

THE EFFECT OF THE DEMONSTRATION METHOD ON WUDHU LEARNING OUTCOMES OF GRADE 2 STUDENTS AT UPT SD NEGERI 064965 MEDAN TIMUR

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Abstract: *This study aims to analyze the effect of the demonstration method on the learning outcomes of Grade 2 students in learning wudhu at UPT SD Negeri 064965 Medan Timur. The main problem underlying this research is the low level of students' practical understanding in performing the correct wudhu movements. This research employed a quantitative approach using a pre-experimental design with a one-group pretest–posttest model. The research sample consisted of all Grade 2 students, totaling 30 learners. Data were collected through written tests to measure cognitive aspects and observation sheets to assess psychomotor aspects. The results showed a significant increase in the average post-test score compared to the pre-test score. Data analysis indicates that the demonstration method has a positive impact on the effectiveness of learning wudhu material. In conclusion, the consistent application of the demonstration method can improve students' learning outcomes and the quality of worship practices at the elementary school level.*

Keywords: *Learning Outcomes, Demonstration Method, Islamic Religious Education, Wudhu*

Introduction

Islamic Religious Education (IRE) at the elementary school level plays a crucial role in forming students' spiritual foundations and character from an early age. One of the essential basic competencies for Grade 2 students is understanding and being able to correctly practice the procedures of wudhu. Wudhu is not merely a routine before worship but a prerequisite for the validity of prayer, which is the pillar of religion. However, field observations show that many students at UPT SD Negeri 064965 Medan Timur still experience difficulties in memorizing the sequence and accurately performing wudhu movements.

The low learning outcomes are often caused by the use of conventional teaching methods that rely heavily on lectures. Grade 2 students are in the concrete operational stage, where they require visualization and direct experience to understand concepts effectively. The demonstration method serves as a solution to bridge theory and practice. Through this method, teachers can directly demonstrate the steps of wudhu, allowing students not only to listen but also to observe and imitate each movement in detail.

The implementation of the demonstration method creates more dynamic two-way interaction between teachers and students. Teachers act not only as information providers but also as role models who can be closely observed. This enables accurate imitation, where students can correct mistakes in hand, face, and foot movements in real time during practice. Sensory experiences gained through visual observation and motor activity have been proven to strengthen students' long-term memory retention more effectively than rote memorization alone.

In addition to improving cognitive and psychomotor aspects, the demonstration method also increases students' motivation and enthusiasm for learning. Classroom conditions become more engaging when students are given the opportunity to directly practice demonstrated movements. Students' confidence grows as they successfully perform the pillars of wudhu correctly under teacher guidance. Active participation ensures that each student truly masters the expected competencies without feeling overwhelmed by abstract material.

Moreover, the demonstration method provides meaningful learning experiences by actively involving students in the learning process. Learning becomes interactive rather than one-way. This direct involvement helps students retain material longer, as they see and practice each stage of wudhu in the correct sequence. The method also minimizes misunderstandings that often arise from purely theoretical instruction, allowing teachers to immediately correct mistakes and prevent incorrect habits in daily worship practices.

Furthermore, the demonstration method fosters positive learning habits such as discipline, orderliness, and responsibility. These habits are beneficial not only in learning wudhu but also in other learning contexts and daily life. Ultimately, mastering proper wudhu procedures through this method significantly impacts the quality of students' prayer practices in the future. Instilling discipline and cleanliness through correct wudhu practice is a strategic step in nurturing pious, well-mannered, and religiously conscious Muslim generations from an early age.

Therefore, this research is important to evaluate the effectiveness of the demonstration method in improving students' learning outcomes, both cognitively and psychomotorically. Through an interactive and visual approach, it is expected that students' learning motivation will increase, leading to significant improvements in learning outcomes at UPT SD Negeri 064965 Medan Timur.

Literature Review

Teaching wudhu material to lower-grade elementary students requires appropriate strategies to ensure that worship values are optimally internalized. The demonstration method is an instructional technique that emphasizes direct modeling of processes or sequences of activities. In the context of Islamic Religious Education, this method is highly effective because it minimizes students' misinterpretation of procedural worship movements such as wudhu and prayer.

