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Demonstration Method to Improve Prayer Practice

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ABSTRACT

Background. In the process of learning fiqh at MDA Ar-Rahmah, a variety of learning methods are needed and in accordance with the subject matter to be taught by the teacher.

Purpose. One of the learning methods is using the demonstration method.

Method. Various methods or techniques of presenting subject matter can be utilized by teachers in teaching and learning activities.

Results. In this study, researchers used the Classroom Action Research method (action research). So that this research procedure is adjusted to the Classroom Action Research (PTK) procedure which is carried out in a cyclic process, where each cycle consists of three meetings with four phases, including: (1) planning, (2) action implementation, (3) observation, and (4) reflection.

Conclusion. Based on the results of the study that children's abilities after using the demonstration method at MDA Ar-Rahmah have increased which can be seen in each Cycle I and II, where in cycle I there were 7 children categorized as not yet developing (46%), 8 children categorized as starting to develop (53%) and in cycle II there were 15 children categorized as starting to develop (100%) and cycle III there were 10 children starting to develop (67%) and 5 children categorized as developing as expected (33%).

KEYWORDS

Method, Demonstration, Practice

INTRODUCTION

Prayer is the first act of worship that is obligatory after saying the two creeds. The obligation to pray applies to men and women, free and slave, rich and poor, resident and traveler, healthy and sick. The first deed of a servant to be judged on the Day of Judgment is his prayer. Seeing the importance of prayer for a Muslim, in teaching and learning activities, efforts are needed to make the subject matter acceptable to students. One of the efforts that can be made is the use of appropriate methods, namely methods that are able to get all students involved in the learning atmosphere.

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The success of students in learning is influenced by several factors, one of which is the method used by the teacher in teaching. In reality, in learning the teacher uses a classic method, namely lecture, so that students are less active in learning and learning achievement is less than satisfactory, therefore it is necessary to use other methods to improve learning achievement. There are many learning methods used in delivering material, including lectures, discussions, questions and answers, demonstrations and others. However, not all of these methods can be used in delivering worship material.

There are two aspects of assessment in the subject of Jurisprudence, namely the theoretical aspect and the practical aspect. Both aspects have the same value weight. In fact, according to the author, the practical ability aspect of

OVERVIEW

Demonstration Method

Demonstration method is a teaching method in which the teacher or another person (who is deliberately requested) or the students themselves show or demonstrate movements, a process (working something, doing an action) with the correct procedure accompanied by explanations to the whole class. The students observe carefully, carefully with full attention and participation. (Mu'awanah, 2011)

The demonstration method is a way of presenting lessons by demonstrating and showing students about a process, situation or certain objects that are being studied both in actual form and in the form of imitations shown by the teacher or other learning resources who are experts in the subject matter that must be demonstrated. (Helmiati, 2012)

The demonstration method is a teaching method by demonstrating items, events, rules, and sequences of doing an activity either directly or through the use of learning media relevant to the subject matter or material presented. (Haerullah, 2017)

Furthermore, in the journal the effectiveness of the demonstration method in fiqh learning written by SY. Rohana said that Tayar and Saiful (2005: 51) stated that "The demonstration method can also fill spare time foster a sense of responsibility to students for all tasks assigned by the teacher and accustom students to study hard. Because in the demonstration method students get practical experience that can shape the learning process.

