

## **The Effect Of Using The Exposure Method On The Understanding Of Islamic Fiqh Subject Matter For Class VII At Al Madinah Nogosari Middle School Boyolali Regency**

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**Abstract:** This study aims to: (1) determine the use of the demonstration method among seventh-grade students at SMPIT Al Madinah Nogosari, Boyolali Regency, in the 2025/2026 academic year; (2) determine the students' level of understanding of the Fiqh subject; and (3) analyze the effect of the demonstration method on students' understanding of Fiqh. This study employed a quantitative approach using descriptive and inferential data analysis. The research population consisted of all 86 seventh-grade students at SMPIT Al Madinah Nogosari. Since the population was relatively manageable, the entire population was selected as the research sample. Data were collected using questionnaires, supported by classroom observations. The results showed that the use of the demonstration method was categorized as high, with an average score of 87.2. Students' understanding of the Fiqh subject was also categorized as good, with an average score of 85.0. The demonstration method was primarily used in teaching topics such as *thaharah* (ritual purification), *wudu* (ablution), *tayammum* (dry ablution), and prayer, enabling students to understand the material more concretely and practically. The t-test results showed that the calculated t-value was 5.407, which was greater than the critical t-value of 1.663. Therefore, there was a significant effect of the demonstration method on students' understanding of Fiqh. These findings indicate that the demonstration method can serve as an effective alternative instructional approach for improving students' understanding of Fiqh.

**Keywords:** Demonstration Method; Subject Understanding; Fiqh.

**Abstrak:** Penelitian ini bertujuan untuk: (1) mengetahui penggunaan metode demonstrasi pada siswa kelas VII di SMPIT Al Madinah Nogosari Kabupaten Boyolali Tahun Ajaran 2025/2026; (2) mengetahui tingkat pemahaman siswa terhadap mata pelajaran Fiqih; dan (3) menganalisis pengaruh penggunaan metode demonstrasi terhadap pemahaman siswa dalam

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pembelajaran Fiqih. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis data deskriptif dan inferensial. Populasi penelitian adalah seluruh siswa kelas VII SMPIT Al Madinah Nogosari yang berjumlah 86 peserta didik. Karena jumlah populasi relatif terjangkau, seluruh populasi dijadikan sampel penelitian. Pengumpulan data dilakukan menggunakan kuesioner, yang didukung dengan observasi pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan metode demonstrasi tergolong tinggi dengan rata-rata skor 87,2. Pemahaman siswa terhadap mata pelajaran Fiqih juga tergolong baik, dengan rata-rata skor 85,0. Metode demonstrasi digunakan terutama dalam pembelajaran materi thaharah, wudhu, tayamum, dan shalat sehingga membantu siswa memahami materi secara lebih konkret dan praktis. Hasil uji-t menunjukkan nilai t-hitung sebesar 5,407 lebih besar daripada t-tabel sebesar 1,663. Dengan demikian, terdapat pengaruh yang signifikan antara penggunaan metode demonstrasi dan pemahaman siswa pada mata pelajaran Fiqih. Temuan ini menunjukkan bahwa metode demonstrasi dapat menjadi alternatif pembelajaran yang efektif dalam meningkatkan pemahaman siswa terhadap materi Fiqih.

**Kata Kunci:** Metode Demonstrasi; Pemahaman Mata Pelajaran; Fiqih.

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## A. Introduction

Education is an important process in shaping students' knowledge, skills, and character so that they are able to understand and apply the knowledge learned in their daily lives. In the learning process, students' success is not only influenced by the material delivered, but also by the learning methods used by the teacher. The selection of appropriate methods is highly necessary, especially in Fiqh subjects, which require not only theoretical understanding but also the ability to correctly practice acts of worship. Therefore, teachers are required to create learning activities that are active, concrete, and easily understood by students through the implementation of suitable learning methods, one of which is the demonstration method. Through the demonstration method, students can directly observe the process of implementing the material being taught, so that it is expected to improve students' understanding of Fiqh subjects, especially for seventh-grade students at SMPIT Al Madinah Nogosari, Boyolali Regency.

