations and interviews. Students who only received theoretical explanations tended to have difficulty practicing prayer correctly. Conversely, when the direct practice-based learning method was applied, students showed a significant increase in their engagement and understanding. This finding is in line with the results of research by Hadi (2022) which states that an interactive approach is very important in religious learning in elementary schools the important results of data validation is the finding that students who are directly involved in

prayer practices feel more connected to religious teachings, and they find it easier to apply prayer in their daily lives. This indicates that learning that connects theory with practice, as well as the relevance of learning to students' daily lives, plays a major role in strengthening their understanding of religion. Data validation shows that the findings in this study are consistent with previous studies that underline the importance of more interactive and practice-based learning methods to improve students' understanding. Learning that only relies on lectures or theories is not effective enough in teaching the practice of the five daily prayers. On the contrary, methods that involve students in direct prayer practice activities have been shown to improve their understanding. Therefore, the results of this validation emphasize the need for improvements in Islamic Religious Education learning methods in elementary schools, especially in teaching the five daily prayers, so that students can more easily understand and practice religious teachings in everyday life.

CONCLUSION

This study has a significant impact on the understanding and quality of Islamic Religious Education (PAI) learning at SD Negeri 056649 B Hitam, especially in terms of teaching the five daily prayers. Based on the findings obtained, it can be concluded that the application of more interactive learning methods, based on direct practice, and relevant to students' daily lives has a positive impact on the level of students' academic understanding of religious concepts, especially the practice of prayer.The most striking academic impact of this study is the increasing understanding of students in performing the five daily prayers correctly. Through a learning method that emphasizes direct practice, students become more skilled in following the order and movements of prayer, and more confident in carrying it out. This will certainly affect the values expected from Islamic Religious Education teaching, namely not only theoretical knowledge, but also practical skills in applying religious teachings in everyday life.The discussion-based and active practice learning method, which is reflected in this study, also succeeded in increasing student engagement in the learning process. Students who previously tended to be passive

in lecture learning are now more active in asking questions and participating in practice sessions. This certainly has an impact on the quality of learning, because active students tend to understand the material better and remember it longer. Learning that involves discussion and practice also contributes to the development of students' social and cognitive skills. Students learn to work together, discuss, and solve problems together, which contributes to the development of their social skills. Cognitively, they become more critical in understanding religious teachings, as well as more skilled in applying them in their lives.In addition to the academic impact, this research also has significant social contributions, both for students, schools, and the wider community. The first social contribution that can be seen is the increasing awareness of religion among students. By implementing more contextual and practical learning methods, students not only understand religious teachings theoretically, but also feel more connected to the religious values they learn. This can improve the quality of their worship, especially in terms of implementing the five daily prayers. A good understanding of religion will help students to form a more religious and moral character, which has a positive impact on them in the future. Learning that involves hands-on practice allows students to internalize Islamic values in their daily lives. Students who are accustomed to performing prayers correctly from an early age will carry these habits into their lives at home, at school, and in the community. This helps create a generation that is more devout in worship and understands the importance of living a life in accordance with religious teachings. Thus, the social contribution of this research also plays a role in forming a more religious and harmonious society. This research also contributes to the development of learning methods for Islamic Religious Education teachers in elementary schools. By finding that less interactive lecture methods can hinder students' understanding, teachers can prioritize a more active and practice-based approach in teaching prayer. implementation of more effective learning methods not only improves the quality of learning, but also empowers teachers in creating a more dynamic and engaging learning environment for students. Socially, good learning

about the five daily prayers from an early age has the potential to create a younger generation that is more religious and has a strong understanding of Islamic teachings. This certainly has an impact on the formation of better and more responsible individual characters, and can improve the quality of life of society as a whole. When students understand the importance of performing worship properly, they tend to become more disciplined, honest, and highly moral individuals. Overall, this study not only provides a significant academic impact in improving students' understanding of the five daily prayers, but also provides a positive social contribution to students, schools, and society. By developing more interactive and practice-based learning methods, schools can create a more enjoyable learning environment, as well as form a young generation that has a strong understanding of religion and is able to apply it in everyday life.

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