Prayer Practice

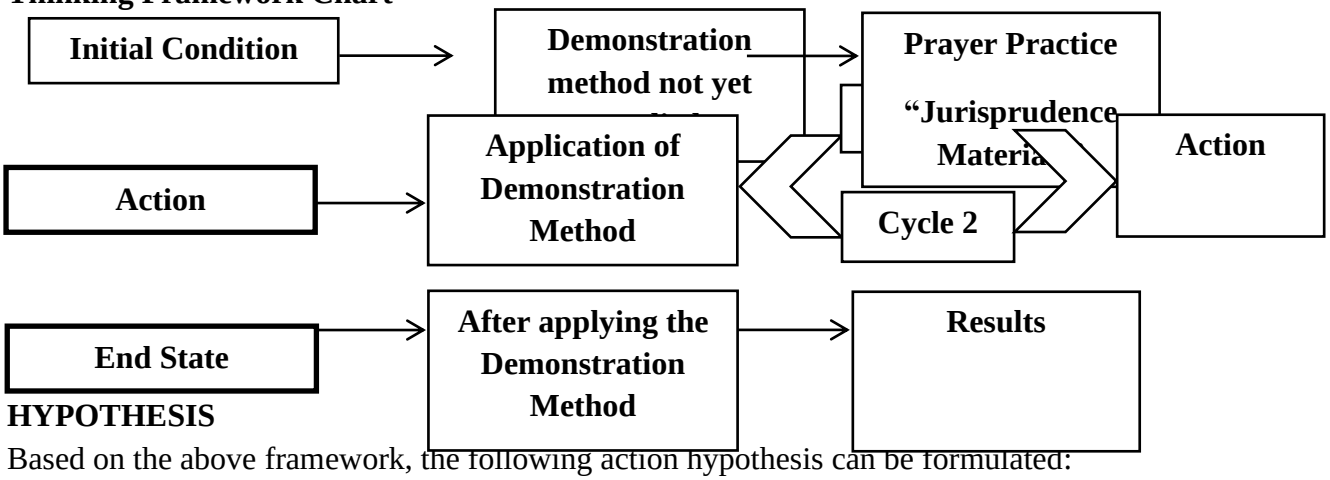
Prayer is the second pillar of Islam after the Shahada. Prayer is part of Islamic Religious Education material in the fiqh science section that must be learned by all Muslims (Karim, 2001). Some fiqh materials such as ablution, prayer, fasting, and so on are part of the developmental aspects that must be mastered by early childhood in the components of moral and religious aspects. This is in accordance with what is stated in the 2004 curriculum, that early childhood education is in order to help students develop various potentials both physically and psychologically which include moral and religious values, physical-motor, cognitive, social-emotional, and art to prepare themselves to enter the level of basic education (Wahyudin & Agustin, 2011).

Prayer is part of the aspect of religious education that must be given to children after material about tawhid. Prayer is an act of worship that proves one's faith in Allah SWT. In prayer, it contains heart worship in the form of intentions, oral worship in the form of certain recitations that are pronounced (pronounced), and acts of worship in the form of movements (kaifiyat) of prayer Prayer is a mahdhah worship, which is worship that has been regulated by sharia. The provisions must follow what was exemplified by the Prophet Muhammmad SAW. (Hasanah, 2018)

Basically, prayer teaching can be in.

FRAME OF MIND

Thinking Framework Chart



HYPOTHESIS

Based on the above framework, the following action hypothesis can be formulated:

If the demonstration method is applied properly and correctly, it can increase effective learning and improve prayer movements in students of Madrasah Diniyah Awaliyah Ar-Rahmah

RESEARCH METHODOLOGY

Researchers use the Classroom Action Research method (action research). So that this research procedure is adjusted to the Classroom Action Research (PTK) procedure which is carried out in a cyclic process, where each cycle consists of three meetings with four phases, including: (1) planning, (2) action implementation, (3) observation, and (4) reflection. The nature of this class action research is that it does not concern things that are static but dynamic, namely changes. So that in Classroom Action Research it does not concern the subject matter, but concerns its presentation, namely strategies, approaches, methods or ways to get results through a trial or experimental activity.

The purpose of this Classroom Action Research is to determine the success of the demonstration method in improving prayer practices in students at Madrasah Diniya Awaliyah Ar-Rahmah. In addition, it can find out about how to apply the demonstration method in increasing and improving movements in prayer practice.

In the implementation of research, the decision to continue or stop research at the end of a particular cycle depends entirely on the results achieved in the last cycle. If the results achieved have met the predetermined success criteria, then the research is stopped and if it has not achieved the expected results, then the researcher will continue the research.