This review focuses on three main aspects: the learning characteristics of Grade 2 elementary students, the effectiveness of visual media in practical learning, and the correlation between the demonstration method and improved learning outcomes. According to cognitive development theory, elementary school students require concrete objects to understand complex instructions. Observing teachers directly demonstrate wudhu helps students build stronger visual memory than merely reading text or listening to verbal explanations. Learning outcomes in this study are measured not only through written test scores but also through the accuracy of students' physical movements when practicing wudhu. The integration of theoretical understanding and practical skills serves as an indicator of the successful application of the demonstration method.

The demonstration method is defined as a way of delivering material by directly showing specific processes, steps, or skills. Educational experts agree that this method is suitable for practice-oriented materials because it allows students to learn through observation and imitation. In Islamic Religious Education, especially wudhu material, the demonstration method helps students understand worship procedures accurately according to Islamic teachings. Grade 2 students are typically in the concrete operational stage, where learning is more effective when presented through real examples and direct activities. Their relatively short attention span

requires varied and engaging learning approaches. Therefore, the demonstration method accommodates these needs by providing active, interesting, and easily understood learning experiences.

Visual media in practical learning plays an important role in strengthening students' understanding. Observing detailed wudhu movements demonstrated by teachers allows students to pay attention to every step, from intention to sequence. This aligns with visual-kinesthetic learning theory, which states that students learn faster and retain information better when visual and motor senses are engaged simultaneously.

Previous studies have shown that the demonstration method positively affects elementary students' learning outcomes in cognitive, affective, and psychomotor domains. This method increases student engagement, reduces practice errors, and creates a more conducive learning environment. Thus, the demonstration method is considered relevant and effective for teaching wudhu material.

Method

This study employed a quantitative approach with a pre-experimental one-group pretest-posttest design. The research was conducted at UPT SD Negeri 064965 Medan Timur, involving all 30 Grade 2 students as research subjects. The research procedure began with a pre-test to measure students' initial abilities, followed by the implementation of the demonstration method over three learning sessions, and concluded with a post-test.

The demonstration method was carried out by having the teacher demonstrate the correct sequence of wudhu, from intention to the supplication after wudhu, while students observed attentively. Data were collected using two instruments: a written test to measure cognitive aspects and an observation checklist to assess psychomotor skills. Data analysis was conducted using a paired t-test to compare learning outcomes before and after the intervention to determine whether the improvement was statistically significant.

Result and Discussion

The results indicate a significant improvement in the learning outcomes of Grade 2 students at UPT SD Negeri 064965 Medan Timur after the implementation of the demonstration method in wudhu learning. The average student score increased from 65 in the pre-test to 85 in the post-test. This shows that direct visualization of movements helps students understand the sequence of wudhu more accurately than verbal explanations alone.

The discussion reveals that the demonstration method effectively stimulates students' psychomotor skills. Students became more active and enthusiastic when asked to imitate the teacher's demonstrated movements. This finding aligns with learning theories stating that practical learning for elementary students is more effective through concrete demonstrations. The primary focus of this method is reducing procedural errors in performing wudhu so that students achieve the expected learning mastery.

Observations during the learning process also showed positive behavioral changes. Previously passive and less confident students became more willing to come forward and demonstrate wudhu steps. This indicates that the demonstration method influences not only cognitive aspects but also affective aspects such as confidence and learning motivation.

Additionally, the demonstration method facilitates teachers in evaluating learning. Teachers can directly observe students' mistakes, such as incorrect sequences or imperfect movements, and immediately provide feedback. This makes the learning process more effective and directed.

These findings support educational experts' views that practice-based learning is highly suitable for elementary students, especially for application-oriented Islamic Religious Education materials like wudhu, which require both theoretical understanding and correct practical skills.

Conclusion

Based on the research findings and discussion, it can be concluded that the application of the demonstration method has a positive effect on the learning outcomes of Grade 2 students in wudhu material at UPT SD Negeri 064965 Medan Timur. This is evidenced by the increase in average student scores from the pre-test to the post-test after the implementation of the demonstration method.

The demonstration method is effective in improving students' understanding not only cognitively but also psychomotorically through accurate wudhu movements. Students' direct involvement through observation and imitation helps them understand the sequence and procedures of wudhu more accurately and systematically.

Therefore, the consistent application of the demonstration method can enhance the effectiveness of Islamic Religious Education learning, particularly for practice-based materials such as wudhu. This method also contributes to improving the quality of students' worship practices at the elementary level and is recommended as an alternative instructional strategy to improve learning outcomes.

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