The demonstration method is a teaching method in which the teacher presents learning materials by demonstrating or showing students a particular process, situation, or object, either in its real form or through simulation. As a teaching method, demonstration cannot be separated from the teacher's verbal explanation. Although students mainly observe during the demonstration process, this method enables learning materials to be presented more concretely. In learning strategies, the demonstration method can support the success of both expository and inquiry-based learning approaches (Sanjaya, 2011:147).

The concept of implementing the demonstration method involves selecting learning materials or topics closely related to students' daily lives. Through this method, students are expected to gain a deeper understanding of what they demonstrate, become more confident, and develop a sense of responsibility toward what they learn (Ismawati, 2016:613).

The objectives of the demonstration method include: (1) simplifying explanations because language use alone may be limited; (2) helping students clearly understand the stages of a process with full attention; (3) avoiding verbalism in teaching; and (4) being suitable for teaching particular practical skills. However, several negative impacts may arise from the use of the demonstration method, such as students feeling shy when performing demonstrations, lack of motivation, excessive joking, or inattentiveness during learning activities, all of which may affect students' level of understanding. Therefore, teachers are also required to be more creative in the teaching process, and this method is considered one of the approaches that can help students better understand the concepts presented by the teacher (Sanjaya, 2011:148).

SMPIT Al Madinah Nogosari is an integrated Islamic junior high school with a boarding school program, where students reside in dormitories. The school integrates educational curricula with Islamic values by combining and implementing the Merdeka Curriculum and the 2013 Curriculum, both of which are student-centered, together with the diniyah curriculum from Saudi Arabia and the pesantren-based curriculum. The institution emphasizes active, innovative, creative, effective, and enjoyable learning

principles. The school is located on Mangu–Nogosari Street KM 03, Potronayan, Nogosari District, Boyolali Regency, Central Java.

Based on the explanation above, the implementation of the demonstration method at SMPIT Al Madinah Nogosari is considered highly appropriate because it can support students' successful understanding of Fiqh material. As a teaching method, demonstration cannot be separated from the teacher's verbal explanation. During the demonstration process, students actively observe the learning activities. Therefore, the school applies the demonstration method to provide students with broader opportunities to actualize, explore, and develop the understanding they gain through demonstration-based learning (Firmansyah, 2025).

Based on observations conducted at SMPIT Al Madinah Nogosari, the implementation of the demonstration method in learning still faces several obstacles that influence students' level of understanding. One issue identified is the low level of self-confidence among some students, causing them to feel shy or hesitant when performing demonstrations during classroom activities (Djamarah., 2011:145). In addition, limited educational facilities and infrastructure constitute another challenge, considering that the demonstration method requires supporting tools and equipment for the learning process to run effectively (Sanjaya., 2011:157).

Other problems relate to teachers' ability to maintain students' focus throughout the learning process, resulting in learning objectives not being fully achieved optimally (Majid., 2012:122). Furthermore, teachers also experience difficulties in managing instructional time and learning resources, particularly in balancing theoretical material delivery and demonstration practices within a single class session (Djamarah., 2010:94).

This study is motivated by the importance of selecting appropriate teaching methods to improve students' understanding, particularly in Fiqh subjects, which require both conceptual and practical comprehension. One instructional method considered relevant for achieving this objective is the demonstration method. Nevertheless, the effectiveness of the demonstration method in Fiqh learning requires further investigation, particularly among junior high school students.

Based on this background, the study focuses on three main problems: how the demonstration method is implemented among Grade VII students at SMPIT Al Madinah Nogosari in the 2025/2026 academic year, the level of students' understanding of Fiqh subjects, and the influence of the demonstration method on Grade VII students' understanding of Fiqh subjects.

The objectives of this study are to empirically identify the implementation of the demonstration method in the Fiqh learning process among Grade VII students at SMPIT Al Madinah Nogosari in the 2025/2026 academic year. In addition, this study aims to identify students' level of understanding of Fiqh material after the implementation of the demonstration method. Furthermore, the study seeks to analyze the influence of the demonstration method on Grade VII students' understanding in Fiqh learning in order to determine the extent to which this method effectively improves the quality of learning.

The findings of this study are expected to provide theoretical contributions to the development of Fiqh learning methodology studies, as well as practical contributions for educators in selecting and implementing appropriate instructional methods to improve students' understanding.