The description of PTK developed by Kemmis and MC. Taggart

Flow of Classroom Action Research

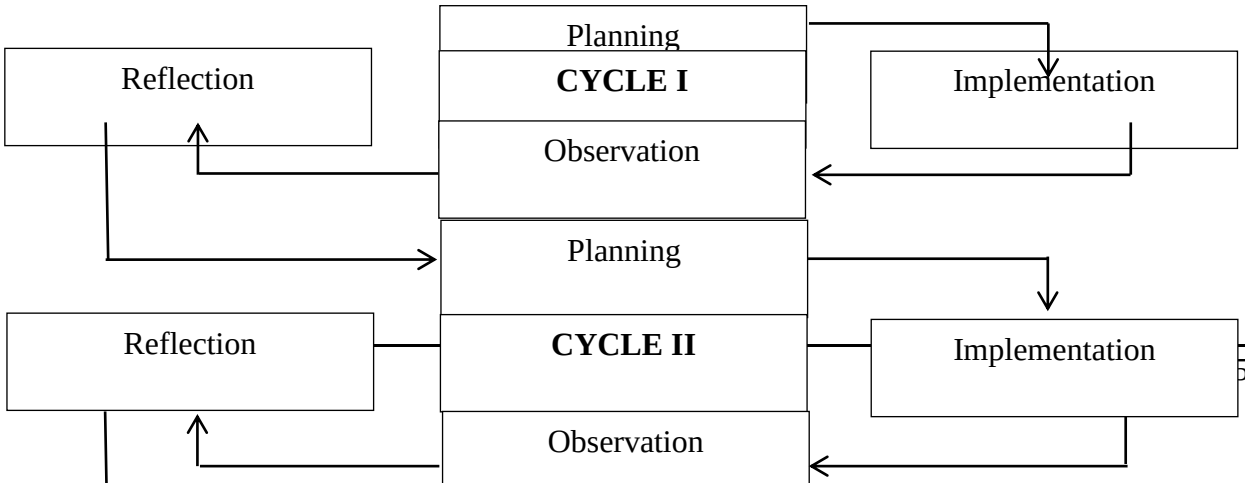


Figure 1: Model of Stages in Classroom Action Research (PTK) (Suharsimi, 2016)

Cycle Design

1. Planning
   Based on the findings, a learning improvement plan will be developed. At this stage the things that need to be prepared are:
   a. Improvement planning through lesson plans
   b. Material development
   c. Preparing learning media
   d. Developing research instruments
2. Implementation
   The action implementation stage is the stage of carrying out
   learning activities according to the plan. Researchers took action in three cycles and in each cycle used the Demonstration Method.
3. Observation
   The observation stage is the stage for collecting information materials by using observation sheets through direct observation of the state of students in the learning process.
   Observation is carried out during the action from beginning to end. Observation aims to find out the shortcomings and advantages that occur during the action on the application of the demonstration method in prayer practice. The shortcomings and advantages found will be used as guidelines in the next action so that the same mistakes do not occur. Observation is done by:
   a. Observe learners' prayer movements during the learning process Practice of prayer.
4. Reflection
   The step of recalling activities or reflection. Evaluation (reflection) is carried out after the action takes place to reflect on and review the results of the action in cycle I regarding prayer movements in students. The results of the reflection and review of the actions of the first cycle are then considered to look for several new alternative actions that are thought to be more effective in improving prayer movements in students. This alternative will be determined to be a new action on action planning in cycle II action research. And so on.
   The data collection techniques used in this research are observation sheets and documentatio n.

1. Observation
   Observation is a method or method of systematically analyzing and recording behavior by seeing or observing individuals directly. This observation is carried out by observing what is actually done by the individual and making objective notes about what is observed. Observations are made in order to find out the activities of children and the activities of

researchers during the learning process. All activities are recorded and if there are deficiencies, improvements are made in the next cycle.

This observation sheet contains indicators that will be observed by researchers based on the theory that is useful for seeing the achievement of the ability to practice children's prayer movements through the demonstration method. Research that is simplified according to the circumstances and conditions of students at MDA Ar-Rahmah in the 2022/2023 academic year.

