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IMPLEMENTATION OF DEMONSTRATION LEARNING STRATEGIES TO IMPROVE FIQH LEARNING ACHIEVEMENT OF QURBAN MATERIAL IN GRADE V STUDENTS OF MI NEGERI X 2022/2023

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ABSTRACT

This research is based on the following problems: (a) Does Demonstration Method Learning affect Fiqh learning achievement in Class V Students? (b) How high is the level of mastery of Fiqh subject matter with the application of the Demonstration Method Learning method to Class V students? The objectives of this study are: (a) To reveal the effect of Demonstration Method Learning on Fiqh learning achievement in Class V Students. (b) Want to know how far the understanding and mastery of Fiqh subjects after the application of Demonstration Method Learning in Class V Students. Each round consists of four stages: design, activity and observation, reflection, and reference. The target of this study is Class V students. The data obtained are in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis, it was found that student learning achievement increased from cycle I to cycle III, namely, cycle I (68%), cycle II (78%), cycle III (100%). The conclusion of this study is that the Demonstration Method method can have a positive effect on learning motivation in Class V students, and this learning model can be used as an alternative to Fiqh Learning.

Keywords: *demonstration learning, Fiqh, Qurban, students*

INTRODUCTION

In learning activities, there are two synergistic activities, namely teachers teaching and students learning. The teacher teaches how students should learn. While students learn how to learn through various learning experiences so that changes occur in themselves from cognitive, psychomotor, and affective aspects. Competent teachers will be better able to create an effective environment and will be better able to manage the teaching and learning process, so that student learning outcomes are at an optimal level.

All educational institutions have the same functions and responsibilities in carrying out the educational process in which there is planning, implementation and evaluation. All of this is done to produce a mature generation in all fields, both science, religion and other knowledge. So it is hoped that students as learning centers are able to become moral and knowledgeable human beings. Students in educational institutions, especially Class V, also experience several obstacles in the teaching and learning process. Especially in the study of Fiqh. Students sometimes think religious education is an easy and trivial lesson. However, when they are faced with rather difficult material, they do not try to dig and seek more understanding as in other studies. The tendency of children to avoid and until finally never understand.

From that, researchers try to make a breakthrough in the process of teaching and learning activities, rather students can understand and complete in their learning.

One alternative that can be done by a teacher to further activate and bring out student achievement in class is to use the Demonstration method . This strategy can be applied to

learning to achieve competencies that have been determined and known to students by distributing complete teaching materials.

Based on the background above, this study aims to reveal the influence of the Demonstration Method on student creativity in Fiqh lessons in Class V Qurban material for the 2022/2023 academic year and find out how far student creativity in Fiqh subjects in Qurban material is after the application of the Demonstration Method in Class V students. The results and findings of this study can provide information about the Demonstration Methodin Fiqh learning by Class V teachers for the 2022/2023 academic year.

METHOD

This research was carried out in accordance with the Hopkins model research design which began with preliminary actions then continued planning, action, observation, and reflection. The study was conducted as many as 3 cycles. The results of the evaluation in cycle I are still incomplete, so improvements were made in cycle II and there was another reflection and continued in cycle 3. Cycle I reflection is carried out to determine the corrective steps in cycle II, as well as for cycle III.

This research was conducted at MI Negeri X in the 2022/2023 academic year in the even semester, September 2022. The subjects of the study were Class V students for the 2022/2023 academic year. The data collection tool in this study is a teacher-made test whose functions are: (1) to determine how well students have mastered the given learning material in a certain time, (2) to determine whether a goal has been achieved, and (3) to obtain a grade. Then for the analysis technique, namely by quantitative data analysis and in the observation method, qualitative data is used.

RESULTS AND DISCUSSION

Question Item Analysis

Analysis of question item items is carried out before the use of the test as a research instrument. This process includes several important aspects. First, the validity of the question items is evaluated to determine the eligibility of the test. Of the 50 questions tested, 20 of them were invalid. Furthermore, reliability is tested after ensuring validity. The reliability coefficient was obtained at 0.754, exceeding the reliability standard. In addition, the difficulty level of the questions is also determined, with 25 easy questions, 15 medium questions, and 10 difficult questions. Finally, a discriminating power analysis was conducted to evaluate the ability of the question to distinguish high-ability students from low-ability. The results show that this test meets the requirements of validity, reliability, level of difficulty, and distinguishing power.

