

## ENHANCING LEARNING OUTCOMES IN *SALAT FARDU* THROUGH THE DEMONSTRATION METHOD AND DRILL TECHNIQUES

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### Abstract

*This research aims to describe the application of demonstration methods and drill techniques on the subject of fardu prayers for grade 2 students at SD Negeri 3 Pelang, Mayong District, Jepara, and to describe learning outcomes on the subject of fardu prayers for grade 2 students at Pelang 3 Public Elementary School, Mayong Jepara. This research is classroom action research (CAR) with a qualitative approach. This research was conducted in class II of SD Negeri 3 Pelang. The research was conducted in the odd semester of 2023-2024. The primary data sources are teachers, school principals, and grade 2 students at SD Negeri 3 Pelang. The data collection technique uses test, observation, interview, and documentation techniques. The data analysis techniques used are data reduction, data presentation, and conclusion. Data validity checking techniques use diligent observation, triangulation, and peer checking. The results of this research are: (1) The implementation of learning is divided into three cycles, namely Pre-Cycle, Cycle 1, and Cycle II. The use of demonstration methods and drill techniques on the subject of fardu prayers by teachers in explaining, and demonstrating in front of the class and then students re-enacting the prayer movements and repeating them over and over helps learning. (2) Based on the results of the analysis carried out by researchers regarding learning outcomes from pre-cycle, cycle I, and cycle II, there has been an increase. In the pre-cycle, the average score was 58.75 with 16 students who completed and 16 who did not complete with a presentation of 50%. In cycle I the average score was 74.06 with 23 students who completed and 9 who did not complete with a presentation of 71.9%. Meanwhile, in cycle II the average score was 81.41 with 29 students who completed and 3 who did not complete with a presentation of 90.6%. With the increase in learning outcomes, many students have been able to perform and adapt the movements and read the fardu prayers correctly, although there are still some who have not yet mastered them completely.*

**Keywords :** *Demonstration method, Drill technique, Fardu prayer*

### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan metode demonstrasi dan teknik latihan pada mata pelajaran salat fardu untuk siswa kelas 2 di SD Negeri 3 Pelang, Kecamatan Mayong, Jepara, serta mendeskripsikan hasil belajar siswa pada mata pelajaran tersebut. Penelitian ini merupakan penelitian tindakan kelas (PTK) dengan pendekatan kualitatif. Penelitian dilakukan di kelas II SD Negeri 3 Pelang pada semester ganjil tahun ajaran 2023-2024. Sumber data utama adalah guru IRE, kepala sekolah, dan siswa kelas 2 SD Negeri 3 Pelang. Teknik pengumpulan data menggunakan tes, observasi, wawancara, dan dokumentasi. Teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Teknik pemeriksaan keabsahan data menggunakan pengamatan cermat, triangulasi, dan pemeriksaan sejawat. Hasil penelitian menunjukkan bahwa: (1) Pelaksanaan pembelajaran dibagi menjadi tiga siklus, yaitu Pra-Siklus, Siklus I, dan Siklus II. Penggunaan metode demonstrasi dan teknik latihan pada mata pelajaran salat fardu dilakukan oleh guru dengan menjelaskan, mendemonstrasikan di depan

kelas, kemudian siswa mempraktikkan kembali gerakan salat dan mengulangnya secara berulang-ulang sehingga membantu proses pembelajaran. (2) Berdasarkan hasil analisis yang dilakukan peneliti terhadap hasil belajar dari Pra-Siklus, Siklus I, dan Siklus II, terdapat peningkatan. Pada Pra-Siklus, nilai rata-rata mencaIRE 58,75 dengan 16 siswa tuntas dan 16 siswa tidak tuntas (persentase ketuntasan 50%). Pada Siklus I, nilai rata-rata mencaIRE 74,06 dengan 23 siswa tuntas dan 9 siswa tidak tuntas (persentase ketuntasan 71,9%). Sementara itu, pada Siklus II, nilai rata-rata mencaIRE 81,41 dengan 29 siswa tuntas dan 3 siswa tidak tuntas (persentase ketuntasan 90,6%). Dengan adanya peningkatan hasil belajar, banyak siswa yang mampu melakukan dan menyesuaikan gerakan serta bacaan salat fardu dengan benar, meskipun masih ada beberapa yang belum sepenuhnya menguasai.