Assessment Instrument for Practical Prayer Movement Skills

Variables	**No**	**Indicator**	**Skor**				**Ket**
			BB	**MB**	**BSH**	**BSB**	
Prayer Practice Ability	1	The child can stand up straight, recite the intention and Takbiratul ikhram					
	2	The child can do Ruku'					
	3	The child can do the Sujud movement and sit between two prostrations					
	4	The child can do the initial and final tahiyat sitting movements.					
	5	The child can say and do the salam movement					

Instructions : Give a mark (√) according to your opinion in teaching and learning activities based on the following criteria:

1= Undeveloped (BB)

2= Starting to Develop (MB)

3= Developing as expected (BSH)

4= Developing Very Well (BSB)

2. Documentation

Documentation is authentic evidence that corroborates events. The instrument used in collecting documentation is a digital camera. Documentation is used to prove the research during the research action process at MDA Ar-Rahmah.

RESULT AND DISCUSSION

A. Initial Conditions

The results of observations of the ability to practice prayer movements of class 1A pre-action students at MDA Ar-Rahmah on Jl. Habib Muhamad, Kel. Nagri Kidul, Kec. Purwakarta which was conducted on May 22, 2023 using the formula:

$$Pi = \frac{f}{n} \times 100$$

Description:
Pi= Observation Results
f= Total score obtained
n= total score (number of highest scores×number of indicators)

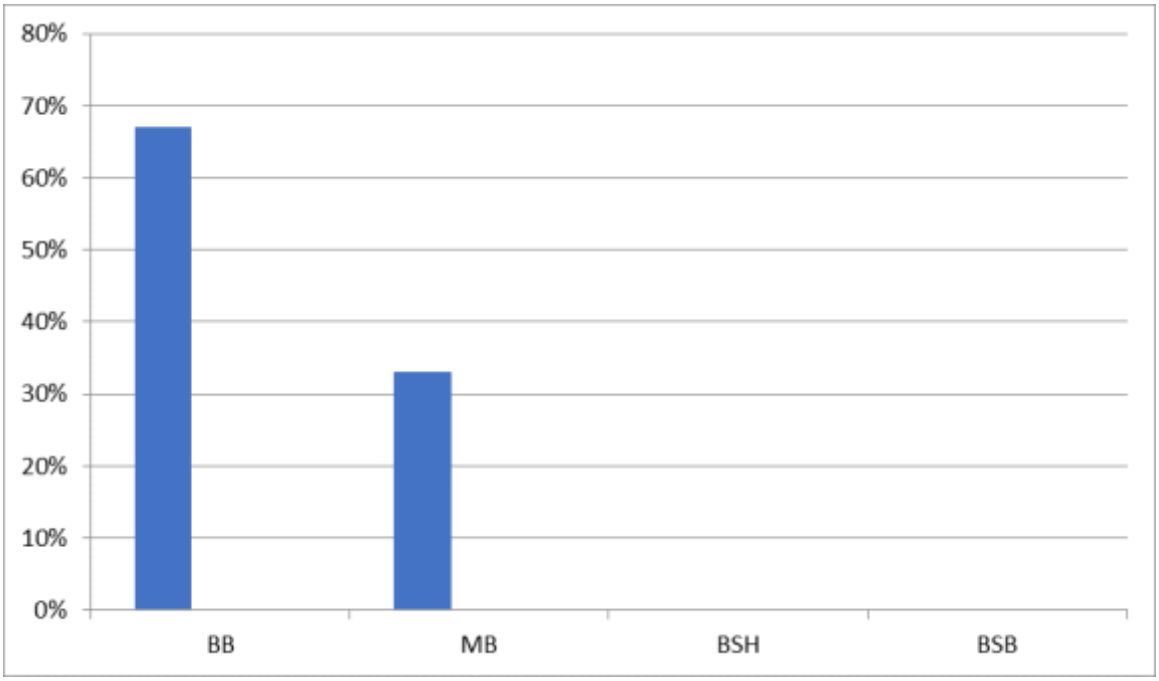
Based on the results of pre-action observations of students' ability to practice prayer movements, the average score is 5.3 out of 15 children, 10 children are still categorized as undeveloped 67%, 5 children are still categorized as starting to develop 33% and no children have obtained the category of developing as expected and developing very well. This condition shows that the ability to practice children's prayer movements is still low. For more details can be seen in the table below:

