

# Application of Demonstration and Experiment Methods in Fiqh Learning in Improving Student Psychomotor Skills

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## Abstract

This thesis aims to obtain objective data in the field about applying demonstration methods and experiments in fiqh learning to improve the psychomotor skills of MIN 11 Banda Aceh students, Aceh Province. The problem raised by the researcher is how to apply demonstration and experimental methods to fiqh lessons in MIN 11 Banda Aceh, Aceh Province, and how to improve the psychomotor skills of students of MIN 11 Banda Aceh, Aceh Province. The research method used is a descriptive qualitative research method using observation, interview, documentation, and questionnaire methods as supporting existing data. The results of the study obtained provide an overview that the application of demonstration and experiment methods in MIN 11 Banda Aceh, Aceh Province, has been going well; however, there are several obstacles faced by fiqh teachers in MIN 11 Banda Aceh, especially the limitations of demonstration tools and adjusting to the material. Meanwhile, regarding improving students' psychomotor skills, it can be found when the teacher demonstrates a material where the students seem to be more active both in listening and when responding to the teacher's invitation or question. The application of the demonstration method is more dominant used by teachers than the experimental method, this is due to the limitations of teaching aids and also the time that is not possible to experiment with all students, in the application of the demonstration method some teachers use audiovisuals as a tool to make it easier and faster for students to understand.

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## Kata kunci:

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## Abstrak

Tujuan tesis ini adalah untuk mendapatkan data objek di lapangan tentang penerapan metode demonstrasi dan eksperimen pada pembelajaran fiqh dalam meningkatkan psikomotorik siswa MIN 11 Banda Aceh Provinsi Aceh. Permasalahan yang peneliti angkat ialah bagaimana penerapan metode demonstrasi dan eksperimen pada pelajaran fiqh di MIN 11 Banda Aceh Provinsi Aceh dan Bagaimana peningkatan psikomotorik siswa MIN 11 Banda Aceh Provinsi Aceh? Metode penelitian yang digunakan pada penelitian ialah metode penelitian kualitatif yang bersifat deskriptif dengan menggunakan metode observasi, wawancara, dokumentasi, dan angket sebagai pendukung data yang ada. Hasil penelitian yang diperoleh ialah memberikan gambaran bahwa penerapan metode demonstrasi dan eksperimen di MIN 11 Banda Aceh Provinsi Aceh sudah berjalan dengan baik dan namun ada beberapa kendala yang dihadapi oleh guru fiqh di MIN 11 Banda Aceh terutama keterbatasan alat demonstrasi dan menyesuaikan dengan materi. Sementara mengenai peningkatan psikomotorik siswa dapat ditemukan pada saat guru mendemonstrasikan suatu materi dimana para siswa tampak lebih aktif baik dalam menyimak maupun saat merespon ajakan atau pertanyaan guru. Penerapan metode demonstrasi lebih dominan digunakan oleh guru ketimbang metode eksperimen, hal tersebut disebabkan oleh keterbatasan alat peraga dan juga waktu yang tidak memungkinkan untuk di eksperimen kepada seluruh siswa, dalam penerapan metode demonstrasi ada juga guru yang menggunakan audio visual sebagai alat bantu agar siswa lebih mudah dan cepat memahami.

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## INTRODUCTION

Teachers are individuals who are in charge of conveying knowledge to students. In carrying out their duties, a teacher needs a certain method or approach to understand the knowledge conveyed properly and actively involve students. According to Syaiful B. Djamarah in his book *Teaching and Learning Strategies*, 13 learning methods can be used by teachers, ranging from lecture methods to global methods (Saiful Bahri Djamarah: 2000)

With the development of the times, teachers are expected to be able to choose learning methods and techniques that encourage active student involvement. Teachers need to direct students to practical learning, so that they do not just listen or memorize, but also engage in activities such as observing, trying, demonstrating, and answering questions. This aims to increase the effectiveness of the learning process (Abdussyukur, Mursyidi, Nicolas, Syarfuni, & Muflihah, 2023; Gysbers, Heppner, & Johnston, 2003).