**Kata Kunci:** Metode demonstrasi, Teknik latihan, Salat fardu

## INTRODUCTION

Islamic Religious Education (IRE) is education that fundamentally develops the morals of students through familiarization with and practicing Islamic teachings as a whole. Therefore, Islamic Religious Education is a conscious effort to prepare students to believe, understand, appreciate and practice the Islamic religion (Sisca Amelia, 2022: 1902). Islamic religious education is a systematic and pragmatic effort to guide students so that Islamic teachings can truly be embedded in their personalities. Islamic religious education is also given to students at school, apart from that, instilling Islamic religious education also starts from the family, environment and good society. One of the teachings of Islamic religious education is prayer (Qayi, 2021: 648).

The main material for Islamic religious education in elementary schools includes worship, which includes the subject of fardu prayers. Prayer is a form of worship that begins with the takbiratul ihram movement and ends with greetings. Students at SD Negeri 3 Pelang class II have not been able to perform fardu prayer movements well and correctly, due to a lack of knowledge and learning activities in Islamic education, especially in the practice of fardu prayer. Therefore, as a teacher, you must show, carry out and convey information clearly and well to students in improving their prayer skills so that what they see and the commands they hear can be well received by the child's brain.

In the fardu prayer sub-chapter material, so far the teacher's teaching methods have been good but there is not enough variety to increase students' interest in learning so that there are still some students who have not memorized the prayer readings and movements properly and correctly. The practice of prayer is an important part of learning, especially for students. They will use learning the practice of prayer throughout their lives, because this is part of the obligations in the Islamic religion, for this reason it is very important to learn the practice of prayer properly and correctly (Meldawati, 2021: 2305)

To achieve this goal, relevant methods are needed in learning so that students do not just listen to the explanations given by educators, because the use of teaching methods functions as a tool to arouse students' interest in learning. In other words, the application of teaching methods is a way that can attract students' interest and attention when learning. Therefore, the use of methods must be appropriate and in sync with the material to be taught and in accordance with class conditions so that learning objectives can be achieved optimally.

In teaching and learning activities at SD Negeri 3 Pelang, Islamic religious education teachers only know that their students have memorized and can perform the prayer movements, but without paying attention to whether the students are able to recite the reading according to the prayer movements properly and correctly. Based on the results of temporary observations that the author found in the field at a school in Jepara Regency, namely Pelang 3 Elementary School, Mayong District, especially on Islamic Religious Education material for grade 2 students, it appears that the ability to practice prayer in adapting reading and movements is still low.

Achieving basic competency in the sub-chapter material on fardu prayers which requires students to be able to practice fardu prayers well and correctly is still far from what was expected. Therefore, as a professional teacher, of course this problem needs to be resolved immediately. The teacher is the main factor in the learning process. The teaching and learning process cannot be separated from the role of a teacher in using various techniques, methods and learning media so that learning objectives can be achieved well. The learning process cannot be separated from the interaction patterns between teachers and students that occur in learning (Syifaul Wahid, 2022: 213) .

According to Imam Muttaqin, et al. (Imam Muttaqin, Galuh Tisna Widiana, 2022: 19) in overcoming various problems in classroom learning, teachers must of course have a very important role in achieving learning objectives in accordance with the teaching strategies used, one way is by choosing the right method. There are several things that teachers need to pay attention to before deciding what method to use, including; learning objectives, characteristics of learning materials, forms of activities, class size, teacher abilities, student conditions, and school facilities.

The learning process will run smoothly if teachers or teaching staff can master appropriate methods in carrying out teaching and learning activities. Learning methods are part of instructional strategies, learning methods function as a way to present, explain, give examples and provide exercises to students to achieve certain goals, but not every learning method is appropriate to what is used to achieve the desired learning goals (Martinis Yamin, 2010: 145) . Djamarah argues (Djamarah, 2006: 3) that a learning method is a method used to achieve predetermined goals. In the teaching and learning process, methods have a large role in learning activities. The abilities that students are expected to have will be determined by the relevance of using methods according to the objectives. There are various methods that can be used in teaching and learning activities. Its use depends on the formulation of the objectives (Gunarto, 2013: 15) .

