

Demonstration Method: Shalat Practices for MDTA Students

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ABSTRACT

The purpose of this writing is to improve shalat skills in early childhood. Movement and shalat readings are practiced using demonstration methods with rigorous experimentation. This research was conducted in class 2 of MDT Nurul Fatah Islamiyah Kadumekar Purwakarta which consisted of 28 students. Classroom action research uses experimental methods by treating the experimental class and comparing it with the control class. The different test uses a t-test of two related samples. The practice of shalat is carried out using the demonstration method. Before this treatment was carried out, students were still not able to practice reading and shalat movements properly. Nearly 20 students are still not able to read the obligatory readings in shalat such as reading surah al-Fatihah properly, reading *tasbih* when bowing and prostrating, and reading *tasyahud* at the beginning and end. In the shalat movement also looks still not perfect. *Ruku* movements that are still less inclined and not *tuma`ninah*. Likewise with other movements. After the treatment was carried out, around 25 students were able to practice reading and shalat movements well. There are 3 students who are still not optimal due to other factors such as difficulties in reciting the Qur'an.

INTRODUCTION

Educational institutions are places and fields in instilling character in students (Tabroni & Purnamasari, 2022). Cultivating our character as leaders and the school community plays an important role in providing good role models to students (Muhammad et al., 2021). In this case we need habituation to create positive habits in building a religious culture in these institutions. Building a religious culture in madrasas is done in three ways: invitation, practice, and habituation (Tabroni et al., 2021). The built madrasah culture certainly has its own purpose, namely to assist in fostering students (Tabroni, 2019). In fostering students to process them into adults and good manners, of course by building a religious culture in the madrasah (Tabroni & Mukti, 2022).

Shalat is the second pillar of Islam where the meaning of shalat is that it begins with *takbir* and ends with greetings (Tabroni et al., 2022). The obligatory shalats consist of *Maghrib*, *Isha*, *Fajr*, *Asr* and *Dzuhur* shalats. Shalat is the first and foremost thing and even determines the safety of a Muslim in the afterlife (Tabroni & Juliani, 2022). The first thing a servant will be brought to account for on the Day of Judgment is shalat (Nurhadi et al., 2020). A good deed that becomes a consideration for the quality of life is shalat (Nur A. S et al., 2022). Shalat is able to provide future decisions in the hereafter (Tabroni et al., 2020).

By seeing how important and especially shalat is, shalat should be taught from an early age (Dea Kamelia et al., 2023). Although basically shalat is not an obligation that must be fulfilled by a child who is still young, it is the obligation of parents and teachers to introduce and teach it (Nurilhaq & Tabroni, 2022).

Learning to pray should be instilled as early as possible, so that when adults are fully aware of the practice of shalat. Therefore the Learning Method for practicing shalat for Grade 2 students at MDTA must really use the right learning method, one of the methods used is the Demonstration Method. With the Demonstration method students will see directly the shalat movements taught by the teacher to students and students will repeat and practice directly.

LITERATURE REVIEW

Early childhood is an individual who is in a period of growth and development both physically and psychologically (Winfred F.Hill, 2012), (Schunk, 2015). This period is a very important and fundamental period that must be the main concern of parents and teachers in providing guidance and direction as well as character building, so that later children are expected to have a good personality and benefit themselves, religion, society, nation and Country (Tabroni et al., 2021). Likewise in terms of education and teaching of religion, at this time is the most appropriate time to start introducing and teaching children about Islamic religious education, especially the issue of shalat which is the pillar of religion (Tabroni, Imam, Fatimah, Dina, Hidayat, M. Fahmi, H, n.d.).

Demonstration Media is a learning media where a teacher will practice shalat movements in front of students directly and followed by students (Nawawi et al., 2022). Shalat is a routine worship that must be done by Muslims as a means of approaching themselves to Allah, especially *fardhu shalat* (Dea Kamelia et al., 2023). Shalat is very important for Muslims, because it is the pillar of religion (Erma Nurdaningsih et al., 2023). The contents are sayings and deeds

that start from *takbiratul ihram*, then end with greetings in harmony with certain conditions.

METHODOLOGY

The problem that must be solved starts from the problem of learning practice or starts from the practice of shalat. This class action research model refers to the Kemmis and MC Taggart models which describe that action is described as a dynamic process from the aspects of planning, action (implementation), observation (observation), reflection where this research uses the class action method. The main characteristic of classroom action is the existence of an action that must be corrected and perfected through the learning process.

