



# The Effect of Demonstration Methods on Learning Outcomes in Madrasah

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## Article Information:

Received January 10, 2025

Revised February 15, 2025

Accepted March 18, 2025

**Keywords:** *Demonstration method, learning outcomes, fiqh subject*

## Abstract

Demonstration methods play an important role in learning at madrasahs because they can visualize religious material in a concrete way. This study aims to determine the effect of the use of demonstration methods by teachers as a learning method on student learning outcomes. This study employs a quantitative method with a quasi-experimental design using a pretest-posttest control group design. In this study, the effect of the demonstration method on student learning outcomes will be examined. The subjects of this study are two classes: Class 3A as the experimental class and Class 3B as the control class. Data collection techniques involve the use of questionnaires and documentation. The data collection instruments used in this study were test questions and student answer sheets. The data obtained were analyzed using the Statistical Product and Service Solution for Windows version 20. The results of the study showed that student learning outcomes in fiqh material could be seen from the average pretest scores of 58.35% for the experimental class and 40.41% for the control class. After the demonstration method was applied, the posttest results in the experimental class improved to 82.71%, while those in the control class improved to 58.12%. Based on the output results of the "Test Statistics," it is known that the Asymp. Sig. (2-tailed) value is  $0.000 < 0.05$ . Therefore, it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, which states that there is an effect of the demonstration method on fiqh learning outcomes in Madrasah.

## INTRODUCTION

Indonesia has experienced significant developments in the field of education, as evidenced by the increasing diversity of teaching methods used, one of which is online learning (Magdalena et al., 2020; Maslulah & Afifah, 2022; Ningsih, 2021; Pambudi et al., 2022).

### How to cite:

Rambe, S. M. Asril, Z. Atikah, R. Aminah, S. (2025). The Effect of Demonstration Methods on Learning Outcomes in Madrasahs. *Journal of Islamic Education*, 2(1), 30-38

### E-ISSN:

3032-498X

### Published by:

The Institute for Research and Community Service

Methods are one of the tools educators use in the teaching-learning process to enhance the quality of learning outcomes (Adawiyah, 2021; Engkizar et al., 2021; Toha, 2018; Yulianti et al., 2018). There are several commonly used or well-known teaching methods, such as the lecture method, question-and-answer method, discussion method, group work method, assignment method, and so on. Therefore, the use of appropriate teaching methods is essential in fostering learning activities among students (Engkizar, Sarianti, et al., 2022; Nuraiha, 2020; Sholehatin & Wirdati, 2021; Sholihah & Chamidi, 2021). Among these various methods, the demonstration method is one of the most appropriate methods for teaching fiqh, especially lessons related to practice, because in this learning process, there is a lot of material that must be applied or practiced, such as the procedures for prayer, the pilgrimage, ablution, and so on (Ahmad Chafidut Tamam & Abdul Muhid, 2022; Engkizar, Kaputra, et al., 2022; Muhtaroom & Romelah, 2023; Riyanti Br Ginting & Setiawan, 2022; Syarif Hidayat, 2020).

The demonstration method is a way of presenting lessons by showing students a particular process or object that is being studied, either real or simulated, often accompanied by verbal explanations. Through the demonstration method, students' understanding of the lesson will be more deeply imprinted, thereby fostering a thorough and complete comprehension (Anggara, 2021; Aryani, 2019; Endang Puji Astuti, 2022; Engkizar et al., 2023; Gafur, 2018).

This demonstration method is appropriate to use if the aim is to impart skills, reduce the use of monotonous language, and help students understand a process or activity more clearly because it is presented in the form of a demonstration, making it more interesting and efficient (Hasibuan et al., 2022; Mustofa & Moh. Abdul Kholiq Hasan, 2023; Purwanti, 2021; Wende et al., 2020).

In the teaching and learning process, an important factor that must receive special attention is the teaching materials that will be delivered in order to guide students to achieve the educational objectives themselves (Aminah et al., 2022; Anggraeni, 2019; Dewi & Ibrahim, 2019; Yulianti et al., 2018). Among these materials are comprehensive teachings of Islam, which encompass the relationship between humans and Allah, the relationship between humans and fellow humans, and the relationship between humans and the universe (Abd. Hamid Wahid, Chusnul Muali, 2018; Cahyono, 2019; Irham Fajriansyah et al., 2021; Mandasari et al., 2020; Tiara Febriani Harahap & Zainal Efendi Hsb, 2024). Islamic material is also included in the subject of fiqh. Fiqh is studied in schools, including madrasahs, one of which is located in a madrasah. Studying fiqh is very important, and if understood, it becomes easy; however, many students find it difficult to study fiqh, facing challenges in mastering the material, the volume of material being too extensive, limited available time, and the need for extensive memorization. These learning difficulties result in low learning outcomes. According to Utami, learning difficulties are a condition where students face obstacles in achieving learning outcomes (Azizah et al., 2022; Harefa, 2022; Rahmah & Harahap, 2024; Zega & Zebua, 2023).

