

## Demonstration Method: Concrete Innovation Increases Student Learning Motivation

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### ABSTRACT

In the fiqh learning process at MI As-Sakinah, various learning methods are needed and are in accordance with the subject matter that will be taught by the teacher. One of the learning methods is using the demonstration method. Various methods or techniques for presenting learning materials can be used by teachers in teaching and learning activities. In this study, researchers used one of the true experimental design forms, namely the *Pretest-Posttest Control Group Design*. In this design, there are two groups that are randomly selected, then given a pretest to find out whether there is a difference in the initial state between the experimental group and the control group. The pretest results are good if the experimental group scores are not significantly different

## **INTRODUCTION**

In the world of education there are many methods used to facilitate the learning process (Tabroni, 2019). Tabroni said that the method literally has a way (Nawawi et al., 2022). In general usage, the method is defined as a method or procedure used to achieve a certain goal (Tabroni et al., 2021). In relation to the learning method is defined as ways of presenting learning materials to students to achieve the goals that have been set (N. & H.B., 1973), (Imam Tabroni, Putra, et al., 2022). Thus, one of the skills that must be possessed by a teacher in learning is the skill of choosing a method (Hill, 1990).

Various methods or techniques for presenting learning materials can be used by teachers in teaching and learning activities (Imam Tabroni, Jamali Sahrodi, et al., 2022). According to (Mu'awanah, 2011) the things that need to be considered in relation to various teaching methods as a standard understanding of presentation techniques, in order to be able to choose and use them appropriately are: 1) Have an understanding (understand) the intent of the presentation method/technique used. 2) Should formulate goals that can be achieved with the presentation method used. 3) Knowing when a presentation technique method can be used efficiently and effectively. 4) Know the advantages and weaknesses of each method and be able to overcome them. 5) In using it to know what and how is the role of the teacher, and what is the role of students. 6) Must take certain steps so that the use of presentation techniques can be effective and efficient. 7) Not only using a method in a monotonous manner but using a variety of methods.

One method that can be used by the teacher is the demonstration method. According to (Zainiyati, 2010) said that the demonstration method is a method of presenting lessons by demonstrating and demonstrating to students about a particular process, situation or object, either actual or just an imitation. As a method of presentation, demonstrations cannot be separated from verbal explanations by the teacher. Even though in the demonstration process the role of students is just to pay attention, demonstrations can present more concrete learning material (Garcia, 1989).

The role of motivation in the learning process is very important for a teacher. Teachers must be able to motivate students to learn because it is very necessary to be able to have an impact in increasing student enthusiasm for learning. Because of the importance of teacher motivation in learning, the authors look at the problems faced by educators at MI As-Sakinah, especially in grade 2 in terms of learning motivation.

For this reason, the author has a goal to increase student motivation through teacher creativity by using demonstration methods in learning. Namely

by how the creativity of a teacher in increasing student learning motivation through the demonstration method.

## **METHODS**

The type of research used in this research is quantitative research. The data obtained in this study are in the form of numbers and will be analyzed using statistics. According to Sugiyono (2014: 13) it is said to be an experimental method because the research data is in the form of numbers and will be analyzed using statistics. This type of research is also used because it wants to know the effect of certain treatments on others. The research design used in this research is *True Experimental Design*. In this study, researchers used one of the true experimental design forms, namely the *Pretest-Posttest Control Group Design*. In this design, there are two groups that are randomly selected, then given a pretest to find out whether there is a difference in the initial state between the experimental group and the control group. The pretest results are good if the experimental group scores are not significantly different.

### **Time and Place of Research**

This research was conducted at MI As-Sakinah which is in Kp. Tegal Onder RT 05/03 Ds. Warung Kadu Kec. Pasawahan District Purwakarta. This research was conducted from 7 December 2022 to 18 January 2023.

### **Population and Research Sample**

The population is the entire research subject while the sample is part or representative of the study (Arikunto, 2010). Then the population in this study were all MI As-Sakinah students and the sample from this study was part or representative of the studied.

### **Data Analysis Technique**

The data collection technique used in this study was a student motivational questionnaire sheet. The filling out of the questionnaire was used twice, namely the pre-test and post-test carried out with the aim of knowing the initial motivation of students in the experimental group and the control group. Filling out this questionnaire was carried out before the experimental group received the subject matter using the demonstration method and the control group did not use the demonstration method. The post-test in the experimental group and the control group aims to determine the level of students' learning motivation after being given the treatment of applying the demonstration method by comparing it with the results of the pre-test. The data were processed using inferential statistics with descriptive statistical analysis, then using the paired *t-test* assisted by the *SPSS program*. The results of this study were to determine the effect of the demonstration method on the learning motivation of class II students at MI As-Sakinah.

## **RESULTS AND DISCUSSION**

### **Demonstration Method**

The demonstration method is a way of presenting lessons by demonstrating and demonstrating to students about a particular process, situation or object that is being studied both in actual and in imitation form which is demonstrated by the teacher or other learning resources who are experts on the topic of discussion that must be demonstrated. (Helmiati, 2012).