The theory of learning methods by Gagne's cognitive theory, namely human knowledge, explains the various processes of information that is received, stored and retrieved to become learning material and produce learning outcomes. Based on this theory, a learning method was born as a motivation for humans to achieve success in learning that is clear, urgent, deepening and developing (Erni Ratna Dewi, 2018: 44-46) .

Methods also act as a source of teaching and learning. One of them is the Demonstration Method and *Drill Technique* . The Demonstration Method is a method or method of learning that is imitative by demonstrating or showing something in front of students which is done inside or outside the classroom. One of the advantages of this

method is that students can be interested and appreciate the learning, so that students will be more motivated in participating in learning (Ariep Hidayat and Maemunah, 2020: 83) .

Apart from that, this method can also attract students' attention to focus on what is being demonstrated. *Drill* technique or *training technique* is a technique or way of teaching students by carrying out exercises so that students have dexterity or abilities above the abilities being studied. This means that this method is the provision of repeated training to students in order to acquire a certain skill (Sri Kusri, 2018: 17) . By using demonstration methods and *drill techniques* , it is hoped that it can attract and improve prayer skills properly and correctly.

According to Akmal (Akmal, 2018: 65) Teachers are required to use methods that are appropriate and appropriate to students' conditions so that they are interesting, do not cause boredom and are easy to understand. For example, in IRE learning, the demonstration method is used to explain the material and demonstrate or practice prayer, ablution and tayammum with the aim of providing students with basic knowledge of performing prayer, ablution and tayammum. This knowledge is important so that it becomes the basis for the next steps of the learning process. Through the application of this method, students will have the skills to carry out the worship taught. Furthermore, after knowing the theory and being able to practice it, it is hoped that students will be able to practice it well and consistently in their daily lives.

## **METHODS**

The research method uses classroom action research. This action research was carried out to improve the quality of the learning process. In this case, this research focuses on the learning process, which is usually called CAR (*Class Room Action Research*), which seeks to examine and reflect on learning in the classroom. This learning process cannot be separated from the interaction between students, educators, classrooms, learning materials and learning resources. So, what is studied is the ability to think, critical students, and the learning process that occurs during learning using the methods presented (Yusroh Urwatun Wutsqo, 2022: 37) .

The research method is an effort to observe and explore a problem by using scientific methods carefully and thoroughly to collect, process, analyze data and draw conclusions systematically and objectively in order to solve a problem or test a hypothesis to obtain knowledge that is useful for human life. In research methods, there are several things that must be considered, namely research approach, research sources, data collection techniques, and so on (Rifa'i Abubakar, 2021: 2) .

This research uses a qualitative approach to understand and find answers to the research studied. A qualitative approach is research that produces descriptive data in the form of written or spoken words obtained from someone and the behavior observed. This type of research is classroom action research (*CAR*). Classroom action research (*CAR*) is a research design specifically designed to improve the quality of practice in teaching and learning activities in the classroom and to improve the quality of the learning process.

Teachers who conduct classroom action research play a dual role, namely as teacher and researcher (Mohammad Adnan Latief, 2010:81) .

The author uses the *Kemmis and Taggart research model*. *Kemmis and Taggart's* spiral model is based on research carried out not just once but repeatedly. The design used in the classroom action research carried out by the author is a two-cycle CAR, in one cycle there are four main steps, including: planning, implementation, observation and reflection *Kemmis and Taggart* ( Margaretha Madha Melissa, 2015 : 144 )

Criteria Success Action

1. Understanding of learning fardu prayer material based on the end of cycle test is said to increase if in the learning process there is an increase in the number of students who complete it.
2. Students' learning activities are said to increase if in the learning process there is an increase in students' learning activities.
3. The percentage of student learning outcomes has increased from cycle one to cycle two with a minimum completeness criterion of 70.

## RESULTS AND DISCUSSION

### A. Description of Research Data

The curriculum used at SDN 3 Pelang already uses the independent learning curriculum as stated by Mrs. Ngateni, S.Pd.I is as follows:

"The curriculum currently used at SD Negeri 3 Pelang is the independent learning curriculum except for grades 3 and 6 which still use the 2013 curriculum" (Ngateni, 2023)

Based on the explanation from Mrs. Ngateni, S.Pd.I above, information was obtained that SDN 3 Pelang uses an independent learning curriculum except grades 3 and 6. Before carrying out learning activities in class, of course before teaching the teacher first prepares learning materials, formulates the goals to be achieved, prepares the tools that will be used in a teaching and learning activity and carries out an evaluation.