One of the fiqh subjects taught in madrasahs, specifically in third grade, discusses the subject of fardhu prayer. However, this study will discuss how students practice the correct pillars of prayer because, based on the author's observations and information from the teacher who teaches third grade, the teaching method applied to the subject of fardhu prayer by teachers has mostly been lectures. The teacher only provides explanations or descriptions of a particular issue to the students verbally. Such a situation will inevitably impact students' activities in the classroom, resulting in students showing little enthusiasm during the learning process (Afrilia et al., 2022; Burhan et al., 2022; Gulo, 2022). Based on the observation results, they pay little attention to the teacher's explanations, rarely ask questions, focus only on the material, and have not yet engaged in practical activities during the learning process.

Based on the facts found, the recap of the test scores of third grade A and B students at the Madrasah was relatively low. The recap of the test results showed that 8 out of 34 students scored above the minimum passing grade (KKM). This is suspected to be due to information from the fiqh teacher who teaches in the third grade, as the teaching method applied to the material on obligatory prayers by the teacher has primarily relied on lectures. The application of the demonstration method in teaching fiqh is considered an appropriate method, as the material contains many rules or procedures for performing religious rituals such as prayer (Asma, 2021; Hakim & Luthfiah, 2020). This is supported by previous research demonstrating that the use of the demonstration method significantly impacts students' learning outcomes, including a study by Wiwiyanti, which states that the demonstration method has a significant impact on fiqh learning outcomes.

This is because students can immediately understand the purpose and objectives after they are explained, and students can directly observe the fiqh teacher providing examples to the students. However, previous studies discussed the subject of *thaharah*, while this study focuses on the subject of *fardhu* prayer. Therefore, it is necessary to conduct a study titled "The Effect of the Demonstration Method on Fiqh Learning Outcomes in Madrasah" to determine whether the use of the demonstration method has an effect on students' learning outcomes in fiqh lessons at madrasah. The objectives of this study are to determine the learning outcomes of students and to determine the effect of the demonstration method on student learning outcomes in fiqh material in third grade madrasah (Abraham & Supriyati, 2022; Hastjarjo, 2019).

## **METHODS**

This study uses a quantitative method with a quasi-experimental design. A quasi-experimental study is a study that involves manipulating independent variables while controlling dependent variables. The research design used in this study is a pretest-posttest control group design (Akmal et al., 2024; Engkizar et al., 2024; Guspita, 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Wulandari et al., 2024). According to Sugiyono, in this design, there are two groups consisting of an experimental class and a control class, which are then given a pretest to determine the initial conditions and whether there are differences between the experimental and control groups. The data obtained from this study will be analyzed and processed, and the results will be obtained through the pretest and posttest scores to determine the effect of the demonstration method used on fiqh learning outcomes at the madrasah. Both groups underwent pretest and posttest, but only the experimental group (A) was treated using the demonstration method, while the control group continued to use the lecture method. The subjects in this study were 34 third-grade students from classes A and B at the madrasah. The sampling technique used was to select members of the population as samples. This is done when the population size is relatively small, i.e., less than 100 people, or when the research aims to make generalizations with very small errors, meaning that the population members are used as the sample. Therefore, this study uses the total population (Engkizar, Jaafar, et al., 2025; Engkizar, Muslim, et al., 2025; Firmansyah & Dede, 2022; Istiqamah et al., 2024; Mahira et al., 2024; Mustafa et al., 2025; Supriyadi, 2017; Wati et al., 2025). Data collection techniques were conducted using questionnaires and documentation. The data collection instruments used in this study consisted of objective tests used as a reference to assess students' abilities in the form of pre-tests and post-tests, as well as students' answer sheets. The data obtained were analyzed using SPSS version 20.

## **RESULT AND DISCUSSION**

First theme: In this study, the researcher will compare the learning outcomes of students in the experimental group with those in the control group. The researcher then conducted a pretest for the experimental class and the control class.