Education not only focuses on understanding and mastering science in the fields of science, technology, and society but also includes spiritual guidance so that students can practice religious values. The 2003 National Education System Law, it is stated that "National Education aims to develop abilities, shape character, and build a dignified national civilization to educate the nation's life. Education aims to create human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." (Constitution No. 20 of 2003)

The use of learning methods in each subject has a very important role because the success of the teaching and learning process is also influenced by the methods used. Teaching methods are a way to convey learning materials so that learning outcomes can be achieved optimally (Supriyanto & Sari, 2024; Yada & Mumtahana, 2024). Methods have a strategic role in supporting the achievement of learning objectives. Without the right method, learning messages cannot be conveyed effectively in the teaching and learning process (Abdussyukur et al., 2023; Arifin, Desrani, Ritonga, & Ibrahim, 2023).

Based on the explanation above, it can be concluded that mastery of good and appropriate teaching methods is one of the keys to the success of a teacher. By applying appropriate methods, the teaching and learning process is expected to be more effective, making it easier for teachers to help students master material that is considered difficult by most of them (Qomariyah, Adityawati, & Aprilianto, 2023; Supriyanto, Darim, Ismawati, & Taufiq, 2023).

To overcome this problem, a learning method is needed that is by the characteristics of fiqh lessons in the classroom. In MIN 11 Banda Aceh, the demonstration method is considered appropriate to be used in the teaching of fiqh. This method involves teachers, other representatives, or students themselves to demonstrate a process, such as prayer procedures, ablution, and so on. (Abu Ahmadi: 1997) The demonstration method is effective in reviving the classroom atmosphere that tends to be passive.

However, to apply this method, teachers need to understand and master the demonstration method well. The challenge that arises is the limitation of time because the fiqh lesson is only 80 minutes long. Teachers must be able to manage time so that material achievements, such as obligatory prayers, can be completed with the set competency standards, without the need for additional time. The demonstration method requires more preparation than other methods, including in-depth mastery of the material and the provision of relevant teaching aids.

Learning achievement is a score or score obtained by students through evaluation in the learning process. This evaluation includes the completion of tasks, daily exams, and final exams. This value is an indicator of the success of students in the learning process carried out in formal educational institutions (Muhibbin Shah: 2008)

It can be concluded that learning achievement is the result of learning efforts achieved by students, which is reflected in test scores or scores given by teachers. Related to the title above, fiqh teachers as educators have a major role in improving the quality of fiqh learning. Fiqh teachers are an important center in educational reform efforts and play a crucial role in the success of improving learning achievement and quality of education, especially in fiqh subjects (Daheri, Pattiasina, Saputra, Nurdiansyah, & Uzlifah, 2022; Saadah & Asy'ari, 2022).

Based on the results of observations and interviews conducted by researchers on October 2, 2017, at MTs Ahliyah 1 Palembang, it was found that students' learning achievement, especially in fiqh subjects, is still relatively low. This can be seen from the behavior of students during the learning process, where they tend to be passive – just silent, listening, taking notes, and not paying attention to the teacher's explanations. The low awareness of students to complete assignments and homework given is due to a lack of understanding of the subject matter. As a result, students' grades are relatively low, and their enthusiasm for learning decreases. Some students even often go in and out of class during learning, while others are busy chatting with their classmates because they feel bored with the material being taught.

The same thing was expressed by Mrs. Sofiah, a fiqh subject teacher at MIN 11 Banda Aceh, who explained that the quality of students' learning greatly affects their practice of worship. He gave an example that the scores of student report cards in fiqh subjects vary, and the variation in achievement has a direct impact on the practice of worship of each student (Nalurita, Muchtar, & Bakar, 2024; Setyaningsih, Ulum, Rostanti, & Purnomo, 2024). For example, students with good achievements usually show high initiative, such as going directly to the prayer room, taking ablution, and waiting quietly in the prayer room during routine activities such as the dhuha prayer or congregational zuhur prayer. This is different from other students who have lower achievements.