Previous studies on the demonstration method in Fiqh learning have been widely conducted. Research by Daswanti revealed that the use of the demonstration method in Fiqh learning was able to improve students' understanding of prayer practices through more active and concrete learning activities. The study employed a Classroom Action Research (CAR) approach and focused on improving the learning outcomes of *Dhuhr* prayer practices among eighth-grade students at MTs Negeri Blang Balee, West Aceh (Daswanti, 2017). Furthermore, research conducted by Taufiq Fauzan Ginanjar and Agung Mulyadin also demonstrated that the demonstration method was effective in improving students' learning outcomes in Fiqh material concerning *jamak* and *qasar* prayers at SMP Unggulan Nasywa Bandung through the implementation of several learning cycles (Ginanjar, 2024). In addition, research by Ilal Fajri and colleagues explained that the demonstration method was effective in enhancing students' understanding of *wudhu* material because students were able to directly observe and practice the correct procedures of worship (Fajri et al., 2024).

Nevertheless, previous studies have primarily focused on improving learning outcomes through Classroom Action Research (CAR) approaches, specific practical materials such as prayer or *wudhu*, and have not specifically examined the influence of the demonstration method on students' level of understanding quantitatively in Fiqh subjects as a whole. Moreover, previous studies have rarely been conducted in integrated Islamic boarding school institutions such as SMPIT Al Madinah Nogosari, which integrates the national curriculum, *diniyah* curriculum, and Islamic boarding school education. Therefore, this study differs from previous research by employing a descriptive quantitative approach with a focus on analyzing the influence of the demonstration method on the understanding of Grade VII students in Fiqh subjects at SMPIT Al Madinah Nogosari during the 2025/2026 Academic Year.

## **B. Research Methods**

This study employed a quantitative research approach to examine the effect of the demonstration method on students' understanding of Fiqh. Quantitative research emphasizes objective measurement, numerical data, and statistical analysis to identify relationships between variables and test research hypotheses. In this study, the independent variable (X) was the demonstration method, while the dependent variable (Y) was students' understanding of Fiqh. The research was designed to systematically measure the implementation of the demonstration method and determine its relationship with students' understanding of Fiqh.

The research was conducted at SMPIT Al Madinah Nogosari, located on Mangu–Nogosari Street KM 03, Potronayan, Nogosari District, Boyolali Regency, Central Java. The population consisted of all Grade VII students enrolled in classes VII-A, VII-B, and VII-C, totaling 86 students. Since the population consisted of fewer than 100 students, the study employed a total sampling technique in which all members of the population were included as research participants. The sample therefore consisted of 86 students, comprising 29 students from class VII-A, 28 students from class VII-B, and 29 students from class VII-C.

Data were collected primarily through a closed-ended questionnaire containing statements developed according to the indicators of the research variables. Each

questionnaire item provided five response alternatives: Strongly Agree (5), Agree (4), Less Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire measuring the demonstration method consisted of five indicators: teacher preparation and planning, implementation of demonstrations, student discipline during demonstrations, clarity and effectiveness of instruction, and evaluation and feedback. Meanwhile, students' understanding of Fiqh was measured through indicators including interpreting or explaining concepts, providing examples, classifying and drawing conclusions, predicting and explaining, and comparing concepts. Classroom observation was also used as supporting data to provide additional information regarding the implementation of Fiqh learning.

The research instrument was developed based on the conceptual definitions and indicators of the independent and dependent variables. Instrument validity was assessed to determine whether the questionnaire items appropriately measured the intended constructs. The study employed Aiken's V coefficient to assess content validity based on expert judgments regarding the relevance of each questionnaire item. Instrument reliability was subsequently examined using Cronbach's Alpha with the assistance of IBM SPSS Statistics 25. An instrument was considered reliable when the Cronbach's Alpha coefficient exceeded 0.70. The reliability criteria classified coefficients above 0.90 as very reliable, 0.70–0.90 as reliable, 0.40–0.70 as moderately reliable, 0.20–0.40 as less reliable, and below 0.20 as unreliable.

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive analysis was used to determine the level of implementation of the demonstration method and the level of students' understanding of Fiqh by calculating the mean scores and other relevant descriptive statistics. Inferential analysis was used to examine the relationship and influence between the demonstration method and students' understanding of Fiqh. Pearson Product Moment correlation analysis was employed to determine the strength and direction of the relationship between the two variables, while simple linear regression analysis was used to determine the extent to which the demonstration method contributed to students' understanding of Fiqh.