The demonstration method is a teaching method by demonstrating items, events, rules, and sequences of carrying out an activity either directly or through the use of instructional media that are relevant to the subject matter or material presented. (Ade & Said, 2017).

The Demonstration Method is a teaching method by means of the teacher or other people (who are deliberately asked) or the students themselves show or demonstrate movements, a process (working something, doing actions) with the correct procedure accompanied by explanations to the whole class. The students observe carefully, thoroughly with full attention and participation. (Mu'awanah, 2011).

Further in the journal the effectiveness of demonstration methods in learning fiqh written by SY. The demonstration method can also fill free time fostering a sense of responsibility towards students for all assignments given by the teacher and familiarizes students to study hard. Because in the demonstration method students get practical experience that can forming the feelings and wishes of students, the child's attention will be centered on what is being demonstrated and can reduce errors in drawing conclusions because students observe directly a process. (Rohana, 2019).

### **Student's motivation to study**

Essence motivation can be interpreted as: 1. An urge that arises in a person, consciously or unconsciously, to take an action with a specific purpose; 2. Efforts that can cause a certain person or group of people to be moved to do something because they want to achieve certain goals. In the opinion of Risk in Spiritual, that motivation is an effort that is realized by the teacher to create a desire in students to support activities towards learning goals. Motivation to learn can arise due to two factors, namely intrinsic factors and extrinsic factors. Intrinsic factors are factors that originate from the human being himself which can be in the form of attitude, personality, education, experience, ideals and feelings. (Nur, 2018).

Quoted from the journal, the effect of student motivation and learning creativity on student civics learning outcomes written by Teguh Wiyono that there are several factors that can be done by a teacher in order to motivate his students, namely: the time factor available, the number of students and their learning and emotional needs. demands for heavy accountability from

administrators and parents as well as other situations which are the pressures found in schools. This is very helpful for teachers to know about what and how to find natural learning motivation that can be developed and achieved to motivate students. Understanding the things mentioned above helps the teacher to realize that almost everything he does in the classroom has a positive or negative motivational influence on students. This includes the way information is conveyed, the activity model used, the way the teacher interacts with students, and opportunities for students to work individually or in groups. Students will react to who the teacher is, what they do and how they feel comfortable in the classroom. (Wiyono, 2018).

Motivation is not only important because it is a factor that causes learning, but also facilitates learning and learning outcomes (Catharina Tri Ani, 2006: 157). Historically, teachers have always known when students need to be motivated during the learning process, so that learning activities are more enjoyable, the flow of communication is smoother, reducing student anxiety, increasing creativity and learning activities (Nawawi et al., 2022). Learning that is followed by motivated students will be truly enjoyable, especially for teachers. Students who complete learning tasks with feelings of motivation for the material they have learned will be more likely to use the material they have learned (Imam Tabroni, Ismayanti, et al., 2022).

### **Hypothesis**

H1 : There is a significant effectiveness of the demonstration method on student learning motivation at MI As-Sakinah .

Ho : There is no significant effectiveness of the demonstration method on student learning motivation at MI As-Sakinah.

### **Framework of thinking**

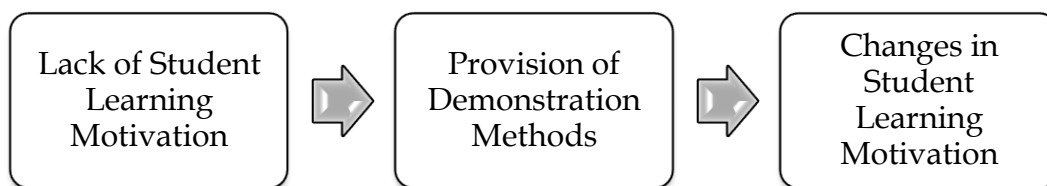


Figure 1. Thinking framework

**RESULTS**

Table 1. Tests of Normality

	Demonstration Method	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistics	df	Sig.	Statistics	df	Sig.
Student Motivation Results	Pretest-Posttest Control	.188	13	.200*	.902	13	.144
	Pretest-Posttest Experiment	.185	13	.200*	.893	13	.108

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

If the significance is less than 0.05, the data is not normally distributed. In this study, a significance of 0.108 was obtained, so the data is normally distributed.

Table 2. Test of Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Results	Based on Means	.451	1	24	.508
Motivation	Based on Median	.397	1	24	.534
Student	Based on Median and with adjusted df	.397	1	23,928	.534
	Based on trimmed mean	.451	1	24	.508

The result of the calculation above is,  $0.508 > 0.05$ . The conclusion is that the variance of two or more data population groups is homogeneous.