Cyclical Research Data Analysis

Cycle 1

In cycle I, teaching and learning activities are carried out with the Demonstration cooperative learning model. Nevertheless, the role of the teacher is still dominant in providing explanations and directions, because the model is perceived to be new to students. Formative test I is given to students to evaluate their success in the learning. The results showed that the average student score was 72, with 22 out of 32 students completing their studies, achieving 68% of the expected completion percentage of 85%. This shows that classically, students have

not finished learning. Factors found in the observations included lack of teacher motivation, poor time management, and lack of student engagement during learning. Therefore, reflection and reflection are needed to improve the quality of learning in the next cycle. Proposed measures include improving teachers' skills in motivating students, better time management, and more actively involving students in learning.

Cycle 2

In cycle II, researchers prepare learning tools including lesson plan 2, formative test question 2, and supporting teaching tools. The implementation of teaching and learning activities is carried out by the Demonstration method, with attention to revisions from the previous cycle. Observations are carried out in conjunction with the implementation of teaching and learning.

The results of the student activity assessment showed improvement from the previous cycle, with all students getting good to excellent grades. However, there are still aspects that need to be considered such as student motivation, guidance in formulating conclusions, and time management.

Formative test II was conducted to evaluate the success rate of students, which showed improvement from the previous cycle with an average score of 80 and a completion percentage of 78%. These results indicate an improvement in students' speaking skills, possibly due to additional motivation from teachers.

Reflection on observations mentions the need to better motivate students, guide them in formulating conclusions, and better time management. Therefore, the revision in the next cycle includes efforts to increase student motivation, bring the relationship between teachers and students closer, be more patient in guidance, and distribute time well, as well as provide more practice to students.

Cycle 3

In cycle III, researchers again prepare learning tools including lesson plan 3, formative test questions 3, and supporting teaching tools. The implementation of teaching and learning activities is carried out by the Demonstration method, with attention to revisions from the previous cycle. Observations are carried out in conjunction with the implementation of teaching and learning.

The results of the student activity assessment showed improvement from the previous cycle, with all students getting good to excellent grades. However, there are still aspects that need to be considered such as student motivation, guidance in formulating conclusions / finding concepts, and time management.

Formative test III was conducted to evaluate the success rate of students, which showed significant improvement with an average score of 87 and a completion percentage of 100%. This shows an increase in students' speaking skills, possibly due to an increase in teachers' ability to apply learning with the Demonstration method.

Reflection on observations shows that the teaching and learning process has been going well, with students active during learning and improvement from previous cycles. Therefore, revision in the next cycle requires only maximization and maintenance of what has been successfully done, with the aim of improving the learning process further.

Completeness of Students' Speaking Skills

Through the results of this study shows that learning with demonstrations has a positive impact in improving student achievement. This can be seen from the more stable students' understanding of the material delivered by the teacher (learning completeness increases from cycles I, II, and III), which are 68%, 78%, and 100%, respectively. In cycle III the completeness of student learning has classically been achieved.

Teacher's Ability to Manage Learning

Based on data analysis, student activity in the teaching and learning process was obtained by applying the Demonstration teaching model in each cycle has increased. This has a positive impact on student achievement, which can be shown by increasing the average score of students in each cycle which continues to increase.

Student Activities in Learning

Based on data analysis, student activities in the learning process were obtained Indonesian with the teaching model The most dominant demonstrations are, listening / paying attention to the teacher's explanation, and discussion between students / between students and teachers. So it can be said that student activities can be categorized as active.

As for teacher activities during learning, they have implemented the steps of teaching and learning activities by applying contextual teaching to problem-based teaching models well. This can be seen from the teacher's activities that appear including guiding and observing students in finding concepts, explaining difficult material, giving feedback / evaluation / question and answer.

CONCLUSION

Fiqh learning outcomes using the Demonstration Model for three cycles show a positive impact on student achievement. There is an increase in learning completeness from cycle to cycle, with the percentage reaching 100% in cycle III.

The application of the Demonstration Model also increases student learning motivation, which is reflected in students' interest and desire for active learning. In addition, learning with the Demonstration Model strengthens students' understanding of Fiqh material, especially about the Subject of Qurban and its meaning.

The results showed that the application of the Demonstration Model in Fiqh learning significantly increased student achievement, reflected in an increase in the level of learning completeness from cycle to cycle. In addition, this model also has a positive impact on students' learning motivation and their understanding of the material, especially in the subject of Qurban. To maximize learning effectiveness, it is recommended that teachers make careful preparations before applying the Demonstration Model, train students with various appropriate teaching methods, and conduct further research to explore the results obtained and make improvements for more optimal results in the future.

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