Before conducting the correlation and regression analyses, the data were subjected to prerequisite tests. A normality test was conducted using the Kolmogorov–Smirnov test to determine whether the data or regression residuals were normally distributed. The data were considered normally distributed when the significance value was greater than 0.05. In addition, a linearity test was conducted using the Deviation from Linearity criterion in SPSS to determine whether a linear relationship existed between the demonstration method and students’ understanding of Fiqh. A significance value greater than 0.05 indicated that the relationship between the two variables was linear.

Hypothesis testing was conducted using the t-test at a significance level of 5% ( $\alpha = 0.05$ ) with degrees of freedom ( $df = n - 2$ ). The hypotheses were formulated as follows:  $H_a$  states that there is a significant effect of the demonstration method on students’ understanding of Fiqh among Grade VII students at SMPIT Al Madinah Nogosari, while  $H_o$  states that there is no significant effect of the demonstration method on students’ understanding of Fiqh. The decision criterion was that  $H_a$  was accepted and  $H_o$  was rejected when the calculated t-value was greater than the critical t-value at the 0.05 significance level. Conversely,  $H_o$  was accepted and  $H_a$  was rejected when the calculated t-value was lower than the critical t-value. All statistical analyses were conducted using IBM SPSS Statistics 25 to ensure systematic, objective, and accurate interpretation of the research findings.

### **C. Results and Discussion**

#### **1. Research Findings**

##### **a. Description of the Research Site**

SMPIT Al Madinah Nogosari is part of the Al Madinah Islamic Boarding School under the Al Madinah Surakarta Foundation, which was established on September 30, 1996, as an institution for Islamic education, da’wah, and social services. The school was officially founded on October 1, 2005, based on the establishment decree and operational permit issued by the government.

The school was established to expand integrated Islamic education in the Nogosari–Boyolali area. It combines the national curriculum with strengthened Islamic education. The institution has achieved an “A” accreditation, indicating high

educational quality, and continues to develop through increasing student enrollment and academic achievements at both district and provincial levels.

b. Validity Test

The validity test for the Demonstration Method Usage questionnaire was conducted by requesting three experts to assess each questionnaire item. The validity test employed Aiken's Validity Index using Microsoft Excel 365. The formula used is as follows:

$$V = \frac{\sum s}{n(c-1)}$$

Where:

S = r - Lo

c = Highest score

r = Score for each questionnaire item

Lo = Lowest score

V = Aiken's validity coefficient

**Table 1. Aiken's Validity Index for Demonstration Method Usage**

| Item | Validator |    |     | s1 | s2 | s3 | $\sum s$ | n(c-1) | V          | formati |
|------|-----------|----|-----|----|----|----|----------|--------|------------|---------|
|      | I         | II | III |    |    |    |          |        |            |         |
| 01   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 02   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 03   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 04   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 05   | 4         | 5  | 4   | 3  | 4  | 3  | 10       | 12     | 0,83333333 | High    |
| 06   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 07   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 08   | 4         | 5  | 4   | 3  | 4  | 3  | 10       | 12     | 0,83333333 | High    |
| 09   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 10   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 11   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 12   | 5         | 5  | 4   | 4  | 4  | 3  | 11       | 12     | 0,91666667 | High    |
| 13   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 14   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 15   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 16   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High    |
| 17   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 18   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 19   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |
| 20   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High    |

The calculation results indicated that all questionnaire items for the Demonstration Method Usage variable were valid and categorized as “High,” since all validity coefficients exceeded 0.80.

Similarly, the validity test for the Fiqh Subject Understanding questionnaire was conducted using Aiken’s Validity Index through Microsoft Excel 365.

