

APPLICATION OF DEMONSTRATION METHOD ON PRAYER MATERIAL CLASS 3 SDN O54883 NAMO MBELIN

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ABSTRACT

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The purpose of this study was to analyze the importance of implementing the demonstration method in learning Islamic Religious Education (PAI) on prayer material for grade 3 SDN O54883 Namo Mbelin. This research method is a qualitative type of Phenomenology. The subjects of the study were teachers, students, and the principal. The object of this study was the application of the demonstration method in learning PAI on prayer material for grade 3 SDN O54883 Namo Mbelin. The results of the study were that the application of the demonstration method was very good in applying it in prayer material lessons. The use of the demonstration method in teacher learning is required to directly demonstrate the prayer movement material to students so that they can accept and follow what the teacher demonstrates properly and correctly. The use of the demonstration method is important to apply in learning PAI on prayer material because students' attention can be more focused in following learning activities, the learning process learned by students is more focused.

INTRODUCTION

Some schools in Indonesia, both public and private, have studied Islamic Religious Education. Islamic Religious Education is one of the difficult subjects, because in addition to having to understand the vast amount of material, students are also required to be able to practice it in everyday life. The scope of material in Islamic Religious Education includes the Qur'an, Hadith, Aqidah, Akhlaq, and Fiqh. Of the three scopes of material, each has a different important role. However, in making this research, only one of the Islamic Religious Education subjects is discussed, namely

fiqh with the material of obligatory prayer. "The obligation of all Muslims and also Muslim men and women every day and night is to pray five times a day including obligatory dawn prayer, obligatory dhuhur prayer, obligatory ashar prayer, obligatory maghrib prayer and obligatory isya prayer, as stated in QS. al-Baqarah: 43, which means; "and establish prayer, pay zakat and bow with those who bow". Education is inseparable from the learning process at school level. The learning process can be said to be successful and can be implemented well, if the teacher in delivering learning materials can use a variety of learning methods.

Learning methods are one of the ways used by teachers as a tool to deliver learning materials in order to achieve a set learning objective. The use of learning methods in the learning process can affect student learning outcomes. Learning outcomes will be formed well if teachers and students work together in teaching and learning activities. The Demonstration Method is one of the teaching strategies where the teacher shows a real object, a fake object, or a process of the material being taught to all students.

In the implementation of the demonstration, the teacher must be sure that all students can pay attention (observe) to the object to be demonstrated, because the demonstration cannot be separated from the verbal explanation by the teacher. In learning strategies, demonstrations can be used to support the success of expository and inquiry learning strategies.⁵ In the implementation of the demonstration, the teacher must be sure that all students can pay attention (observe) to the object to be demonstrated, because the demonstration cannot be separated from the verbal explanation by the teacher. Problems Based on the description of the background of the problem above, the following research problems can be formulated: 1. How is the learning of Islamic Religious Education for prayer material for grade 3 SD Dayuharjo, Ngaglik District, Sleman Regency, Special Region of Yogyakarta? 2. How is the application of the Islamic Religious Education learning method for prayer material for grade 3 SD Dayuharjo, Ngaglik District, Sleman Regency, Special Region of

Yogyakarta? 3. How important are the benefits of the demonstration method for learning Islamic Religious Education for prayer material for grade 3 SD Dayuharjo, Ngaglik District, Sleman Regency, Special Region of Yogyakarta?

RESEARCH METHODS

To obtain data, facts and information that will reveal and explain the problems in this thesis, the author uses a Qualitative Descriptive method supported by data obtained through field research. Research data will be obtained through the following steps: 1) Type and approach of research, 2) Place and Time of Research, 3) Data Source, 4) Subject and object of research, 5) Data collection techniques, 6) Data Analysis. The type of research used is phenomenology, the place and time of the research aimed at is at SDN O54883 Namo Mbelin, Yogyakarta city, located at JL. Damai, Prujakan, Sinduharjo, Ngaglik District, Sleman Regency, DIY Province. The research period was from April to June 2019. The data sources used in this study, namely: first is primary data that researchers obtained through interviews with key informants, namely school residents, namely the principal, students and subject teachers of grade 3 SDN O54883 Namo Mbelin. second is secondary data that researchers obtained to complement primary data from various journals and books that are in accordance with the research theme.

The subject of this study is the principal, useful for obtaining a general picture of the Madrasah, Teachers to find out the learning outcomes and students to find out how far the understanding can be captured by students at SDN O54883 Namo Mbelin. While the object in this study is the application of the demonstration method in learning PAI prayer material for grade 3 SDN O54883 Namo Mbelin. And data collection techniques are the most important steps in research, because the purpose of the researcher is to obtain data. Without knowing the data collection technique, the researcher will not get data that meets the established data standards. To obtain the desired data in accordance with the problems in this thesis, the author uses the following methods: 1) observation, 2) interviews 3) Documentation. Data analysis

through descriptive qualitative analysis with data reduction steps, data presentation and conclusion drawing.