According to Mrs. Ngateni, S.Pd.I., she also explained the preparation before teaching, as follows:

"What I prepare before teaching is to first observe KI (core competencies), KD (basic competencies), and learning objectives first. After that, I thought about lesson plans , teaching modules and appropriate strategies so that the learning objectives could be achieved" (Ngateni, 2023)

From the statement of Mrs. Ngateni, S.Pd.I., it shows that teachers must know the learning objectives, both special and main objectives, as well as aspects that need to be developed, both cognitive, affective and psychomotor, so that learning can be effective and does not deviate from these objectives. Learning resources have an important role in learning activities because they can help teachers improve their knowledge and provide students with opportunities to develop according to their potential. According to Mrs. Ngateni, S.Pd.I., she explained that the learning resources used in IRE learning at SDN 3 Pelang are:

"The learning resources used are usually worksheet books, textbooks, the internet, and other books that are appropriate to the teaching material" (Ngateni, 2023).

From the statement of Mrs. Ngateni, S.Pd.I., it shows that learning resources do not only have to come from LKS books and package books at school. However, teachers can also look for other sources on the internet.

In learning, the thing that needs to be considered is choosing the right method. Determining the method must be adjusted to the objectives and material to be presented. As explained by Mrs. Ngateni, S.Pd.I. As follows:

"For the method I use when teaching, I usually use the lecture method, but for material that can be put into practice, I use the demonstration method so that my students can carry it out correctly" (Ngateni, 2023).

From the information above, it shows that in determining the use of methods it is adjusted to the objectives and material so as not to deviate. As in fardu prayer material, it is impossible for the teacher to only explain theoretically. However, it can be combined with demonstration methods.

When learning fardu prayer material, of course there is media that needs to be prepared so that the learning objectives are achieved. From the results of interviews with Mrs. Ngateni, S.Pd.I. he said that:

"For the fardu prayer material, the media used are LKS books, sejadah and mukena for female students so they can practice it directly and the place is in a place of worship. (Ngateni, 2023) "

From the information above, in learning media fardu prayer material prepared by Mrs. Ngateni, S.Pd.I. namely LKS books, sejadah and mukena for female students. Because the SDN 3 Pelang school already has a building for worship, it will be easier to practice it directly in the school prayer room.

In the subject of the fardu prayer sub-chapter, prayer is a worship that begins with the takbiratul ihram movement and ends with greetings. When carrying out prayer activities, you must also get used to it from an early age so that you get used to it when carrying out daily activities. In achieving basic competency in fardu prayer material in class 2, students want to be able to practice fardu prayer well and correctly. In the results of interviews conducted with Mrs. Ngateni, S.Pd.I. related to the ability to practice fardu prayers in class 2 are as follows:

"For class 2, there are already several students who are able to perform fardu prayers, although not all students can recite them and for those at Madrasah Diniyah schools, on average they have mastered the reading but to adapt to the movements they still need guidance" (Ngateni, 2023).

From the information above, it shows that in class 2 of SDN 3 Pelang there are still students who are not yet able and are still confused about adjusting the prayer movements and readings and need guidance from the teacher.

In learning, of course there are obstacles that hinder the learning process. In the results of an interview with Mrs. Ngateni, S.Pd.I., there are several obstacles when teaching in class 2, namely as follows:

"The difficulties faced are the same as in other lessons, namely that many children still like to talk during the lesson, don't want to listen, and there are some children who can't read yet" (Ngatani, 2023).

From this information, the obstacles faced by Mrs. Ngatani, S.Pd.I., came from students who still liked to talk and did not pay attention to the teacher.

## B. Data analysis

In carry out study action class 2 Where is SD Negeri 3 Pelang Mayong Jepara? only problem use method demonstration and technique *drill* as effort increase results Study participant educate on material prayer fardu. Use of methods This done with use steps start from pre cycle , cycle I and cycle II. From steps can be describe the data as following:

### 1. Pre Cycle

This pre-cycle data was obtained from the IRE teacher, namely Mrs. Ngatani, S.Pd.I. Before carrying out the research, the researcher took pure learning result data. This means learning outcome data without being reduced or added. This learning result data will later become a comparison of learning results with the application of the methods that will be tested, namely demonstration and *drill* with the help of picture cards. Based on the results of IRE learning on the subject of fardu prayer for class II students at SD Negeri 3 Pelang before using the demonstration method and *drill technique* , it can be seen from the number of students being 32, consisting of 18 male students and 14 female students, namely that the participants There were 7 students who got a score of 75, a score of 70 there were 9 students, a score of 55 there were 2 students, a score of 50 there were 3 students, a score of 45 there were 5 students, and a score of 40 there were 6 students.

