Improving Academic Achievement on Congregational Prayer Through Demonstration Method in Junior High Students

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Abstract: This study aims to improve student learning outcomes in Fiqh subjects through the application of the demonstration method, namely by demonstrating the process or situation being studied so that students get a more meaningful learning experience. This study uses a Classroom Action Research (PTK) approach with the subject of 37 students in grade VII B MTs Ibadurrohman, Rancaekek District, Bandung Regency and is carried out in two cycles that include the stages of planning, implementation, observation, and reflection. The hypothesis proposed is that the demonstration method can effectively improve student learning achievement, with a target of at least 70% of students achieving a score above KKM 70. However, this study found several obstacles, such as the limitations of teachers' skills in using the method, differences in students' academic abilities, and time constraints that are influenced by a large number of students. Through observation and data analysis, this research is expected to contribute to improving the quality of Fiqh learning and offer practical recommendations to overcome existing challenges.

Keywords: Learning Achievements; Methods; Prayer

INTRODUCTION

Education is an essential part of human life, which aims to shape individuals with integrity and maturity in spiritual, intellectual, and social aspects (Kusumawati et al., 2023) (Chanfiudin et al., 2024) Education is dynamic and influenced by the needs and values that prevail in society. In the context of Islamic education, the ultimate goal is to produce human beings who believe in and fear Allah SWT, as well as have noble character as stated in the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System (Indonesia, 2003) National education, according to the law, serves to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. This goal includes developing the potential of students to become human beings who have faith, piety, noble character, capable, creative, independent, and responsible as democratic citizens.

From the perspective of educational theory, the success of education is greatly influenced by the methods used in the learning process. According to the theory of constructivism (Piaget, 1969) quoted from (Hasanah et al., 2023)), effective learning occurs when students actively build their own understanding based on experience and direct interaction with the material. Therefore, methods that place students as active subjects in learning, such as demonstration methods, are very relevant to this principle. The demonstration method allows students to see firsthand the application of the concepts taught, which according to Dale (1969) quoted from (Chusni et al., 2021) said to be at the top of the learning experience pyramid because it involves more senses and student activities, thus strengthening understanding.

In Islamic education, one of the important subjects taught is fiqh, which includes Islamic laws that govern various aspects of life, especially in terms of worship (Mansir & Purnomo, 2020). Fiqh plays an important role in shaping students' understanding of the basic rules of Islam, such as prayer procedures, fasting, zakat, and others. This fiqh education is closely related to the learning theory of behaviorism, which emphasizes the importance of habituation in the formation of behavior. Skinner (1953) quoted from (Nasarudin et al., 2024) stated that learning through repetition (drill) and direct practice can strengthen student responses. This is in line with the concept of fiqh, where worship practices such as congregational prayer must be learned through the repetition of movements and correct readings.

However, the reality in the field shows that fiqh learning in several schools, including MTs Ibadurrohman, Rancaekek District, Bandung Regency, is often considered boring by students. Learning that tends to be monotonous, less innovative, and has minimal interaction causes students to feel bored and not interested in following lessons properly. This is in line with the criticism raised by Paulo Freire (1970) in *Pedagogy of the Oppressed*, where he stated that an education system that focuses too much on *the banking education* model quoted from (Simorangkir, 2022) where teachers are considered the only source of knowledge, will cause boredom and inactivity of students.

The demonstration method, such as the one applied in this study, provides a more interactive alternative to learning. The theory of experiential learning

proposed by Kolb (1984) quoted from (Wibowo, 2020) emphasizes the importance of active involvement of students in learning through the cycle of concrete experiences, reflection, abstract conceptualization, and active experiments. By using the demonstration method, students not only become passive recipients of the information conveyed by the teacher, but also directly involved in the learning process, both through observation and practice. In terms of fiqh learning, especially congregational prayer materials, this method provides opportunities for students to practice movements and recitations directly, thereby increasing their understanding and ability to carry out the worship.

