

The Effect of Demonstration Method on Students' Learning Activeness in Fiqh at MTs Muallimin UNIVA Medan

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Abstract

This study aims to determine the effect of the application of the demonstration method on the learning activity of students in Fiqh subjects in grade VII MTs Muallimin UNIVA Medan. The study used a quantitative approach with data collection techniques through a closed questionnaire distributed to 39 respondents. The research instrument was compiled based on the Likert scale and tested using the SPSS version 29 program through validity, reliability, normality, and determination coefficient tests. The results of the analysis showed that the application of the demonstration method was in the very high category with a score of 83.48%, and the student learning activity was also classified as very high with a score of 85.33%. The value of the correlation coefficient (R) of 0.681 indicates a significant relationship between the two variables. The determination coefficient value (R^2) of 0.463 showed that the demonstration method had an influence of 46.3% on student activity, while the rest was influenced by other factors.

Keywords: *Method; Demonstration; Learning Activity; MTs Muallimin UNIVA*

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode demonstrasi terhadap keaktifan belajar siswa dalam mata pelajaran Fiqh di kelas VII MTs Muallimin UNIVA Medan. Penelitian menggunakan pendekatan kuantitatif dengan teknik pengumpulan data melalui angket tertutup yang disebarakan kepada 39 responden. Instrumen penelitian disusun berdasarkan skala Likert dan diuji menggunakan program SPSS versi 29 melalui uji validitas, reliabilitas, normalitas, dan koefisien determinasi. Hasil analisis menunjukkan bahwa penerapan metode demonstrasi berada pada kategori sangat tinggi dengan skor 83,48%, dan keaktifan belajar siswa juga tergolong sangat tinggi dengan skor 85,33%. Nilai koefisien korelasi (R) sebesar 0,681 menunjukkan adanya hubungan yang signifikan antara kedua variabel. Nilai koefisien determinasi (R^2) sebesar 0,463 menunjukkan bahwa metode demonstrasi memberikan pengaruh sebesar 46,3% terhadap keaktifan siswa, sedangkan sisanya dipengaruhi oleh faktor lain.

Kata Kunci: *Metode ;Demonstrasi; Keaktifan belajar; MTs Muallimin UNIVA*

Introduction

Learning is the process of interaction between students and educators and learning resources in a learning environment. The success of the learning process is greatly influenced by the selection of methods that are in accordance with the objectives and characteristics of the subject matter. The right learning method can increase students' interest, understanding, and activeness during the learning process. In the context of madrasah education, especially in Fiqh subjects, an approach that is not only theoretical but also applicable is needed so that students can understand the concepts of Islamic law more concretely (Gustina et al., 2023).

One method that has proven to be effective in increasing student engagement is the demonstration method. This method provides an opportunity for students to directly observe the process or steps in carrying out a certain activity or practice. With visualization and real practice, students become more active, not only as passive listeners, but also as active actors in the learning process. Student learning activity is very important because it is an indicator of cognitive, affective, and psychomotor involvement in absorbing and applying the material learned (Zubaedi, 2025).

A number of previous studies support the effectiveness of the demonstration method in increasing student activity and learning outcomes. Research by Sari (2022) shows that demonstration methods can increase students' active participation and understanding in science subjects. Meanwhile, a study conducted by Rahman (2021) found that the application of the demonstration method in learning worship practices in madrasas had a significant impact on student motivation and involvement during the learning process. These studies show that the demonstration method has a strong relevance to the context of Fiqh learning which is full of religious practices.

Based on this background, this study aims to analyze the influence of the demonstration method on student learning activity in Fiqh class VII subjects at MTs Muallimin UNIVA Medan. This research is important to find out the extent of the effectiveness of the method in the context of madrasah education, as well as provide pedagogical recommendations for teachers in choosing appropriate and contextual learning strategies.

Method

This research uses a quantitative approach carried out at MTs Muallimin UNIVA Medan. The research sample consisted of 36 students who were selected purposively and given a questionnaire as a data collection instrument. The instrument was compiled based on the Likert scale to measure students' perception of the variables being studied. The data obtained was analyzed using the help of SPSS software. The statistical tests carried out include validity tests, reliability tests, normality tests, and determination coefficient tests, to ensure the quality and strength of the relationship between variables in this study.