Based on the above problems, the researcher tried to research the methods used by teachers in improving the learning achievement of fiqh students in the school. The title that the researcher made is *The Application of Demonstration and Experiment Methods in Fiqh Learning in Improving Student Psychomotor at MIN 11 Banda Aceh*.

## RESEARCH METHODS

Qualitative research is a method that utilizes natural conditions to understand and interpret phenomena that occur using various approaches. This research focuses on open interviews as well as analysis of individual or group attitudes, views, feelings, and behaviors. The data produced is in the form of descriptions in the form of written or spoken words related to the people and behaviors observed. The main purpose of qualitative research is to obtain in-depth, credible, and relevant information to achieve the research objectives comprehensively (Anis Fuad: 2014)

The place of study refers to the location and conditions where the researcher can observe the symptoms and phenomena that become data to support the research. Therefore, the researcher chose and determined MIN 11 Banda Aceh as the research location. The selection of this location is expected to consider the need for knowledge that is very important to achieve research objectives.

The data collection techniques in this study are Observation, Documentation, and Interviews (triangulation). (Sugiono: 2013) To analyze the data, it can be done through 4 stages based on Miles and Huberman's theory, namely: 1) Data collection 2) Data reduction, 3) Data Display, and 4) Verification and conclusion extraction. (Husni Abadi: 2020) Triangulation is a data validity check technique that utilizes something else. (Moleong: 2012) This technique is carried out by the research by comparing and checking the findings through the main informant with other informants.

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According to Yusriana, demonstration and experimentation methods are not always used in all Fiqh materials, because some materials are not possible to be done demonstratively or experimentally. However, certain materials, such as prayer, zakat, and others, require demonstration methods to facilitate student understanding. The Fiqh teacher also explained that for grade 4, there are eight materials listed in the syllabus, such as prayer, fasting, zakat, and others, which require a practical approach, although there are some materials that are more suitable for the lecture and discussion methods.

In the application of demonstration and experimentation methods, Yusriana explained that these two methods are very effective for practicum materials, such as procedures for prayer, zakat, and other worship. This method makes students more focused and provides an opportunity to ask questions if something is not understood. In addition to interviews, the author also made observations of teacher activities in learning, which were divided into two parts: observation of teacher activities and observation of student activities. The results of the observation showed that the teacher started the lesson by conveying the objectives, introducing the demonstration and experimentation media, and motivating students to actively participate in the learning process.

#### **Application of Demonstration and Experimentation Methods in Class 5A**

Class 5A at MIN 11 Banda Aceh also studies Fiqh subjects taught by Faisal Akhyar S.Pd.I. In this class, there are 27 students, and Fiqh lessons are held every Tuesday in the second hour (9:40-11:20). The author conducted interviews and observations with Fiqh teachers to find out the application of demonstration and experimentation methods in learning. The results of the interview show that Faisal Akhyar believes that these two methods need to be adjusted to the material being taught, because not all Fiqh material can be demonstrated or experimented with, such as fasting, almsgiving, or circumcision material (Hakim & Luthfiah, 2020).

According to Faisal Akhyar, certain subjects are difficult to demonstrate well, such as the Hajj and Umrah, which require tools and a lot of time and space. However, for more practical material, such as prayer and ablution, demonstration and experimentation methods are very effective and need to be applied. This will make it easier for students to understand the procedures being taught, as both methods allow students to see the practice in action. In Grade 5, Faisal Akhyar teaches five main subjects, namely purification from menstruation, khitan, sacrifice, hajj, and umrah. According to Yusriana, demonstration and experimental methods are not always used in all Fiqh materials, because some materials do not allow to be carried out demonstratively or experimentally. However, certain materials, such as prayer, zakat, and others, require demonstration methods to facilitate student understanding (Tamam & Muhid, n.d.). The Fiqh teacher also explained that for grade 4, there are eight materials listed in the syllabus, such as prayer, fasting, zakat, and others, which require a practicum approach, although there are some materials that are more suitable for the lecture and discussion method.