In previous studies, the demonstration method has been proven to be one of the effective approaches in learning Fiqh. For example, research conducted by (Nur Inayah et al., 2023) shows that the use of demonstration methods can significantly improve students' understanding of Fiqh materials, especially in aspects of worship that require practical skills such as prayer and ablution. Another study conducted by (Abdurrahman et al., 2024) also found that the demonstration method can make it easier for students to remember worship procedures better because they practice them directly under the guidance of the teacher. This research reinforces the concept put forward by Skinner (1953), that learning that involves repetition and hands-on practice, such as demonstration methods, can strengthen students' responses and improve habituation. In addition, (Mudhori, 2019) also emphasized that the demonstration method is able to overcome boredom in learning Fiqh, because students are more actively involved and gain a deeper understanding through direct experience. Thus, the application of the demonstration method in Fiqh learning has a strong foundation in the theory of behaviorist learning and has been supported by several previous studies that have shown its effectiveness.

In its implementation, the use of visual media such as posters and images in the demonstration method also supports the principle of dual coding theory put forward by Paivio (1971) quoted from (Kustandi & Darmawan, 2020) According to this theory, information conveyed through two channels (verbal and visual) will be easier for learners to understand and remember. Visualization in the form of pictures or illustrations of prayer movements, for example, can help students connect abstract concepts with concrete reality, making it easier for them to understand the procedures for congregational prayer. In addition, this visualization also supports the theory of multiple intelligences (Gardner, 1983) quoted from (Putra & Dewantoro, 2022), specifically visual-spatial intelligence, which affects how students process visual information better.

In this study, the demonstration method was applied to students of grade VII B MTs Ibadurrohman, Rancaekek District, Bandung Regency. This research uses the Classroom Action Research (PTK) approach which is carried out in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. Planning involves the preparation of the materials and learning strategies to be used, while implementation is the stage where the demonstration method is applied directly in the classroom. Observation is carried out to monitor student responses and involvement during the learning process, as well as to record the results achieved. The reflection stage is used to evaluate the

effectiveness of the applied method, as well as determine the improvement steps that need to be taken in the next cycle.

The main purpose of this study is to test the hypothesis that the application of the demonstration method can improve student learning achievement in fiqh subjects, especially in congregational prayer materials. The success indicator set is that 70% of students achieve a score above the Minimum Completeness Criteria (KKM) of 70. If this indicator is achieved, then the demonstration method is considered successful in improving student learning outcomes. However, if not, researchers will make improvements and adjustments in the next cycle to increase the effectiveness of learning.

In addition, this study also seeks to identify various obstacles that may arise during the application of the demonstration method in the classroom. The demonstration method, while proven effective in many educational settings, often faces practical challenges that can hinder its success if not properly addressed. Based on previous research and experiences, there are several key factors that can impact the effectiveness of this method. Time limitations, for example, often pose a significant challenge, as the demonstration method requires sufficient time for teachers to explain, demonstrate, and provide opportunities for students to practice the skills being taught. With a relatively large number of students in a class, ensuring that each student fully understands and participates in the demonstration can be time-consuming. Therefore, one of the key focuses of this study is to explore ways to optimize time management within the classroom context, ensuring that the demonstration method can be applied effectively within the constraints of a typical school schedule.

Another obstacle that this research aims to address is the lack of facilities or instructional resources. The successful implementation of the demonstration method often requires specific tools, materials, or equipment that may not always be readily available in all classrooms. In the context of Fiqih learning, for instance, demonstrating rituals such as wudhu or salat may require a clean space, access to water, or prayer mats, which might not be available in every learning environment. This research will explore potential solutions to these limitations, such as the creative use of available materials or the development of alternative methods that still adhere to the core principles of the demonstration method. The role of teachers in managing these limitations will also be examined, with particular attention to how they can adapt their teaching practices to make the most of the resources at hand.