The next method uses the interview method with the homeroom teacher to find out the extent to which students practice shalat movements so that to investigate student activity profiles during learning, the observed data is processed into percentages. The scores obtained by students for each aspect are then calculated using the formula:

$$P = \frac{\text{student's total score}}{\text{Ideal maximum score}} \times 100 \%$$

With the interpretation of values for each aspect of the activity listed as follows:

80% or more = Very good

60%-79% = Good

40%-59% = Enough

21%-39% = Low

0% - 20% = Very Low

RESEARCH RESULT AND DISCUSSION

Based on the results of interviews with the homeroom teacher of class 2 MDT Nurul Fattah Islamiyah Kadumekar Purwakarta there are still some students who have not fully been able to practice their shalat movements and reading so that the value of shalat practice is still below the average value. This factor is none other than one of the reasons the method of demonstrating the shalat movement has not been fully implemented.

Even though the world of children is a world of play, in teaching shalat it cannot be done in a playful way because children will think that shalat can be made for fun and not be serious (Tabroni & Karlina, 2022). However, parents or teachers also cannot demand that children can perform shalats perfectly, because this is the stage of introduction and early learning for children (Newstrom, 2006). There are several techniques that can be done in teaching shalats to children, namely: (1) inviting children to pray together when they are young (around 2-4 years old), (2) teaching reading and the correct procedure for praying when they are old around 5-7 years, (3) checking and monitoring the children's reading and shalat procedures, both when praying alone or in congregation, (4) reminding children to always pray, and (5) getting children used to praying in congregation.

The steps taken in the demonstration method:

1. Do careful planning before learning begins.
2. Formulate learning objectives with the demonstration method, and choose the right material to demonstrate.
3. Start the demonstration by attracting the attention of all students, and creating a calm and pleasant atmosphere.
4. Do an evaluation of the learning that has been implemented, both on the effectiveness of the demonstration method and on student learning outcomes.

This demonstration method involves all 28 grade 2 students with direct assessment, where the teacher will perform a shalat movement and be followed by all students.

Table 1. The test consists of Shalat Practice Scores

No	Movement Description	Score
1	Takbirotul Ihrom	10
2.	Read the Iftitah Shalat	10
3.	Ruku	10
4	Get up from bowing	10
5.	Read bow shalat	10
6.	I'tidal	10
7.	prostrate	10
8.	Sit between 2 prostrations	10
9.	Final tasyahud	10
10.	Regards	10

The assessment criteria are as follows: one shalat movement with the correct reading, namely a score of 10 and if all the shalat movements are correct with the reading, the score is 100.

Table 2. Data on The Results of the Ability to Practice Shalat for Class II Students M DTA Nurul Fattah Islamiyah Maracang Purwakarta

No	Student's name	Value Without Demonstration X	Demonstration Value Y
1	Adelia	60	80
2	Alia Febriyani Rizky	65	80
3	Azzahra Fitria Hisana Nisa	70	25
4	Febi Mega Silvia	60	85
5	Chelfa	54	70
6	Cinta Amelia Putri	70	70
7	Dewantara Adiradjasa	80	64
8	Ibra Alvaro	66	85
9	Indriyani Agustin	70	64
10	Irma Handayani	71	85

11	Kim Berly Chandra P	65	70
12	Laeli Nur Azmi	65	36
13	Mikayla Asshifa	60	80
14	M. Azril	60	75
15	Muhammad Akbar	70	80
16	Muhammad Fahri Al-Farizi	65	80
17	Nafisa	65	80
18	Naila Siska Aprilia	64	75
19	Nugi Saputra	70	75
20	Nurhanipah	71	80
21	Raisa Nazaella Wendis	66	70
22	Salsa Nabila	65	75
23	Selfi Nur Hapipah	65	70
24	Sigiet Rizki Riyadi	60	70
25	Topan Gunawan	70	75
26	Nafisa	60	75
27	Naila Siska Aprilia	75	70
28	Nugi Saputra	80	85
Average value		66.5	72.5

By looking at the results of field observations at MDTA Nurul Fattah Islamiyah Kadumekar Purwakarta from grade 2 there was a change in the ratio of the average score for each student from learning shalat practice without demonstration to learning shalat practice with demonstration from an average result of 66.5 increasing to 72.5. This indicates that the importance of applying the Demonstration method in learning practice, especially shalat practice.

CONCLUSIONS AND RECOMMENDATIONS

Shalat is a routine worship that must be done by Muslims as a means of approaching themselves to Allah, especially fardhu shalats. Shalat is very important for Muslims, because it is the pillar of religion. The contents are sayings and deeds that start from takbiratul ihram, then end with greetings in harmony with certain conditions.

Demonstration Media Is a learning medium in which a teacher practices shalat movements in front of students directly and is followed by students. This demonstration media is very important in the learning process of shalat practice. The survey proved that there was an increase in grades from an average value of 66.5 to 72.5 where the assessor was directly involved in the teacher practicing the shalat movements and being followed by the students. The research was at MDTA Nurul Fattah Islamiyah Kadumekar Purwakarta.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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