Results and Discussion

Uji Validitas

Table 1. Variable Validity Test Results (X)

Variabel X	<i>r hitung</i>	<i>rTabel</i> 5% (39)	Sig.	Information
X1	0,588	0,316	0,001	Valid
X2	0,495	0,316	0,001	Valid
X3	0,552	0,316	0,001	Valid
X4	0,452	0,316	0,004	Valid
X5	0,486	0,316	0,002	Valid
X6	0,539	0,316	0,001	Valid
X7	0,566	0,316	0,001	Valid
X8	0,556	0,316	0,001	Valid
X9	0,544	0,316	0,001	Valid
X10	0,504	0,316	0,001	Valid

Table 2. Variable Validity Test Results (Y)

Variabel Y	<i>r hitung</i>	<i>rTabel</i> 5% (39)	Sig.	Information
Y1	0,588	0,316	0,001	Valid
Y2	0,574	0,316	0,001	Valid
Y3	0,509	0,316	0,001	Valid
Y4	0,494	0,316	0,001	Valid
Y5	0,528	0,316	0,001	Valid
Y6	0,500	0,316	0,001	Valid
Y7	0,583	0,316	0,001	Valid
Y8	0,553	0,316	0,001	Valid
Y9	0,536	0,316	0,001	Valid
Y10	0,612	0,316	0,001	Valid

From the results of the validity test in the two tables above, it can be seen that all statement items have a validity coefficient greater than r-table 0.316. So that these items are suitable for use as a measuring tool in research.

Reliability Test

Table 3. Variable Reality Test Results (X)

Reliability Statistics	
Cronbach's Alpha	N of Items
,708	10

Based on the data in table 4.31, it can be seen that the demonstration method variable (X) has a Cronbach's alpha coefficient of 0.708, so the instrument can be said to be reliable because the value of

Cronbach's alpha coefficient is $0.708 > 0.60$. Cronbach's Alpha value is quite large, which is 0.708 which is in the high reality category (located in the range of 0.70 – 0.90). Therefore, it can be interpreted that the concept of variable (X) measures used in this study is reliable.

Tabel 5. Variable Reality Test Results (Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
,753	10

Based on the data in table 4.32, it can be seen that the variable that increases student activity (Y) has a Cronbach's alpha coefficient of 0.753, so the instrument can be said to be reliable because the value of Cronbach's alpha coefficient is $0.753 > 0.60$. Cronbach's Alpha value is quite large, which is 0.753 which is in the high reality category (located in the range of 0.70 – 0.90). Therefore, it can be interpreted that the concept of variable (Y) measures used in this study is reliable.

Normality Test

Tabel 6. Hasil Uji Normalitas

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	3,61843833
Most Extreme Differences	Absolute	,134
	Positive	,093
	Negative	-,134
Test Statistic		,134
Asymp. Sig. (2-tailed) ^c		,073
Monte Carlo Sig. (2-tailed) ^d	Sig.	,072
	99% Confidence Interval Lower Bound	,065
	Upper Bound	,079

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the results of the normality test, it is known that the significance value is $0.073 > 0.05$, so it can be concluded that the residual value is normally distributed.

Linearity Test

Tabel 7. Hasil Uji Linearitas

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Keaktifan siswa * Metode Demonstrasi	Between Groups	(Combined)	168,917	12	14,076	1,103	,398
		Linearity	3,129	1	3,129	,245	,625
		Deviation from Linearity	165,788	11	15,072	1,181	,346
	Within Groups		331,750	26	12,760		
	Total		500,667	38			

Based on the results of the linearity test, it is known that the value of Sig. Deviation From Linearity > Alpha ($0.346 > 0.05$). Then it can be concluded that Variable X and variable Y are linear.

Uji Homogenitas

Tabel 8. Hasil Uji Homogenitas

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
X	Based on Mean	1,875	10	27	,094
	Based on Median	,523	10	27	,859
	Based on Median and with adjusted df	,523	10	8,540	,836
	Based on trimmed mean	1,703	10	27	,131

Based on the test above, it shows that the test has significance ($0.131 > 0.05$). So it can be said that the variants of two or more population groups of this study data are the same (homogeneous).

Hypothesis Testing (T-Test)

Tabel 9. coefficients

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	53,307	1,891		28,183	<,001
	X1	-,255	,045	-,681	-5,651	<,001

a. Dependent Variable: Y1

Hypothesis Testing (F-Test)

Tabel 10. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40,194	1	40,194	31,934	<,001 ^b
	Residual	46,571	37	1,259		
	Total	86,765	38			

a. Dependent Variable: VarY

b. Predictors: (Constant), VarX

Coefficient of Determination**Tabel 11.** Model Summary

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,681 ^a	,463	,449	1,12190

a. Predictors: (Constant), VarX

b. Dependent Variable: VarY

Based on the SPSS output table "Model Summary" above, it is known that the value of the determination coefficient of R square is 0.463. The value of R square 0.463 comes from the squaring of the value of the correlation coefficient or "R", which is $0.681 \times 0.681 = 0.463$. The magnitude of the determination coefficient (R square) is 0.463 or equal to 46.3%. This figure means that variable X has an effect on variable (Y) by 46.3%. While the rest ($100\% - 46.3\% = 53.7\%$) were influenced by other variables outside of this regression equation or variables that were not studied.