Table 3. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student Motivation Results	Equal variances assumed	.451	.508	-4.915	24	.000	-18.76923	3.81862	-26.65047	-10.88799
	Equal variances not assumed			-4.915	23,437	.000	-18.76923	3.81862	-26.66051	-10.87795

Based on the results of the T test, it was found that the significance value of the T test was 0.00, namely <0.05, so it can be concluded that H1 is accepted and Ho is rejected. Thus the results of this study that the application of the demonstration method can increase student motivation so that the learning method is effective.

## DISCUSSION

This research is to determine the effect of using the demonstration method on student learning motivation at MI As-Sakinah. This research was taken based on the theory according to Catharina which stated that Motivation is not only important because it is a factor that causes learning, but also facilitates learning and learning outcomes . In this study the efforts used to increase student learning motivation at school are through teacher creativity using the demonstration method in learnin (Christophersen & Kenny, 2018).

The demonstration method can also fill free time fostering a sense of responsibility to students for all assignments given by the teacher and familiarizes students to study hard. Because in the demonstration method students gain practical experience that can shape the feelings and will of students, the child's attention will be centered on what is being demonstrated

and can reduce errors in drawing conclusions because students observe directly a process (Rishipal, 2011).

The initial stage of the research process is compiling instruments and RPP (Learning Implementation Plan). The research instrument was a questionnaire. Questionnaires are used to find out how the influence of the use of demonstration methods and the use of lectures. Questionnaires are used to determine the effect of the demonstration method. While the Learning Implementation Plan is used as a learning guide.

The next process is the core activity of the research, namely the learning process. Classroom learning uses the demonstration method. Learning is carried out in two meetings using a control class and an experimental class. The learning method in class consists of five main steps, the first step is the preparation stage, the second step is implementation and the last step is ending the demonstration.

At the beginning of the pretest data collection, the control group and the experimental group had a learning motivation that was not too different. This can be seen from the acquisition of an average score from the initial test of the control group of 47% and the experimental group of 48%, in which the two groups have a low level of learning motivation. Then the experimental group got the application of the demonstration method in fiqh learning regarding the practice of congregational prayers, while the control group did not get the application of the demonstration method only through the lecture method. After 2 meetings, the control and experimental groups were given another test in the form of a post-test with an average result of the control group of 56%, while the average result of the experimental group was 75%.

Thus it can be seen that the average final result of the experimental class is greater than the average result of the control class. The average value of the increase in the control group from 47% to 56% and the experimental class with an average value of increase from 48% to 75%.

The normality test shows that the data in this study obtained a significance of 0.108, so the data is normally distributed. The homogeneity test shows the results of the calculation above, namely,  $0.508 > 0.05$ , the variances of two or more population data groups are homogeneous. Based on the results of the T test, it was found that the significance value of the T test was 0.00, namely  $< 0.05$ , so it can be concluded that H1 is accepted and Ho is rejected. Thus the results of this study that the application of the demonstration method can increase student motivation so that the learning method is effective.



## CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research conducted regarding the effectiveness of the demonstration method on student learning motivation at MI as-Sakinah, it can be concluded:

1. Based on the results of research originating from the control class pretest from the percentage data it was concluded that 2 people or 15% were categorized as lacking, 10 or 76% were categorized as sufficient and 1 person or 7% was categorized as good.
2. Based on the results of the research which came from the results of the control class posttest from the percentage data it was concluded that 8 people or 61% were categorized as sufficient and 5 people or 38% were categorized as good. While the experimental class is 8 people or 61% categorized as good and 5 people or 38%.
3. From the results of the hypothesis testing, the results of the T test were obtained. It was found that the significance value of the T test was 0.00, namely  $<0.05$ , so it could be concluded that H1 was accepted and Ho was rejected. Thus the results of this study that the application of the demonstration method can increase student motivation so that the learning method is effective.

From the results analysis And conclusion, researcher give recommendation as following:

1. Study Action collaborative about method demonstration, give impact positive and happen improvements in the learning process. For that to party Madrasah Ibtidaiyyah so develop studies kind who can contribute positive and support success learning.
2. Study about method Demonstration this has give positive results to enhancement motivation to study at MI As-Sakinah. For that to teachers who do learning on topics that have characteristics similar with subject research, so use approach guidance in learning.
3. order implementation method this demonstration could walk effective And efficient need exists synergy And work the same as involving experts PAI material , in particular fiqh , with practitioner learning , so could adapt Theory with method proper learning, with concentrate on development And innovation system learning .

## **FURTHER STUDY**

This study only uses one independent variable and one dependent variable. For further research, in order to develop this research, the variables used in this study can still be added. This is to deepen research and research results to be achieved.

For other researchers who wish to conduct research using the demonstration method, it is best to first check the validity of all the tools to be used in the study. This is so that the results obtained are truly valid. In addition, the teacher must also be able to plan and manage study time properly using the demonstration method.

In addition, the teacher must also explain to students the steps to achieve learning outcomes so that students are not confused. In addition, this also aims not to waste a lot of time.

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