RESULTS AND DISCUSSION

PAI Learning Prayer Material for Class 3 SDN O54883 Namo Mbelin Yogyakarta Education cannot be separated from the learning process because in learning activities or teaching and learning, students are a subject and object. 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. By looking at the competencies in learning to be achieved, namely in the first competency so that students have spiritual religious competencies, PAI is needed. Learning takes place when students can pay attention, the learning process will take place well and if students do not pay attention, the learning process will be slightly hampered.

The following are the results of interviews with informants: Respondent Mrs. NV, a grade 3 Islamic Religious Education teacher, Mrs. NV pays more attention to each student's different responses to Islamic Religious Education learning. According to her, NV, the students' responses to participating in Islamic Religious Education learning are very enthusiastic. 6 The implementation of Islamic Religious Education learning, teachers must be able to use learning strategies, varied learning methods so that teacher learning can create a pleasant learning atmosphere, not just monotonous using the lecture method. If the teacher always uses the lecture method, it will make the students themselves bored and tired, and as a result, the students themselves will play around in class, joke with their friends and some will disturb their classmates while they are paying attention to the teacher explaining the lesson material.

Students in receiving lessons have different levels of comprehension. Not all students in participating in teaching and learning activities pay attention to the explanation given by Mrs. NV, but there are also students who do not pay attention to the teacher's explanation, approximately 2 to 3 people who disturb their friends in class. From several students, the researcher took 4 students in 1 class to be interviewed for their opinions on 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 the study conducted to obtain some information from one of the interviews with NV as a 3rd grade PAI teacher at SDN O54883 Namo Mbelin.

According to Mrs. NV who is a PAI teacher. Respondent Mrs. NV, a grade 3 PAI teacher, Mrs. NV pays more attention to the condition of students when learning PAI in the classroom.⁷ According to Mrs. NV, explaining that learning can achieve effective results requires the creation of conducive conditions or circumstances. Likewise, the conditions during PAI learning at SDN O54883 Namo Mbelin are less conducive. The conditions during learning in the classroom, especially during PAI learning, vary, because there are still students who are noisy, running around in the classroom, playing while learning is taking place, and talking to their deskmates which results in the scores obtained still being below the KKM.

Therefore, Mrs. NV must create a conducive classroom environment by implementing various learning methods. The results of the study obtained some information from an interview with Mrs. NV as a 3rd grade PAI teacher at SDN O54883 Namo Mbelin. According to Mrs. NV, the use of learning methods in carrying out activities is very important to make it easier for students to receive the material. The selection of learning methods must be adjusted to the characteristics of the students. The learning method is a way or stage used in the interaction between students and teachers to achieve the learning objectives that have been set according to the material and mechanisms of the learning method.

The results of the interview with Mrs. NV about the application of learning methods, Mrs. NV has used learning methods. The learning methods that have been applied in the learning process in the classroom are around 3 to 4 learning methods. However, even though NV in her learning in the classroom has applied as many as 3 to 4 learning methods, NV actually only uses or only applies the learning method by lecture. When chatting with one of the female students in grade 3 of elementary

school, AP said that when the teacher uses the learning method, the students are very happy, but there are also MIs who are not happy, because the character of the children in learning is different, when the teacher uses 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 the learning outcomes of students. The following are the results of the study conducted to obtain some information from an interview with Mrs. NV as a grade 3 PAI Teacher at SDN O54883 Namo Mbelin.

According to Mrs. NV, who is an Islamic Religious Education teacher, she explained the methods that have been applied in Islamic Religious Education learning. The application of learning methods in Islamic Religious Education learning is used to facilitate teachers in delivering materials so that teachers can find out the mastery of the material that has been received by students. Learning methods will be implemented effectively if teachers in learning activities can choose the right and good methods. Thus, whether or not the quality of the method is successful when the learning process takes place is very dependent on the way teachers use learning methods.

The use of the lecture method in the learning process at SDN O54883 Namo Mbelin can cause students to get bored easily when following 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 during the learning process so that learning becomes fun and the learning objectives that have been set can be carried out well.

CONCLUSION

Based on the description, several conclusions can be drawn, as follows: 1. The learning process of Islamic Religious Education for class 3 prayer material at SDN O54883 Namo Mbelin Yogyakarta is basically inseparable from the teaching process. The learning process can 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, in order to create a conducive learning environment. Islamic Religious Education learning is basically very important to be taught to students. This Islamic Religious Education learning teaches students to understand, believe in, and practice the teachings of Islam. 2. The application of Islamic Religious Education learning methods for class 3 prayer material at SD Dayuharjo Yogyakarta really needs learning methods. The application of learning methods to students is very important to be applied to students, especially at SDN O54883 Namo Mbelin. Because the characteristics of students vary in receiving lessons, some are quick to grasp and some are less able to grasp the lesson. Therefore, with the existence of learning methods, it will make it easier for teachers to teach or students to receive learning, especially in learning Islamic religious education, prayer material. Because if teachers only use monotonous learning methods, it will make students bored and tired.

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