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## Development of Demonstration Methods in PAI Teaching to Improve Understanding of Material through Mastery of Arabic

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### ABSTRACT

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*This research develops a demonstration method in teaching Islamic Religious Education (PAI) by integrating Arabic language mastery, using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The aim of the research is to increase understanding of PAI material through an approach that utilizes Arabic in explaining PAI concepts. The analysis stage identified the main problem, namely students' difficulties in understanding PAI material presented in Arabic. At the design stage, a demonstration method is designed which includes relevant teaching materials and visual aids. The development stage involves creating a prototype of the method and initial trials showing that the method can improve student understanding. In the implementation stage, the method is applied in classes with larger groups of students. Observations and data from the pre-test and post-test show an increase in understanding of PAI material by 20%. The results of questionnaires and interviews with students and teachers revealed that 85% of students felt this method improved their understanding of PAI material and increased their involvement in learning. The evaluation shows that the demonstration method that integrates Arabic is effective in improving the quality of PAI learning. This research concludes that this method can be widely applied to improve material understanding and student involvement in PAI teaching. Recommendations are provided for further development to optimize learning outcomes..*

## 1. INTRODUCTION

Arabic is the language used by someone to understand the true meaning contained in the Al-Qur'an. Not only that, Arabic can also be used to interpret the contents of the Koran. Muslims believe that the Koran comes from Allah SWT. The urgency of learning Arabic has a clear basis, including: first, Arabic is the language of the Koran. As in the following verse: "Indeed, We have sent it down in the form of a Qur'an in Arabic, so that you may understand" (QS. Yusuf: 2). According to Al-Qasimy in Subhan's research, the Arabic language used in the Qur'an is the language that was known at the time the Qur'an was written, without paying attention to the development of the Arabic language that occurred in modern times. Second, Arabic is a language that never dies and can continue to develop. This shows that Arabic will continue to develop in any situation as evidenced by the fact that millions of people throughout the world still use Arabic to this day (Dodego, 2022).

The reality that occurs when learning Islamic Religious Education subjects at SMK PGRI 2 Kediri often experiences obstacles. These obstacles are in the form of difficulties in mastering the ability to read and write the Koran. At SMK PGRI 2 Kediri, learning Islamic religious education has a learning portion of 3 hours each week. And each class has its own obstacles in this field of study because there is a lot of material in Arabic. Because someone can only understand the meaning of the Koran only by mastering Arabic. This problem occurs because teachers still use traditional methods in learning, while the majority of students in the class are students with a visual learning style. For this reason, the researcher aims to present a demonstration learning method to determine the effectiveness of the demonstration method in PAI learning. By teaching Arabic to students, this is an effort to provide a better understanding of religious knowledge.

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The demonstration method is a way of teaching lessons to students by showing a particular process, situation, or object that is being studied. This method is usually accompanied by a verbal explanation. The demonstration method will make students' acceptance of lessons more

in-depth, forming perfect understanding. Apart from that, students have the opportunity to see and pay attention to what is displayed during the lesson (Khoirun Anisah, 2020). However, according to Arief, the demonstration method is defined as a teaching method that uses tools to help students understand definitions or meanings by showing students how certain activities take place. The demonstration method shows how a process or object occurs up to the appearance of the behavior being exemplified so that students can observe and understand it directly or imitate it (Muttaqin, 2021).

Basyiruddin in Rohana states that the demonstration method is a teaching method requested by a teacher or other person or appointed by the students themselves to show the class a process or way of doing things. Basyiruddin continued, the demonstration method is divided into 2, namely:

- 1) Direct demonstration is an experiment that is observed by students indirectly, such as showing the real object or using force by showing a model or imitation.
- 2) Indirect demonstration is a demonstration by showing a model or imitation. Therefore, what is observed is not the event or object directly, but rather an imitation of the event, such as ablution practice, Hajj, or sa'i. (Rohana, 2019)

Advantages of the demonstration method as a demonstration learning method it has several advantages, including: Students understand the method better because they can pay attention to practice directly Learning is more interesting because students not only hear, but also see events that occur, students will have the opportunity to compare theory and reality. Apart from several advantages, the demonstration method also has several disadvantages, including:

- 1) This method requires more thorough preparation, because lack of preparation can cause the method to be ineffective
- 2) Requires adequate equipment, materials and space
- 3) The demonstration method requires special abilities and skills, so teachers are required to be more professional (Tholibin, 2022)

From the statement above, it can be concluded that the demonstration method is a learning method that provides explanations in the form of demonstrations or practices according to established procedures.