**Table 2. Aiken’s Validity Index for Fiqh Subject Understanding**

| Item | Validator |    |     | s1 | s2 | s3 | $\sum s$ | n(c-1) | V          | Format |
|------|-----------|----|-----|----|----|----|----------|--------|------------|--------|
|      | I         | II | III |    |    |    |          |        |            |        |
| 01   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 02   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 03   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 04   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 05   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High   |
| 06   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High   |
| 07   | 4         | 5  | 4   | 3  | 4  | 3  | 10       | 12     | 0,83333333 | High   |
| 08   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High   |
| 09   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 10   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 11   | 5         | 5  | 4   | 4  | 4  | 3  | 11       | 12     | 0,91666667 | High   |
| 12   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 13   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 14   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 15   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 16   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 17   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 18   | 4         | 5  | 5   | 3  | 4  | 4  | 11       | 12     | 0,91666667 | High   |
| 19   | 5         | 5  | 5   | 4  | 4  | 4  | 12       | 12     | 1          | High   |
| 20   | 4         | 5  | 4   | 3  | 4  | 3  | 10       | 12     | 0,83333333 | High   |

The findings showed that all questionnaire items measuring Fiqh Subject Understanding were valid and categorized as “High,” because all validity coefficients were greater than 0.80.

#### c. Reliability Test

The reliability test for the Demonstration Method Usage questionnaire (Variable X) was conducted using Microsoft Excel 365 and Cronbach’s Alpha formula involving 30 respondents.

$$r = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum a_{b^2}}{a_{t^2}} \right)$$

Where:

$k$  = Number of valid item variances

$\sum a_b^2$  = Total item variance

$a_t^2$  = Total variance

**Table 3. Cronbach's Alpha Reliability of Demonstration Method Usage**

| Score Item | Total Score | r Count | r Table | Status Valid | Varian | Reliability |
|------------|-------------|---------|---------|--------------|--------|-------------|
| 20         | 2.889       | 0,747   | 0,361   | Valid        | 0,064  | 0,89        |

The reliability test results showed that the Cronbach's Alpha value for the Demonstration Method Usage variable was 0.89. Based on the reliability coefficient interpretation guidelines, this value indicates a very high level of reliability.

The reliability test for the Fiqh Subject Understanding questionnaire (Variable Y) was also conducted using Cronbach's Alpha involving 30 respondents.

**Table 4. Cronbach's Alpha Reliability of Fiqh Subject Understanding**

| Score Item | Total Skor | r Count | r Table | Status Valid | Varian | Reliability |
|------------|------------|---------|---------|--------------|--------|-------------|
| 20         | 2.880      | 0,423   | 0,36    | Valid        | 0,166  | 0,94        |

The results demonstrated that the Cronbach's Alpha value for the Fiqh Subject Understanding variable was 0.94, indicating a very high level of reliability.

**Table 5. Reliability Coefficient Interpretation**

| Coefficient Interval | Relationship Level |
|----------------------|--------------------|
| 0.000 – 0.199        | Very Low           |
| 0.200 – 0.399        | Low                |
| 0.400 – 0.599        | Moderate           |
| 0.600 – 0.799        | Strong             |
| 0.800 – 1.000        | Very Strong        |

Based on the table above, it can be concluded that both the implementation of the Demonstration Method and students' understanding of Fiqh subjects possess a very high level of reliability.

#### d. Descriptive Data Analysis Technique

This study employed simple linear regression analysis to determine the extent of the influence of Variable X on Variable Y using Microsoft Excel 365. The regression equation obtained was:

**Table 6. Results of Simple Linear Regression Analysis**

| Responden                                                                   | X    | Y    | X <sup>2</sup> | Y <sup>2</sup> | XY     |
|-----------------------------------------------------------------------------|------|------|----------------|----------------|--------|
| 86                                                                          | 7502 | 7314 | 660078         | 629334         | 641286 |
| $a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n\sum X^2 - (\sum X)^2}$ |      |      |                |                |        |
| $b = \frac{(n\sum XY) - (\sum X)(\sum Y)}{n\sum X^2 - (\sum X)^2}$          |      |      |                |                |        |
| $Y = a + bx$                                                                |      |      |                |                |        |
| $a = 34,68827049$                                                           |      |      |                |                |        |
| $b = 0,577287222$                                                           |      |      |                |                |        |
| $Y = 34,688 + 0,577X$                                                       |      |      |                |                |        |

Based on the regression analysis results, the equation indicates that the use of the demonstration method positively influences Grade VII students' understanding of Fiqh subjects. Every one-unit increase in the use of the demonstration method increases students' understanding by 0.577 units. The constant value of 34.688 indicates that without the implementation of the demonstration method, the students' understanding level would remain at that value.