The pretest questions were taken from an evaluation tool that had been tested in other classes outside the sample. The results of the pretest for the experimental class showed an average score of 58.35. The high and low categories of the pretest results from the experimental class can be seen by looking at the interval scale, and it was concluded that the average pretest results of the experimental class were low, ranging from 53 to 56. The control class obtained an average pretest score of 40.41, which was in the 33-42 interval, leading to the conclusion that the control class's pretest results were in the low category. Subsequently, instruction was conducted using the demonstration method in the experimental group, while the control group received standard treatment, where the teacher taught using the lecture method. A posttest was then administered to determine whether there was an improvement and impact on student learning outcomes after the demonstration method was applied in the experimental class.

Then, the posttest results for the experimental class were obtained, with an average score of 82.71. The high and low categories of the posttest results for the experimental class can be seen by looking at the interval scale, which is in the 80-90 interval, and it can be concluded that the average posttest results for the experimental class are high. In the control class posttest, the average score was 58.12, which falls within the 52-62 interval, leading to the conclusion that the posttest results of the control class fall into the low category. Based on the pretest and posttest results conducted by the researcher in the third grade at the madrasah, it can be concluded that the improvement in the experimental class was from 58.35% to 82.71%, moving from the low category to the high category, while the control class improved from 40.41% to 58.12% and remained in the low category.

Second theme: After conducting pre-tests and post-tests for both groups, the researcher conducted a normality test to determine whether the data obtained in the study had a normal distribution or not. The normality test was performed using the Kolmogorov-Smirnov test with the condition  $\text{sig } a > 0.05$  so that it could be said to be normally distributed. From the data that had been tested for normality, it was found that the test results from classes A and B were normally distributed because  $\text{sig } a$  was greater than 0.05, namely the experimental class (A) was  $0.123 > 0.05$ , while the  $\text{sig } a$  value for the control class is  $0.200 > 0.05$ , so it can be concluded that both samples, the experimental and control classes, are normally distributed. In the homogeneity test, it was found that the variance of the test results data for the experimental and control classes is  $\text{sig } 0.87 > 0.05$ , so the conclusion is that the data is homogeneous. Next, hypothesis testing was conducted using a t-test with the help of SPSS (Statistical Product and Service Solution) version 20. The t-test results were then compared with the t-table using a significance level of 0.05. The decision criteria in the independent sample t-test are as follows:

If the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted.

If the significance value (2-tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected.

This means that if  $H_0$  is rejected, it can be concluded that there is a significant effect, whereas if  $H_0$  is accepted, it means that there is no significant effect. The results of the research hypothesis show that the use of the demonstration method has an effect on improving the learning outcomes of third-grade students. This is evidenced by the results of the t-test analysis obtained, namely a Sig. (2-tailed) value of  $0.000 < 0.05$ , so it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted, which states, "There is an effect of the demonstration method on the learning outcomes of Fiqh in madrasahs."

As mentioned earlier, the role of learning methods greatly influences student learning outcomes. The success of learning depends heavily on the competence and

ability of teachers to use appropriate learning methods so that learning objectives can be conveyed effectively to students and students can more easily understand the lessons. However, if inappropriate methods are used, this will produce poor results and have a negative impact on student learning outcomes.

## CONCLUSION

Based on the analysis results, the average test scores of the experimental class with 17 students using the demonstration method increased from 58.35% to 82.71% in the high category, while the control class with 17 students using the lecture model obtained an interval of 40.41% to 58.12% and was in the low category. Then, the results of the t-test analysis conducted on SPSS version 20 software obtained a sig value of  $0.000 < 0.05$ , which means that H1 is accepted and H0 is rejected. This means that there is an effect of the demonstration method on fiqh learning outcomes at Madrasah Diniyah Takmiliah Awwaliyah Nurul Iman Sukadamai, Pasaman Regency. The researcher hopes that educators can apply the demonstration method because, based on the research findings, student learning outcomes improved compared to before the demonstration method was used. The researcher also hopes that students can maintain their learning outcomes and, if possible, further improve them after the demonstration method is implemented. Researchers hope that educators will become more aware that demonstration methods and other new methods can have a positive impact on improving student learning outcomes, especially given the circumstances of students today and in the future. The impact of demonstration methods can be seen in the fact that students feel enthusiastic about learning because they are not only listening, but also actively participating in the learning process.

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Muaddib: Journal of Islamic Education

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