Summary of Observation Results of Prayer Practice Ability of Class 1A Children at MDA Ar-Rahmah Pre-action

No	Average Score	F	%	Description
1	16-20	0	0	Developing Very Well (BSB)
2	11-15	0	0	Developing as expected (BSH)
3	6-10	5	33%	Starting to Develop (MB)
4	0-5	10	67%	Undeveloped (BB)
Total		15 Children	100%	

Description:
F : Frequency Number of Children
% : Percentage of Child Score

From the tabular data in the form of pre-action observation results, it can be clarified through the following diagram:



B. Cycle I

The results of observations during the implementation of cycle I action research by researchers and 1A class teachers at MDA Ar-Rahmah show that the ability to imitate students' prayer movements can be improved after using the demonstration method. This can be seen from the indicators of the ability to practice student prayer movements that have been achieved that are more improved than the results of observations during the pre-cycle..

Average score Cycle I $\frac{85}{15} = 5{,}6$

% Student score Cycle I $\frac{6}{15} \times 100 = 40$

From these results it can be seen that in cycle I an average score of 5.6 was obtained. In the process of imitating prayer practice movements with the demonstration method, students who obtained the criteria began to develop. For more details can be seen in the table below:

Summary of Observation Results of Prayer Practice Ability of Class 1A Children at MDA Ar-Rahmah Cycle I

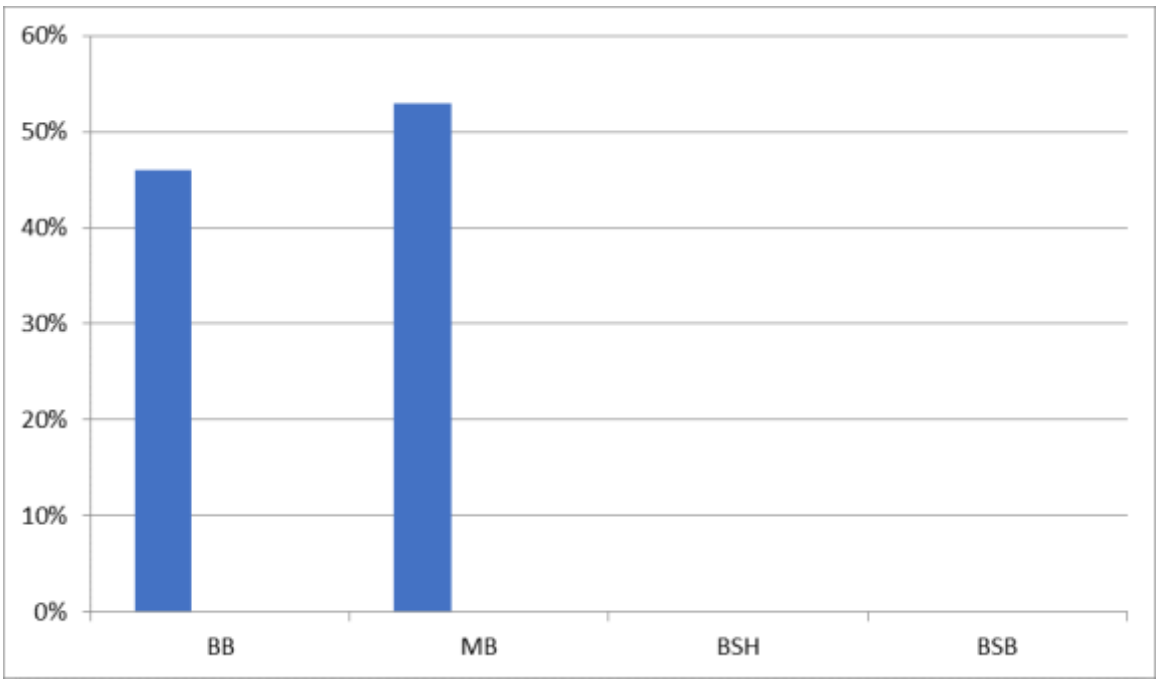
No	Average Score	F	%	Description
1	16-20	0	0	Developing Very Well (BSB)
2	11-15	0	0	Developing as expected (BSH)
3	6-10	8	53%	Starting to Develop (MB)
4	0-5	7	46%	Undeveloped (BB)
Total		15 Children	100%	