This study also employed Pearson Product Moment correlation analysis and the coefficient of determination to measure the degree of relationship between Variable X (demonstration method) and Variable Y (students' understanding of Fiqh subjects). The results were as follows:

**Table 7. Pearson Product Moment Correlation and Coefficient of Determination**

|                                                                                                |
|------------------------------------------------------------------------------------------------|
| $r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$ |
| <b>r = 0,508159825</b>                                                                         |
| <b><math>r^2 = (0,508)^2 = 0,258/25,8\%</math></b>                                             |

Where:

$r_{xy}$  = Pearson Product Moment correlation coefficient

$n$  = Number of samples

$x$  = Variable X score

$y$  = Variable Y score

$r^2$  = Coefficient of determination

**Table 8. Pearson Product Moment Correlation Interpretation**

| Correlation Interval | Relationship Level |
|----------------------|--------------------|
| 0.000 – 0.199        | Very Low           |
| 0.200 – 0.399        | Low                |

|               |             |
|---------------|-------------|
| 0.400 – 0.599 | Moderate    |
| 0.600 – 0.799 | Strong      |
| 0.800 – 1.000 | Very Strong |

The analysis results show that the Pearson Product Moment correlation coefficient between Variables X and Y was 0.508, indicating a positive relationship with a moderate correlation level. This finding suggests that an increase in the use of the demonstration method tends to be followed by an increase in students' understanding of Fiqh subjects.

Furthermore, the coefficient of determination analysis revealed that the demonstration method contributed 25.8% to students' understanding of Fiqh subjects, while the remaining percentage was influenced by other factors.

e. Normality Test

In this study, data normality testing was performed using the Kolmogorov–Smirnov test. This test is used to determine whether the data distribution aligns with the normal distribution by comparing the empirical distribution with the theoretical distribution. Decision-making in the Kolmogorov–Smirnov test is based on the significance value, as follows:

- 1) If the largest difference between the theoretical distribution function and the sample distribution function ( $f_t-f_s$ ) is less than the Kolmogorov–Smirnov table value, then the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_1$ ) is rejected.
- 2) If the largest difference between the theoretical distribution function and the sample distribution function ( $f_t-f_s$ ) is greater than the Kolmogorov–Smirnov value, then the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted (Sugiono, 2017).

**Table 9. Normality Test Results**

| Description                        | Value      |
|------------------------------------|------------|
| D (largest $f_t-f_s$ value)        | 0.08035005 |
| K (Kolmogorov–Smirnov table value) | 0.144      |

Based on the results obtained using Microsoft Excel 365 with the Kolmogorov–Smirnov formula, the largest  $f_t-f_s$  value (D) was 0.080, which was smaller than the

Kolmogorov–Smirnov table value (K) of 0.144. Therefore,  $H_0$  was accepted and  $H_1$  was rejected, indicating that the research data were normally distributed.

f. Linearity Test

The linearity test was conducted to determine whether there was a significant linear relationship between the independent and dependent variables. The analysis used ANOVA through SPSS with a significance level of 0.05.

**Table 10. Linearity Test Results**

| Source of Variation       | Sum of Squares | df | Mean Square | F      | Sig.   |
|---------------------------|----------------|----|-------------|--------|--------|
| Between Groups (Combined) | 4194.447       | 28 | 149.802     | 2.746  | <0.001 |
| Linearity                 | 1886.038       | 1  | 1886.038    | 34.574 | <0.001 |
| Deviation from Linearity  | 2308.410       | 27 | 85.497      | 1.567  | 0.077  |
| Within Groups             | 3109.367       | 57 | 54.550      | –      | –      |
| Total                     | 7303.814       | 85 | –           | –      | –      |

The linearity test results showed that the significance value for “Deviation from Linearity” was 0.077, which exceeded 0.05. This indicates that there was a linear relationship between the independent and dependent variables, meaning that no deviation from linearity occurred.

In addition, the significance value in the “Linearity” row was <0.001, indicating that the relationship between the variables was significantly linear.

g. Hypothesis Test

Hypothesis testing in this study was conducted using the correlation coefficient (r), which was further tested through the t-test to determine the significance of the relationship between the independent and dependent variables (Sudjana, 2005).