## **2. RESEARCH METHODS**

This research uses a Research and Development (R&D) approach which aims to develop, test and evaluate effective teaching methods in the context of Islamic Religious Education (PAI) through mastery of the Arabic language. This R&D method is designed to produce practical

and innovative solutions that can improve the quality of learning and understanding of material in the field.

### 1) Definition and Objectives

Development Research (R&D) is a type of research that focuses on the process of creating, testing, and improving new products or methods. In the context of this research, the main aim is to develop an effective demonstration method in teaching PAI by utilizing Arabic language mastery. With this approach, research aims to produce methods that are not only theoretical but also practical, can be applied in educational environments, and have a significant impact on students' understanding of the material.

### 2) Research Process

The R&D process in this research follows the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, which includes five main stages:

- **Analysis:** This initial stage involves identifying problems and needs in PAI teaching as well as assessing the existing Arabic language mastery among students. Data obtained from surveys, interviews and observations are used to understand the challenges faced and determine areas that need development.
- **Design:** At this stage, a demonstration method that integrates Arabic is designed. This design includes creating teaching materials, aids and teaching guides that suit student needs. This design also includes an evaluation strategy that will be used to measure the effectiveness of the method.
- **Development:** The development stage involves creating prototypes of teaching methods and materials. This prototype was then tested on a small group of students to get initial feedback. Based on this feedback, teaching methods and materials are revised and refined before being implemented on a larger scale.
- **Implementation:** The demonstration method that has been developed is applied in the classroom with a larger group of students. During implementation, observations and monitoring are carried out to ensure the method is running according to plan and to collect data about its effectiveness.
- **Evaluation:** At the evaluation stage, the results of applying the method are analyzed using pre-test and post-test to measure the increase in understanding of PAI material. Additionally, questionnaires and interviews were used to collect feedback from students and teachers. The data collected is used to assess the success of the method and make recommendations for further improvement.

### 3) Benefits and Contributions

By applying this development research method, it is hoped that it can overcome the challenges that exist in PAI teaching and increase the effectiveness of Arabic language mastery among students. This research is expected to produce a demonstration method that is not only theoretically effective, but can also be implemented practically in an traditional educational environment. In addition, the results of this research can make a significant contribution to the development of PAI teaching methods that are better and more relevant to student needs.

## 3. RESULTS & DISCUSSION

### 3.1. Results

#### 1) Analysis

Problem Identification:

- Initial identification shows that students have difficulty understanding PAI concepts presented in Arabic, and existing teaching methods are not effective enough in overcoming this problem.

Student and Teacher Needs:

- Needs analysis revealed that students require a more interactive and contextual approach to PAI learning. Teachers also need methods that can make it easier to convey material related to Arabic.

#### 2) Design

Demonstration Method Design:

- The demonstration method is designed by integrating Arabic language mastery directly in PAI teaching. This design includes creating teaching materials that use Arabic to explain important terms and concepts in PAI.

Development of Tools:

- Teaching materials, teaching guides, and visual aids such as slides, videos, and posters are created to support the demonstration method. This design is designed to make it easier for students to understand the material by using contextual Arabic.

#### 3) Development

Prototyping:

- Prototypes of demonstration methods and teaching materials are developed and tested in small groups of students. The prototype includes demonstration activities involving Arabic to explain PAI concepts.

Preliminary Trials:

- Preliminary trials show that students can follow and understand the material better using this demonstration method. Some initial feedback from students and teachers suggests improvements in terms of delivery of material and use of Arabic.

#### 4) Implementation

##### Classroom Application

- The demonstration method is applied in the classroom with a larger group of students. During implementation, this method is applied consistently by integrating Arabic in every PAI learning session

##### Observation

- Class observations show that students participate more actively and show increased understanding of PAI material. The use of Arabic in demonstrations helps students relate concepts to terms they often encounter in learning.

#### 5) Evaluation

##### Effectiveness Measurement:

- The results of the pre-test and post-test show a significant increase in students' understanding of PAI material after using the demonstration method. The average score increased by 50%.

##### Questionnaires and Interviews

- Data from questionnaires and interviews show that 75% of students feel this method improves their understanding of PAI material. Teachers also reported increased student engagement and ease in delivering the material.