Description:

F : Frequency Number of Children

% : Percentage of Child Score

Based on the results of observations in cycle I, the researcher saw that the ability to imitate the movements of student prayer practices had not fully changed. It can be seen that in cycle I students who have not developed there are 7 students. And it can be further clarified through the bar chart below:



Description:

BSB = Developing Very Well

BSH = Developing as expected

MB = Starting to Develop

BB = Undeveloped

Cycle Reflection II

Based on the results of the reflection carried out by researchers with teachers in cycle I, in general, the ability to imitate the movements of children's prayer practices has not developed optimally. However, the ability to imitate the movements of children's prayer practices is still starting to develop. This is based on observations in cycle I that have not yet reached the criteria for starting to develop, developing as expected, and developing very well. It is necessary to take corrective action in cycle I.

C. Siklus II

The results of observations during the implementation of cycle II action research by researchers and 1A class teachers at MDA Ar-Rahmah show that the ability to imitate students' prayer movements can be improved after using the demonstration method. This can be seen from the indicators of the ability to practice student prayer movements that have been achieved that are more improved than the results of observations during the pre-cycle and cycle I.

Average score Cycle II $\frac{105}{15} = 7{,}6$

% Student score Cycle II $\frac{8}{15} \times 100 = 54$

From these results it can be seen that in cycle II an average score of 7.6 was obtained. In the process of imitating prayer practice movements with the demonstration method, students who obtained the criteria began to develop. For more details can be seen in the table below:

Summary of Observation Results of Children's Prayer Practice Ability class 1A at MDA Ar-Rahmah Cycle II

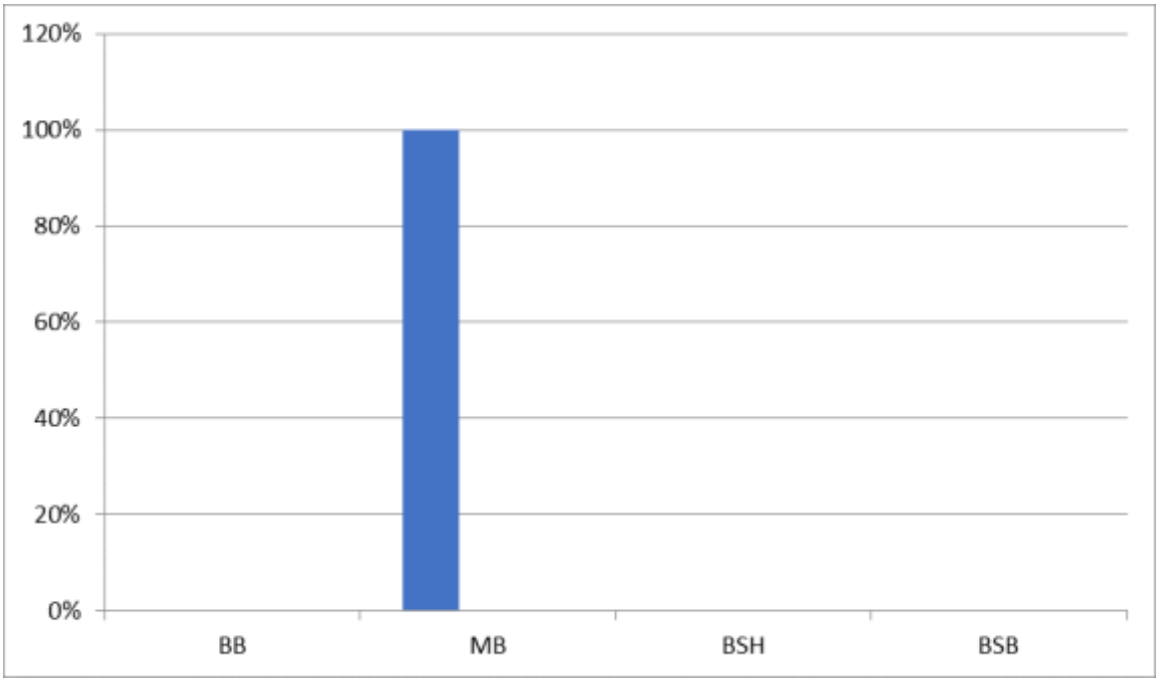
No	Average Score	F	%	Description
1	16-20	0	0	Developing Very Well (BSB)
2	11-15	0	0	Developing as expected (BSH)
3	6-10	15	100%	Starting to Develop (MB)
4	0-5	0	0	Undeveloped (BB)
Total		15 Children	100%	