The results of the above analysis explained that there was an influence on the demonstration method on increasing student activity in fiqh subjects by 0.463 or equivalent to 46.3% which showed moderate results. Therefore, the results are stated to have a significant correlation coefficient of the exposed demonstration method to increase student activity in fiqh subjects.

Discussion

Based on the data analysis test, the values for each variable have been obtained, as follows:

1. Application of the Demonstration Method in Fiqh Subject Class VII at MTs Muallimin Univa Medan

The application of the demonstration method in the learning process based on data analysis testing, has obtained scores for each variable. The total score of the Demonstration Method variable obtained from the results of the study is 1628, the highest score of this variable is $5 \times 10 = 50$ and has 39 respondents, then the criterion score is $50 \times 39 = 1950$, then the Demonstration Method $\times 100 = 83.48\%$ or 0.8348. So it can be

concluded that the application of the Demonstration Method in fiqh subjects at MTs Muallimin Univa Medan is very high, which is $83.48\% \cdot \frac{1628}{1950}$.

Based on the results of the research, it can be seen that the application of the demonstration method in fiqh subject class VII MTs Muallimin Univa Medan is categorized very high in the sense that the application of the demonstration method can provide good results (Moksin et al., 2024).

Research that has been conducted at MTs Muallimin Univa Medan regarding the application of the demonstration method certainly has a positive impact on students such as stimulating students to be more active in participating in learning activities. Therefore, an educator's ability to choose and use learning methods that are in accordance with the material and needs of students and to achieve learning goals is needed.

The demonstration method is one of the tools or supports in a learning process. The application of the demonstration method can help improve learning outcomes for students in the learning process and improve students' abilities, especially in understanding a material that is being studied or given by educators. In addition, the demonstration method also provides students with the opportunity to observe, adjust between theory and reality and try to do it themselves (Br Purba et al., 2024).

2. Student Learning Activity in Fiqh Subject Class VII at MTs Muallimin Univa Medan

Based on the data analysis test, a value has been obtained for each variable. The total score of the student learning activity variable obtained from the results of the study is 1664, the highest score of this variable is $5 \times 10 = 50$ and has 39 respondents, then the criterion score is $50 \times 39 = 1950$, then student learning activity $\times 100 = 85.33\%$ or 0.8533. So it can be concluded that the student learning activity in fiqh subjects at MTs Muallimin Univa Medan is very high, which is $85.33\% \cdot \frac{1664}{1950}$.

Based on the results of the research, it can be seen that the learning ability of students in fiqh subjects in grade VII MTs Muallimin Univa Medan is categorized as very high. This is in accordance with the theory that states that student activity can be seen from their activities before and after carrying out the learning process. Activities that can be done to increase student confidence are by involving students in discussions, increasing practice not only theory, providing motivation or attracting students' attention, generating activities, student participation in learning activities (Alfauzan Amin & Novriyana, 2024).

1. The Effect of the Demonstration Method on Increasing Student Activity in Fiqh Subject Class VII at MTs Muallimin Univa Medan

The significance test of the line equation was obtained from the *regression line*, namely the value of $F_{cal} = 31.934$ and the significance value = 0.001. The test criteria were taken based on the probability value with the SPSS 29 application. If the probability is sig. *The regression* < 0.05, which is a significant regression. On the other hand, if the probability of sig. *The regression* > 0.05, so the regression is not significant. In the output results

of the SPSS Statistic 29 application, a significance value = $0.001 < 0.05$ was obtained, then H_0 was rejected and H_1 was accepted, meaning that X and Y regression is significant or the demonstration method has an effect on student activity (Syarifuddin, 2024).

Conclusions

This study shows that the application of the demonstration method has a significant influence on the learning activity of students in Fiqh subjects at MTs Muallimin UNIVA Medan. The demonstration method encourages students to be more psychomotorly active because they are directly involved in the learning process that is practical and applicative. The high level of student activity reflects that this method is able to bridge theory and practice effectively, as well as create a more dynamic and participatory learning atmosphere. Thus, the application of the demonstration method is not only relevant in increasing activeness, but also strengthening students' conceptual understanding of Fiqh material.

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