In addition to time and facilities, the varying abilities and learning paces of students are another factor that can affect the success of the demonstration method. In a typical classroom, students often have diverse learning needs, with some grasping concepts quickly while others may require more time and support. The challenge for educators, therefore, is to ensure that all students are engaged and benefiting from the demonstration. This study will explore how teachers can better manage these variations in student ability, potentially through differentiated instruction, peer support systems, or targeted interventions for students who may need additional assistance. Paying special attention to students who struggle with certain concepts can help ensure that the demonstration

method benefits everyone, rather than leaving behind those who may need more guidance.

Thus, this research is expected to contribute not only to improving student learning outcomes in the subject of Fiqih but also to providing practical guidance for teachers in selecting and implementing the most appropriate learning methods. The findings from this study will offer insights into how the demonstration method can be effectively integrated into Fiqih instruction, with a particular emphasis on how to navigate the practical challenges that arise during its application. Moreover, by addressing the obstacles that can hinder the success of the demonstration method, this research aims to empower teachers to become more adept at using this approach, resulting in a more engaging and meaningful learning experience for students.

The application of the demonstration method is also expected to have a positive impact on student motivation and engagement. By involving students directly in the learning process, the method encourages active participation, which is essential for deeper understanding and retention of knowledge. In the case of Fiqih, where much of the content involves practical religious rituals, the demonstration method allows students not only to understand the material on a theoretical level but also to apply it in their daily lives. For example, by demonstrating how to perform wudhu (ablution) or salat (prayer), students can develop a concrete understanding of these essential practices, ensuring that they are performed correctly according to Islamic law. This hands-on approach helps to bridge the gap between knowledge and practice, reinforcing the importance of Fiqih in shaping everyday behavior and religious observance.

Furthermore, this research is also expected to provide recommendations for the development of more innovative and engaging Fiqih learning strategies. By exploring new ways to apply the demonstration method, or by combining it with other instructional techniques such as group discussions, role-playing, or multimedia resources, teachers can create a more dynamic and stimulating learning environment. This is particularly important in addressing the common perception among students that Fiqih is a "boring" or "difficult" subject. Through the implementation of more interactive and student-centered teaching methods, Fiqih can become a subject that students look forward to learning, as they see its relevance to their lives and experience firsthand how Islamic principles guide their actions.

In conclusion, this research aims to make significant contributions to both the theory and practice of Fiqih education. By identifying and addressing the obstacles that teachers face in applying the demonstration method, the study will provide valuable insights that can be used to improve the quality of Fiqih instruction in schools. At the same time, the research will highlight the potential of the demonstration method to enhance student engagement and learning outcomes, offering practical recommendations for its effective implementation in diverse classroom settings. The hope is that through this study, Fiqih education will become more meaningful, engaging, and accessible to students, ultimately contributing to their holistic development as individuals who understand and live according to the principles of Islamic law.

METHODOLOGY

This study employs the Classroom Action Research (PTK) approach, which is a research methodology specifically designed to improve the quality of teaching and learning in the classroom through a series of systematic, iterative, and reflective actions. PTK was selected as the most relevant approach for addressing the day-to-day challenges that emerge in classroom learning, particularly in Islamic education settings like MTs Ibadurrohman. According to (Khaeroni & Sabri, 2022), PTK emphasizes continuous monitoring and evaluation of teaching practices with the aim of identifying practical improvements and solutions to problems that arise during the learning process. This iterative nature allows educators to reflect on the effectiveness of each action step, make necessary adjustments, and reapply the enhanced strategies to further improve learning outcomes.

The PTK method is particularly suitable for this research context, as it allows for a collaborative approach between teachers and students in the ongoing process of refining teaching practices. At MTs Ibadurrohman, where improving the quality of teaching is a top priority, PTK provides a structured yet flexible framework to experiment with various instructional strategies, such as the use of the demonstration method in Fiqih learning. Through PTK, the research can track student progress, identify the challenges faced by both teachers and students, and develop actionable insights to enhance the overall learning experience.