Based on data, it can be concluded that the results of Islamic Religius Education learning in the discussion of fardu prayers in class I SD Negeri 3 Pelang Mayong in the pre-cycle (before the demonstration method and *drill technique were applied* ) below the Minimum Completeness Criteria or a score of 70 there were 16 students or 50% and above the Minimum Completeness Criteria there were 16 students or 50% .

### 2. Cycle I

In cycle I, the researcher conducted research for 1 week using the steps for each learning cycle including planning, action, observation and reflection. This planning stage includes formulating temporary specifications for improving learning outcomes, compiling learning plans, preparing observation sheets, and preparing teaching materials, materials and evaluation tools. After planning, the next step is action or implementation of learning, including presenting material using demonstration methods and *drill techniques*, presenting information about learning material, creating a pleasant learning atmosphere, giving students opportunities to be more interactive and active, and observing each student's learning activities. . After the action or observation, observation continues which includes examining learning results,

examining the results of observations of learning activities, and examining the results of student observations carried out in cycle I. After the observation is a reflection which includes the results of the observations that have been made and then analyzed and discussed with the teacher as reflection material to be used .

The detailed activities in cycle I are:

1. Opening Activities: the teacher begins the lesson by greeting and inviting the students to pray together, the teacher checks the students' attendance, the teacher conditions the students to be ready to take part in the lesson, the teacher conveys the learning objectives and steps of activities that will take place in the lesson and conveys an outline of the scope of the material covered. will be studied.
2. Apperception: at the beginning of chapter 4, the apperception activity begins with the teacher confirming that students are at the beginning of this subchapter, students are invited to recall the previous material, and the teacher asks questions about the material on the call to prayer and ikamah and then links it to the "fardu prayer" material.
3. Core Activities: students are in groups with their classmates, students are invited to observe the pictures in the student's textbook, students tell the results of observing the picture while answering questions in the student's book, students are also given the opportunity to ask questions regarding the results of observing the picture , students are also given the opportunity to ask questions regarding the results of observing the picture , the teacher provides additional explanations and reinforcement of what the students put forward regarding the results of their observations, students with the teacher's assistance, read material about fardu prayers, the teacher again provides explanations related to prayer, understanding fardu prayers, obligatory conditions, valid conditions for prayer, pillars of prayer, sunnah of prayer, and things that invalidate prayer, the teacher explains about obligatory conditions, conditions for valid prayer, pillars of prayer, sunnah of prayer, and things that cancel prayer, movements and reading the prayer repeatedly, then practicing it , the teacher checks students' understanding by conducting questions and answers , students are given the opportunity to practice prayer movements and readings in groups , the teacher evaluates the results of group work and provides additional explanations and reinforcement of what students practice about prayer movements and readings , the teacher gives awards to students whose practice results have a higher level of truth verbally , the teacher provides additional explanations and reinforcements put forward by students regarding prayer movements and readings, and how to practice them , the teacher provides opportunities for students if there are any which is still not understood .



4. Closing Activities: teacher and students conclude the lesson that has been discussed, ask questions about the material that has been studied to find out the results achieved in the learning process, the teacher conveys the lesson at the next meeting, the teacher invites all students to end the lesson by observing silence and praying, and teachers and students together say hamdalah.

Based on the results of IRE learning on fardu prayer material for class II students at SD Negeri 3 Pelang when using the demonstration method and *drill technique* in cycle I, it can be seen that the number of students was 32, consisting of 18 male students and 14 female students, namely that There are 1 students who get a score of 95, a score of 90 there is 1 student, a score of 85 there are 4 students, a score of 80 there are 7 students, a score of 75 there are 6 students, a score of 70 there are 4 students, a score of 65 there are 3 students, and there are 6 students with a score of 60.