Description:

F : Frequency Number of Children

% : Percentage of Child Score

Based on the results of observations in cycle II, researchers saw that the ability to imitate the movements of student prayer practices increased to the stage of starting to develop with a total of 15 students already starting to develop. And it can be further clarified through the bar chart below:



Description:

BSB = Developing Very Well

BSH = Developing as expected

MB = Starting to Develop

BB = Undeveloped

Cycle Reflection II

Based on the results of the reflection carried out by researchers with teachers in cycle II, in general, the ability to imitate the movements of children's prayer practices from the undeveloped stage to increase in the category of starting to develop. This is based on observations in cycle II.

D. Cycle III

The results of observations during the implementation of cycle III action research by researchers and 1A class teachers at MDA Ar-Rahmah show that the ability to imitate students' prayer movements can be improved after using the demonstration method. This can be seen from the indicators of the ability to practice student prayer movements that have been achieved that are more improved than the results of observations during the pre-cycle and cycle II.

Average score Cycle III $\frac{150}{15} = 10$

% Student score Cycle III $\frac{10}{15} \times 100 = 67$

From these results it can be seen that in cycle III an average score of 10 was obtained. In the process of activities to imitate the practice of prayer movements with the demonstration method, students who obtained the criteria developed as expected. For more details can be seen in the table below:

Summary of Observation Results of Children's Prayer Practice Ability class 1A at MDA Ar-Rahmah Cycle III