Several studies have also supported the use of PTK in improving educational outcomes. For instance, (Novelti, 2020) highlighted how PTK facilitated teachers in effectively implementing new pedagogical techniques by providing a structured format for trial and reflection. Similarl (Siahaan et al., 2024), noted that PTK has been instrumental in fostering teacher innovation and creativity, particularly in classrooms where student engagement and participation were previously low. In the context of this study, PTK allows for a step-by-step refinement of the demonstration method, making it adaptable to the specific needs and learning dynamics of students at MTs Ibadurrohman. By continuously reflecting on each cycle of action and making necessary improvements, the research aims to create a more effective learning environment that supports students in mastering key Fiqih concepts.The research method used in this study is the demonstration method, where students are shown how a process or action is carried out, in this case related to the procedure for carrying out congregational prayers. The demonstration method was chosen because it is believed to increase students' understanding of practical material, as well as increase students' active participation in learning activities. Through this method, it is hoped that students will not only understand the material in theory, but also be able to practice it correctly. The study was conducted using the spiral model from Kemmis and McTaggart, which unites action and observation as two complementary elements that must be done simultaneously. This research also involves two cycles, where each cycle consists of stages of planning, implementation, observation, and reflection.

The data used in this study are quantitative and qualitative. Quantitative data was collected through observation of student learning outcomes, while qualitative

data was obtained from field notes, reflections, and interviews with students and teachers. The use of quantitative and qualitative data aims to provide a more comprehensive picture of the learning process and outcomes. The main source of data in this study is the students of class VII B MTs Ibadurrohman, which consists of 37 students. The selection of this class is based on the problems faced in fiqh learning, especially related to the low interest and achievement of students in the subject.

The research was conducted at MTs Ibadurrohman, Rancaekek District, Bandung Regency. The selection of this location is based on the need to improve the quality of fiqh learning in the school. In addition, the place of this research was also chosen because the researcher is a teacher who teaches at the school, so it is easier to make observations and intervene during the research.

RESULTS AND DISCUSSION
Results

The results of this study show that the application of the demonstration method in learning fiqh subjects, especially in congregational prayer materials, is able to significantly improve students' understanding and learning achievement. Based on data obtained from the two learning cycles, it can be seen that there is a consistent increase in students' abilities from cycle to cycle, both in terms of material understanding and active participation during the learning process. This study provides empirical evidence that the demonstration method can help students understand the procedures for implementing congregational prayers through direct experience and practice, which ultimately has a positive impact on learning outcomes.

In Cycle I, before the implementation of the action was carried out, the initial test (pretest) showed that the average understanding of students of congregational prayer material was still relatively low, with an average score of only 67.60. The lowest score achieved by students in the initial test is 50, while the highest score reaches 80. This figure shows that most students have not fully understood the material of congregational prayer, especially in terms of the correct sequence of movements and readings. This indicates an urgent need to carry out more effective learning interventions so that students can understand the material better. The demonstration method was chosen because it was considered able to overcome the limitations of students' understanding that only relied on theoretical explanations.

During the implementation of Cycle I, the demonstration method was the primary approach for teaching congregational prayer procedures. Teachers used visual aids like posters and images to illustrate each movement and prayer reading in a clear, systematic way. Students received step–by–step instructions and then participated in demonstrations, practicing the prayer procedures in groups. This hands–on activity not only reinforced their learning but also boosted their confidence in performing congregational prayers. Group discussions allowed students to assist one another, providing feedback and correcting mistakes. Student engagement increased, with dynamic interactions observed. The post–test results showed a notable improvement, with the average score

rising to 79.05. However, some students still scored below the minimum standard, indicating a need for further improvements in the next cycle.