Based on these data, it can be concluded that the IRE learning results in class II fardu prayer material at SD Negeri 3 Pelang in cycle I are below the minimum Completeness Criteria, namely below the score of 70 for 9 students or 28.1% and above the minimum Completeness Criteria there are 23 students or 71.9%.

Based on the explanation above, it can be concluded that the results of IRE learning in fardu prayer material using demonstration methods and *drill techniques* for class II SD Negeri 3 Pelang are said to be increasing, because of the 32 students, the IRE learning results of students are below the minimum completion criteria, namely below a score of 70 there are 9 students or 28.1% and above the Minimum Completeness Criteria there are 23 students or 71.9%.

### 3. Cycle II

In implementing cycle II, the researcher conducted further research for a week using the demonstration method and *drill technique* in learning IRE on fardu prayer material, then using the steps for each learning cycle in this research design including planning, action, observation and reflection. In this planning stage, the researcher creates a learning implementation plan based on the results of reflection in cycle I. If there are problems that have not been resolved, the teacher and researchers will solve problems that have not been resolved in cycle 1 and will be implemented in cycle II. After planning, namely the action or implementation of cycle II, at this stage the researcher carries out learning on fardu prayer material using demonstration methods and *drill techniques* that have been prepared based on the results of learning from cycle I. Next, observation which includes examining learning results, examining the results of observations of learning implementation, and examine the results of student observations in cycle II. After the observation is a reflection which includes the results of the observations that have been made which are then analyzed and discussed with the teacher as reflection material to be used.

The detailed activities in cycle I are:

1. Opening Activity: the teacher begins the lesson by greeting and inviting the students to pray together, the teacher checks the students' attendance, the teacher conditions the students to be ready to take part in the lesson, the teacher conveys the learning objectives and steps of activities that will take place in the lesson and conveys an outline of the scope of the material covered. will be studied.
2. Apperception: at the beginning of chapter 4, the apperception activity begins with the teacher confirming that students are at the beginning of this subchapter, students are invited to recall the previous material, and the teacher asks questions about the fardu prayer material and then relates it to the material in everyday life.
3. Core Activities: students are in groups with their classmates, students are invited to read the reading that has been given by the teacher, students tell the results of the reading while answering questions in the reading, students are also given the opportunity to ask questions regarding the results of reading the reading, students who others are welcome to answer questions from their friends, the teacher provides additional explanations and reinforcements that are put forward by students, the teacher asks students to state the meaning of fardu prayer, the teacher asks students to mention the obligatory sharah, valid conditions for prayer, the pillars of prayer, the sunnah of prayer, and things that canceling the prayers that were learned last week together, the teacher explains the prayer movements and readings repeatedly, then puts them into practice, the teacher checks the students' understanding by asking the students in groups to IREr pictures of the prayer movements that are not in sequence, the students are given opportunity to practice prayer movements and readings together, the teacher evaluates and provides additional explanations and reinforcements that students practice regarding prayer movements and readings, the teacher gives awards to students whose practice results have a higher level of truth orally, the teacher provides an explanation additions and reinforcements expressed by students regarding prayer movements and readings, and how to practice them, the teacher provides opportunities for students if there is something they still don't understand.
4. Closing Activities: teacher and students conclude the lesson that has been discussed, ask questions about the material that has been studied to find out the results achieved in the learning process, the teacher conveys the lesson at the next meeting, the teacher invites all students to end the lesson by observing silence and praying, and teachers and students together say hamdalah.

Based on the results of IRE learning on fardu prayer material for class II students at SD Negeri 3 Pelang when using the demonstration method and *drill technique* in cycle II, it can be seen that the number of students was 32, consisting of 18 male students and 14 female students, namely that There are 2 students who

get a score of 100, a score of 95 there is 1 student, a score of 90 there are 7 students, a score of 85 there are 3 students, a score of 80 there are 9 students, a score of 75 there are 4 students, a score of 70 there are 3 students, and there are 3 students with a score of 65.

Based on these data, it can be concluded that the results of IRE learning in fardu prayer material using demonstration methods and *drill techniques* for class II SD Negeri 3 Pelang in cycle II are below the Minimum Completeness Criteria, namely below the score of 70, there are 3 students or 9.4% and above the Minimum Completion Criteria there are 29 students or 90.6%.