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### **Application of Demonstration and Experiment Methods in Class 5A**

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According to Faisal Akhyar, certain materials are difficult to demonstrate properly, such as Hajj and Umrah materials, which require tools and time for a long time, as well as a large space. However, for more practical materials, such as prayer and ablution, demonstration and experimental methods are very effective and need to be applied. This will make it easier for students to understand the ordinances being taught because both methods allow students to see firsthand the practice being carried out. In grade 5, Faisal Akhyar taught five main materials, namely purification from menstruation, circumcision, qurban, hajj, and umrah

Based on the results of observations, most of the material in grade 5 is taught by lectures, discussions, and assignments, especially on materials that cannot be demonstrated directly. The most dominant student activity is listening to the teacher's explanation and working on student worksheets (LKS). In the observation of teacher activities, it was found that teachers started learning by conveying goals and materials, as well as motivating students to be actively involved. In the core stage, the teacher explains the material, guides the students, and provides opportunities for discussion. At the end of the lesson, the teacher gives homework and responds to the student's learning difficulties (Mahyeldi Ansarulloh, Supriadi Supriadi, Alimir Alimir, & Iswantir Iswantir, 2023).

### **Application of Demonstration and Experiment Methods in Class 6A**

In class 6A, the subject of Fiqh is taught by Ulfa Zikrina S.Pd.I., with a schedule on Friday the first hour (8:00-9:40). As in grades 4 and 5, the author conducted interviews and observations to find out the application of demonstration and experimental methods

in Fiqh learning. Ulfa Zikrina teaches five materials in the syllabus, namely halal and haram food, halal and haram drinks, liking halal animals and staying away from the haram, buying and selling, and borrowing and borrowing. He explained that although the demonstration and experiment methods are very fun and effective, not all materials can be taught with both methods.

To maximize learning outcomes, Ulfa Zikrina uses a demonstration method with the support of visual videos. This allows students to see and imitate the examples shown in the videos, making it easier for them to understand, especially for materials such as choosing halal food and drinks that are difficult to demonstrate in person. However, he added that not all material needs to be demonstrated, such as choosing halal food that is sufficiently explained orally. The observation results show that the teacher's activities in class 6A are similar to teaching in grades 4 and 5, with the addition of the use of tools such as laptops and focus to display videos, which makes the material more interesting and helpful in the delivery of learning.

### **Improvement of Students' Psychomotor Ability After the Application of Demonstration and Experiment Methods in Fiqh Learning**

The discussion on the impact of the application of demonstration and experimental methods showed an increase in students' psychomotor skills in Fiqh learning. Based on interviews with teachers and the results of the questionnaire given to students, most students like this method because it can improve their focus and attention during learning. The questionnaire data showed that the majority of students felt that the demonstration method made it easier to understand and increased their interest in learning. However, the implementation of this method has not been fully collaborated, where teachers are still more dominant in demonstrating the material, while the opportunity for students to conduct experiments independently is still limited.

The author's observation of the three classes shows a common pattern, namely the dominance of teachers in the demonstration process. However, students still show enthusiasm, for example by actively answering questions or participating in class discussions. Demonstration methods combined with visual media, such as videos or slides through projectors, have proven to be able to attract students' attention, even encouraging them to focus more. Some students who sat at the back of the class also moved to the front to understand the material more clearly (Maarif, n.d.). This reflects that interactive demonstration methods can increase student engagement in learning.