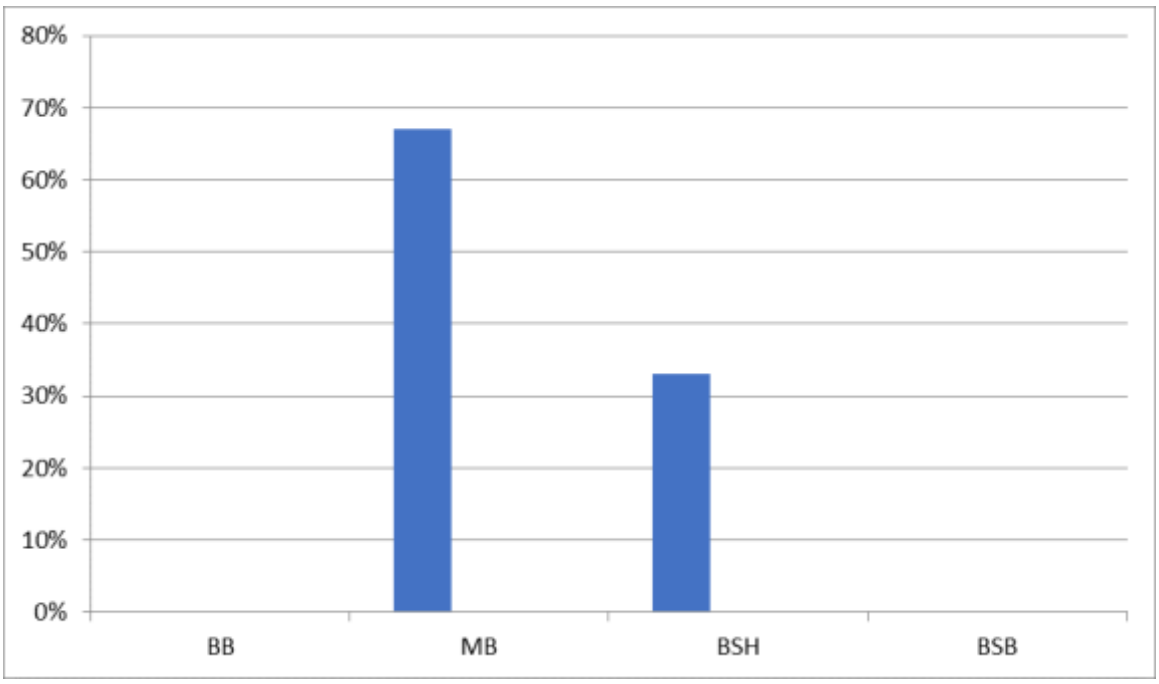
No	Average Score	F	%	Description
1	16-20	0	0	Developing Very Well (BSB)
2	11-15	5	33%	Developing as expected (BSH)
3	6-10	10	67%	Starting to Develop (MB)
4	0-5	0	0	Not Developing (BB)
Total		15 Children	100%	

Description:

F : Frequency Number of Children

% : Percentage of Child Score

Based on the results of observations in cycle III, researchers saw that the ability to imitate the movements of student prayer practices increased to the stage of developing as expected with a total of 10 students starting to develop and 5 students already developing as expected. And it can be further clarified through the bar chart below:



Description:

BSB = Developing Very Well

BSH = Developing as expected

MB = Starting to Develop

BB = Not Developing

Cycle III Reflection

Based on the results of the reflection carried out by researchers with teachers in cycle III, in general, the ability to imitate the movements of children's prayer practices from the undeveloped stage to increase in the category of developing as expected. This is based on observations in cycle III.

CONCLUSION

Based on the results of observations of classroom action research conducted for 2 cycles, several cycles of conclusions were obtained, namely:

1. The ability to imitate children's prayer practice movements before using the demonstration method at MDA Ar-Rahmah obtained an average value of 5.3 out of 15 children, 10 children are still categorized as not developing 67% 5 children are still categorized as starting to develop 33% and no children have obtained the criteria for developing as expected and developing very well. This condition shows that the ability to practice children's prayer movements is still low.
2. Children's abilities after using the demonstration method at MDA Ar-Rahmah in the 2022/2023 school year there was an increase that could be seen in each Cycle I and II, where in cycle I there were 7 children categorized as not yet developing (46%), 8 children categorized as starting to develop (53%) and in cycle II there were 15 children categorized as starting to develop (100%) and cycle III there were 10 children starting to develop (67%) and 5 children categorized as developing as expected (33%).
3. Children's response after applying the demonstration method to the ability to imitate the practice of children's prayer movements at MDA Ar-Rahmah, children look active in responding to research by fulfilling all observation research criteria and there is an increase at each meeting. So with the increase in each cycle this research is not continued because it has met the criteria in the observation sheet that the researcher did.

ADVICE

Based on the above conclusions, some suggestions can be given as follows:

1. For MDA teachers

   This research is expected to be input for education in order to have extensive knowledge about demonstration methods that can support improving the ability to practice children's prayer movements so that it can be used as a reference for educators to provide appropriate stimulation in developing the ability to practice children's prayer movements at MDA Ar-Rahmah.

2. For Schools

   As input for schools in improving the ability to imitate children's prayer movements through the demonstration method in children so that schools can produce children who have effective grammar both orally and in writing.

3. For Researchers

For future researchers, it is expected to continue this research, so that the results are developed and can be used as reference material in teaching and learning activities in the classroom.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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