### C. Discussion

Based on the results of data analysis during the pre-cycle, it can be concluded that the IRE learning outcomes in the discussion of fardu prayers in class II of SD Negeri 3 Pelang Mayong in the pre-cycle (before the demonstration method and *drill technique were applied* ) were below the Minimum Completeness Criteria or with a score of 70 there are 16 students or 50% and above the Minimum Completeness Criteria there are 16 students or 50%

Based on the results of data analysis during cycle I or after the pre-cycle which was carried out for a week, the results of IRE learning about fardu prayer material in class II of SD Negeri 3 Pelang using the demonstration method and *drill technique* had increased, namely those that were still below the Minimum Completeness Criteria. that is, there are 9 students below a score of 70 or 28.1% and those above the Minimum Completion Criteria are 23 students or 71.9%.

Based on the results of data analysis during cycle II or after cycle I which was carried out for a week, the IRE learning results on fardu prayer material using the demonstration method and *drill technique* for class II SD Negeri 3 Pelang were below the minimum completeness criteria, namely below 70. 3 students or 9.4% and above the Minimum Completion Criteria there are 29 students or 90.6%.

The recapitulation of the improvement in learning outcomes is presented in the following table:

*Table 4. 1* Recapitulation of pre-cycle, cycle I and cycle II learning outcomes

No.	Name	Pre Cycle	Cycle I	Cycle II
	Amount	1675	2370	2605
	Average	58.75	74.06	81.41
	Complete	16	23	29
	Not Completed	16	9	3
	Presentation	50 %	71.9 %	90.6 %

Based on the data analysis and recapitulation of the improvement in learning outcomes above, it can be concluded that there is an increase in IRE learning outcomes in fardu prayer material using demonstration methods and *drill techniques* for class II SD Negeri 3 Pelang Mayong. In this way, the hypothesis proposed by the researcher can be accepted as true, with the more frequent use of demonstration methods and *drill techniques* , the better and better the learning

outcomes of IRE subject students will be in the class II fardu prayer material at SD Negeri 3 Pelang Jepara.

Besides referring to the assessment of the results of learning activities starting from pre-cycle, cycle I, cycle II. Students at SD Negeri 3 Pelang were also invited to practice prayer movements directly. Starting from reading prayer intentions, takbiratulihram movements and readings, iftitah prayer readings, surah al fatihah readings, short surah readings, bowing movements and readings, iktidal movements and readings, prostrate movements and readings, movements and readings while sitting iftirasy, movements and readings initial tasyahud, movement and reading of final tasyahud, and reading greetings. At the first time or when the pre-cycle and cycle I were carried out, many students were still confused about adjusting the reading to their movements. However, when cycle II was carried out, students were able to do it correctly, although there were still some students who were confused or had not yet mastered it completely.

## CONCLUSION

Based on research results related to the use of demonstration methods and *drill techniques*, From the discussion and analysis of research data that the researcher presented in the previous chapters, the conclusions in this thesis are:

The implementation of learning is divided into three cycles, namely Pre-Cycle, Cycle 1, and Cycle II. This Pre-Cycle activity is pure learning outcomes data. This means that learning outcome data is without deduction or addition from IRE teachers at SD Negeri 3 Pelang. Cycle 1 carried out learning using demonstration methods and *drill techniques* in the classroom. Meanwhile, in cycle II, learning uses the demonstration method and *drill technique* after carrying out an evaluation in cycle I regarding the shortcomings implemented in the class. The use of demonstration methods and *drill techniques* on the subject of fardu prayers is very helpful for teachers when the teacher explains, then demonstrates in front of the class and then the students re-enact the prayer movements and repeat the prayer readings.

Learning using demonstration methods and *drill techniques* on the subject matter of fardu prayers has been proven to improve the learning outcomes of grade 2 students at SD Negeri 3 Pelang. Based on the results of the analysis carried out by researchers , regarding the results learning starting from the pre-cycle, cycle I, and cycle II has increased. Where in the pre-cycle the average score was 58.75 with students who completed 16 and those who did not complete 16 with a presentation of 50%, in the first cycle the average score was 74.06 with students who completed 23 and those who did not complete 9 with presentation was 71.9%, while in cycle II the average score was 81.41 with 29 students who completed and 3 who did not complete with a presentation of 90.6%. With the increase in learning outcomes, many students have been able to perform the movements and recite fardu prayers correctly, although there are also some students who are confused or have not yet mastered them completely.

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