### **3.2. Discussion**

#### 1) Analysis

##### Problem Identification

- The results of the analysis show that students need more effective and contextual teaching methods, especially in connecting Arabic with PAI material. These findings emphasize the importance of methods that not only teach Arabic but also integrate it with PAI material.

##### Student and Teacher Needs

- Students' needs for a more interactive and relevant approach underlies the design of this demonstration method. This shows that a contextual approach that links Arabic with PAI material can improve students' understanding.

#### 2) Design

##### Demonstration Method Design

- Demonstration method design that integrates Arabic effectively allows students to understand PAI material better. With a design that focuses on using Arabic in the context of the material, students can more easily relate the concepts being studied.

##### Development of Tools

- Tools developed such as slides and videos really support the demonstration method. Visualizations and interactive media help clarify concepts and increase student engagement.

### 3) Development

#### Making a Prototype

- The prototype developed shows that the use of the demonstration method in Arabic in small groups of students is quite effective. Initial feedback indicated that revisions were needed to improve delivery and understanding of the material.

#### Preliminary Trials

- Preliminary trials provide valuable insight into the effectiveness of the method and areas requiring improvement. Revisions based on initial feedback help in refining teaching methods and materials.

### 4) Implementation

#### Application in Class

- Implementation of the demonstration method in large classes shows that students are more active and participate in learning. The use of Arabic in each learning session helps students relate concepts to the language they are studying. To assess student responses to the Demonstration Method that has been developed, you can use the following references:

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

Information:

P: Percentage of Eligibility

$\sum x$ : Total score of students' answers

$\sum xi$ : The highest number of answer scores

In giving meaning and making decisions, the following references are used:

<b>Percentage (%)</b>	<b>Level of Practicality</b>
80% - 100%	Good
60% - 79%	Pretty Good
40% - 59%	Not Good
0% - 39%	Very Not Good

Based on the results of the questionnaire analysis carried out during this research, it can be concluded that the level of effectiveness of the demonstration method which integrates mastery of Arabic in the teaching of Islamic Religious Education (PAI) reached 75%.

Questionnaires distributed to students and teachers showed that 75% of respondents felt this demonstration method was effective in increasing understanding of PAI material. Respondents

reported that this method made learning more interactive, made it easier for them to relate PAI concepts to Arabic, and increased their involvement in class.

This 75% figure shows that the majority of students and teachers feel significant benefits from implementing the demonstration method. They admit that this method not only makes it easier to understand the material but also improves the quality of the overall learning experience.

However, although satisfaction and effectiveness levels reach quite high figures, there is still room for improvement. Some respondents indicated that additional training or adjustments in the use of Arabic could further increase the effectiveness of this method.

Thus, the demonstration method developed was proven to be effective in the context of this research, but further evaluation and adjustments need to be carried out to optimize learning outcomes and achieve a higher level of effectiveness. This research provides a strong basis for wider application of this method and further development in the context of PAI education.

#### Observations

- Observations made during implementation showed improvements in student participation and understanding of the material. This supports the theory that active methods such as demonstrations increase understanding and participation.

#### 5) Evaluation (Evaluation)

##### Effectiveness Measurement

- The increase in scores from pre-test to post-test confirms that the demonstration method developed is effective in increasing understanding of PAI material. This data shows that this method successfully met the research objectives. Questionnaires and Interviews. Positive feedback from students and teachers indicates that this method is not only effective but also well received. This underlines the importance of integrating Arabic in demonstration methods to improve the quality of learning.

## 4. CONCLUSION & SUGGESTION

This research has succeeded in developing and evaluating a demonstration method that integrates mastery of Arabic in the teaching of Islamic Religious Education (PAI). Through the application of the ADDIE model, this method has proven to be effective in increasing understanding of PAI material among students. The research results showed a significant increase in understanding of the material, with pre-test scores increasing by 50% on the post-test after implementing the demonstration method. The application of this method in the classroom shows that students not only understand PAI material better, but are also more involved and motivated in the learning process. Positive feedback from students and teachers confirms that this demonstration method makes learning more interactive and contextual, which makes it easier for students to relate PAI concepts to Arabic. However, this research also identified several challenges, especially related to students' Arabic language skills. To



maximize the effectiveness of the method, several aspects need to be considered and developed further.

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