Fiqh teachers, such as Ulfa Zikrina and Faisal Akhyar, assessed demonstration and experimental methods as effective for materials that require practical skills, such as ablution and prayer. The teacher also noted that the use of this method can increase students' activity, both in understanding the material and explaining it again. In addition, students' daily grades seemed to increase when demonstration and experimental methods were applied. However, the effectiveness of this method also depends on the teacher's ability to manage learning and the readiness of students to participate. Although not all students like this method, its impact on students'

psychomotor improvement is very significant when implemented properly (Mudhori & Maulana, 2020).

## **Discussion**

### **Application of Demonstration and Experiment Methods**

Based on the research conducted, demonstration and experimental methods in Fiqh learning have been proven to improve students' psychomotor. Fiqh subjects play an important role because they are related to practical practices in daily life. Therefore, teaching methods that emphasize practice through demonstrations and experiments are indispensable. This method aims to help students understand the material in depth while practicing their skills in practicing what they learn. Teachers are expected to be able to utilize this method to create a more effective learning experience and improve students' ability to analyze and practice the process being taught (Brooks & Mutohar, 2018).

Fiqh teachers at MIN 11 Banda Aceh City have applied the demonstration method by the principles explained by Ramayulis in his book *Methodology of Islamic Religious Education*. Demonstrations combine verbal explanations with physical demonstrations or the use of props to help students understand the concepts being taught (Ma'rufi, Saifudin, Nisa', & Muhajir, 2024). Teachers use this approach to describe the material in a real way so that students can see, understand, and imitate the process being demonstrated. Fiqh lessons, which are related to the practice of worship, such as ablution, prayer, or hajj, are very suitable to be taught with this method to ensure that students not only understand the theory but are also able to practice it.

To support learning effectiveness, teachers at MIN 11 Banda Aceh City also utilize technology such as laptops and projectors. This tool is used to display material in the form of videos or slides so that students can understand the concepts more clearly. As explained by Rusman in his book *Learning and Learning Oriented to Educational Process Standards*, teachers have the responsibility to motivate, guide, and interestingly demonstrate learning materials (Nazla, Wahyuni, & Adiyono, 2023). In this way, Fiqh teachers can carry out their duties well, provide interactive explanations, and encourage active involvement of students in the teaching and learning process.

The improvement of students' psychomotor skills can also be seen in their ability to imitate and reexplain the material that has been taught. According to Winkel in his book *Psychology of Teaching*, psychomotor encompasses skills or actions that arise after a person learns something in particular (Pusvitasari & Zarkasyi, 2024; Yahya, Muhammad, Ahmad, & Fagge, 2025). In the context of Fiqh learning, students who have received explanations and demonstrations by teachers tend to be more active in trying to practice worship such as ablution or prayer. Although not all students can imitate perfectly, most highly understand and are interested in demonstration and experimental methods (Ibrahim, Akbari, & Suaidah, 2022; Ifani & Kartiwi, 2024).

As members of society who learn through the educational process, students have the right to obtain optimal learning outcomes, including the development of practical skills. Demonstration and experimental methods are effective means for teachers to



improve students' psychomotor, both through verbal explanations and physical demonstrations. Teachers also need to give students space to experiment, so that they can develop creativity and initiative in understanding and practicing the material being taught. Roestiyah NK emphasized that teachers must arouse the spirit of individual learning by providing freedom to think and create so that students can reach their maximum potential.

## CONCLUSION

The results of the study show that the application of demonstration and experimental methods by Fiqh teachers at MIN 11 Banda Aceh City has been carried out optimally to help students understand the subject matter. Teachers try to adapt the use of this method to relevant teaching materials, even though there are obstacles such as the limitations of teaching aids. As a solution, teachers use technology such as video and audiovisual, as well as supplementing oral explanations with body movements to provide a more comprehensive understanding to students.

The application of demonstration and experimental methods has been proven to be able to improve students' psychomotor. This can be seen from the high enthusiasm and excitement of students during the learning process with this method. Student activity increased significantly, and their learning outcomes, including academic grades, showed improvement compared to learning without the use of demonstration and experimental methods.

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