**Table 11. Correlation Coefficient Results**

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| $r_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2) - (\sum y)^2)}}$ |
| $r_{xy} = 0,508159824$                                                                                  |

**Table 12. t-Test Results**

|                                                    |
|----------------------------------------------------|
| $t = \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-(r_{xy})^2}}$ |
| t hitung = 5,407596574                             |
| t tabel = 1,663196679                              |

Where:

$n$  = Number of research subjects

$r$  = Correlation coefficient between variables  $x$  and  $y$

The hypothesis test aimed to determine whether there was a significant relationship between Variables  $X$  and  $Y$ . The test employed the t-test supported by Pearson Product Moment correlation analysis.

The calculation results produced a correlation coefficient  $r_{xy}$  of 0.508, indicating a positive relationship with a moderate level of correlation between Variables  $X$  and  $Y$ .

Furthermore, significance testing at the 0.05 significance level with 84 degrees of freedom yielded a calculated t-value of 5.4076, while the t-table value was 1.6632.

Since the calculated t-value was greater than the t-table value (  $5.4076 > 1.6632$  ), the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. This indicates that there was a significant relationship between Variables  $X$  and  $Y$ , meaning that the hypothesis proposed in this study was accepted.

## 2. Discussion

In this study, the researcher employed questionnaires as the primary instrument for collecting data related to two variables, namely the Use of the Demonstration Method ( $X$ ) and Students' Understanding of Fiqh Subjects ( $Y$ ). The questionnaires were distributed to 86 seventh-grade students at SMPIT Al Madinah Nogosari.

Prior to hypothesis testing, the researcher first conducted a validity test using the Aiken's Index formula. The results indicated that all questionnaire items related to both the use of the demonstration method and students' understanding of Fiqh subjects were valid, as each item obtained a value greater than 0.8. These findings demonstrate that the research instruments were appropriate and capable of accurately measuring the intended indicators. Meanwhile, the reliability test using Cronbach's Alpha produced a value of 0.89 for the demonstration method variable and 0.94 for the Fiqh understanding variable. These values fall within the "very high" category, indicating that the research

instruments possessed strong consistency and were therefore suitable for use in this study.

Subsequently, prerequisite analyses were conducted through normality and linearity tests. The normality test using the Kolmogorov–Smirnov formula revealed that the D value of 0.080 was smaller than the Kolmogorov–Smirnov table value of 0.144. Therefore, the research data were considered normally distributed. In addition, the linearity test showed a significance value for Deviation from Linearity of 0.077, which exceeded the significance threshold of 0.05. This result indicates that the relationship between the use of the demonstration method and students’ understanding of Fiqh subjects was linear, meaning that the data met the requirements for hypothesis testing.

At the hypothesis testing stage, the researcher employed the t-test assisted by Pearson Product Moment correlation analysis. The findings showed that the calculated t-value was 5.407, which was greater than the t-table value of 1.663 at a significance level of 0.05. Accordingly, the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_o$ ) was rejected. This indicates that the use of the demonstration method had a significant influence on seventh-grade students’ understanding of Fiqh subjects at SMPIT Al Madinah Nogosari during the 2025/2026 Academic Year.

The findings of this study suggest that the demonstration method provides students with more concrete learning experiences compared to conventional lecture-based instruction. In Fiqh learning, students are not only expected to understand concepts theoretically but are also required to perform religious practices correctly, such as *thaharah*, *wudhu*, *tayammum*, and *shalat*. Through the demonstration method, students are able to directly observe the correct procedures of worship practices and subsequently practice them independently. This condition makes the learning process more active, engaging, and easier for students to understand.

Theoretically, these findings are consistent with the perspective proposed by Sanjaya, who argued that the demonstration method helps students understand learning materials more concretely because students gain direct experience during the instructional process. The demonstration method is also effective in reducing verbalism in learning, a condition in which students merely understand concepts verbally without

comprehending their practical implementation. In the context of Fiqh education, the demonstration method is particularly relevant because Fiqh materials are closely associated with everyday religious practices that require both procedural accuracy and practical understanding.

Furthermore, the findings also indicate that the use of the demonstration method positively affected students' engagement throughout the learning process. Based on classroom observations, students appeared more enthusiastic, actively asked questions, and demonstrated greater confidence during learning activities. These findings suggest that the demonstration method not only improves students' cognitive understanding but also contributes to the enhancement of affective and psychomotor aspects of learning. Consequently, learning becomes more meaningful because students are not limited to theoretical knowledge but are also able to apply it in practice.

Based on the results of the simple linear regression analysis, the regression equation obtained was  $Y = 34.688 + 0.577X$ . The equation indicates that every one-unit increase in the implementation of the demonstration method contributes to an increase of 0.577 units in students' understanding of Fiqh subjects. This demonstrates a positive relationship between the two variables. In other words, the more effectively the demonstration method is implemented in learning activities, the higher the students' level of understanding of Fiqh subjects.

However, the coefficient of determination analysis revealed that the demonstration method contributed only 25.8% to students' understanding of Fiqh subjects, while the remaining 74.2% was influenced by other factors beyond the scope of this study. These factors may include students' learning motivation, prior academic ability, family environment, learning media, teacher competence, classroom atmosphere, and students' psychological conditions. This finding suggests that the demonstration method is not the sole factor influencing students' understanding, although it remains an important factor supporting learning success.

The findings of this study also reinforce previous research conducted by Daswanti, Taufiq Fauzan Ginanjar, and Ilal Fajri, which concluded that the demonstration method is effective in improving students' learning outcomes and

understanding in Fiqh learning. Nevertheless, this study differs from previous research because it not only focuses on improving learning outcomes related to specific worship practices but also quantitatively analyzes the broader influence of the demonstration method on students' understanding of Fiqh subjects among seventh-grade students at SMPIT Al Madinah Nogosari.

On the other hand, this study also identified several challenges in the implementation of the demonstration method. Some students still experienced feelings of embarrassment and lacked confidence when asked to demonstrate worship practices in front of the classroom. In addition, limited instructional time and inadequate supporting facilities became obstacles to the optimal implementation of the demonstration method. Teachers are therefore required to manage classrooms effectively to ensure that all students remain focused and actively engaged throughout the learning process. Consequently, the success of the demonstration method is strongly influenced by teachers' creativity in managing instruction and their ability to create a conducive and enjoyable learning environment.

In conclusion, the demonstration method can be regarded as an effective instructional approach for improving students' understanding of Fiqh subjects, particularly in materials requiring direct practical application. This method assists students in understanding concepts more concretely, increases student engagement during learning activities, and provides more meaningful learning experiences. Therefore, the implementation of the demonstration method should continue to be developed and integrated with other instructional strategies in order to achieve more optimal learning outcomes.

#### **D. Conclusion**

Fiqh learning in Grade VII at SMPIT Al Madinah Nogosari requires both theoretical and practical understanding, particularly in topics related to purification (*thaharah*), ablution (*wudhu*), *tayammum*, and prayer (*shalat*). In the initial learning condition, the lecture-based method resulted in students' understanding being less optimal, and errors in worship practices were still frequently identified. As a solution,

teachers implemented the demonstration method by directly demonstrating the procedures of worship practices, after which students observed and practiced them independently. This method provided more concrete learning experiences and helped students understand the material more deeply.

The findings indicate an improvement in students' understanding, both cognitively and in practical skills. This was evidenced by the questionnaire results and students' ability to perform worship practices in accordance with Fiqh principles, with an average score of 87.2, a minimum score of 67, and a maximum score of 100.

Nevertheless, the implementation of the demonstration method still requires improvement through more systematic instructional planning, greater student participation, better time management, and more comprehensive evaluation procedures in order to optimize learning outcomes further.

Students' understanding of Fiqh subjects, based on the research findings and descriptive analysis, showed an average score of 85.0, with the lowest score being 60 and the highest score being 100. This indicates that most students possessed a relatively high level of understanding of Fiqh subjects, as many responses in the questionnaire reflected students' actual learning experiences in Fiqh classes. These findings were also consistent with classroom observations, which showed students' enthusiasm and active participation during the learning process.

The influence of the Demonstration Method on students' understanding of Fiqh subjects among Grade VII students at SMPIT Al Madinah Nogosari in the 2025/2026 Academic Year showed a significant effect. The t-test results demonstrated that the calculated t-value was 5.407, which was substantially higher than the t-table value of 1.663 at a significance level of 0.05. Based on these findings, the alternative hypothesis ( $H_a$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected. Therefore, it can be concluded that there was a significant influence of the Demonstration Method on students' understanding of Fiqh subjects among Grade VII students at SMPIT Al Madinah Nogosari during the 2025/2026 Academic Year.

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