In Cycle II, the reflection from Cycle I is used as a basis for designing more targeted corrective actions. Teachers realize that some aspects of learning still need more attention, especially related to a deep understanding of prayer movements and correction of mistakes that occurred in Cycle I. Therefore, in Cycle II, the approach used emphasizes the active involvement of students in analyzing prayer movements and readings. In addition, teachers provide more space for students to ask questions and discuss in more depth about aspects that they find difficult or poorly understood. Each group of students was asked to conduct a demonstration in more detail and depth, focusing on parts that were often considered difficult, such as the correct pronunciation of the prayer and the sequence of movements that must be followed correctly. In this phase, teachers also provide more detailed assessments, both in terms of practical skills and theoretical understanding.

The test results at the end of Cycle II showed a very significant improvement. The average score of students increased to 85.67, with the lowest score reaching 80 and the highest score reaching 92. The acquisition of this score shows that most students have understood the material well and are able to practice it according to the expected standards. The application of the demonstration method has proven to be effective in improving students' understanding, especially in learning practical materials such as congregational prayers. Students not only understand the order of prayer movements, but are also able to apply them independently and correctly. In addition, the results of the reflection showed that this method also increased students' emotional engagement and learning motivation, as they felt more active and motivated when they got the opportunity to directly practice what they learned.

Overall, this study makes an important contribution in understanding how the demonstration method can be applied effectively in the learning of fiqh subjects. The use of this method is able to improve the quality of learning, both in terms of student understanding and in terms of their involvement in the teaching and learning process. The results of this study can be a reference for teachers in implementing more varied and interactive learning methods, especially in subjects that require practical skills such as fiqh. This research also shows that the right learning approach can help overcome various learning problems that may be faced by students, especially related to understanding complex and related materials to daily life such as congregational prayers.

Discussion

The results of this study are theoretically in line with various theories and previous studies that emphasize the importance of demonstration methods in improving students' understanding and skills. One of the supporting theories is the active learning theory of Piaget (1969) from (Sitorus, 2012) which states that students build knowledge through direct interaction with their environment. The demonstration method provides learners with the opportunity to observe, analyze, and practice first-hand the concepts taught, which strengthens cognitive

engagement and improves their understanding. This is also supported by Vygotsky (1978) in the concept *of zone of proximal development* (ZPD) from (Silalahi, 2019), where social interactions that occur during group learning or in-depth discussions help learners achieve higher understanding through help from peers or teachers.

Previous research conducted by (Raujan, 2021) The Effectiveness of Demonstration Methods in Fiqh Learning in the New Normal Era MTsN Meukek, South Aceh Regency, shows that the demonstration method is very effective in teaching practical and concrete materials, such as worship procedures in fiqh education. Raujan found that with this method, students not only understand the steps of worship that must be done faster, but also be more confident in practicing them in daily life. This is because they not only listen to the theory from the teacher, but also see and practice directly.

Research by (Herawati, 2022) on the application of multiple intelligence-based learning to increase the learning activity of fiqh students in class Vb min 1 jembrana bali, also showed similar results in fiqh learning. The use of demonstration methods improves the psychomotor aspects of students, especially in worship skills that require visual and motor understanding. In her research, Herawati stated that this method allows students to engage in live simulations, which makes abstract concepts such as prayer procedures more concrete and can be understood better.

In addition, the use of visual media, as revealed in this study, is supported by *Paivio's (1971)* dual coding theory from (Baharudin et al., 2021) that information conveyed through a combination of verbal and visual will be easier to understand and remember. Visual media such as posters and images provide a concrete representation of the steps of congregational prayer, helping learners connect verbal information with in-depth visual images. This has been shown to improve learners' understanding not only in theoretical aspects, but also in practice, as they can relate the information received to concrete visualizations.

The experiential learning theory from Kolb (1984) from (Rosidin, 2014) also supports the use of demonstration methods in learning. Kolb stated that learning through hands-on experience—as done in the demonstration method—provides learners with concrete experiences that they can reflect, conceptualize, and test in practice. Learning congregational prayer using the demonstration method covers the entire experiential learning cycle, where learners first see the demonstration, then practice it, reflect on their practice, and finally improve their skills based on feedback and analysis.

This research is also in line with the view of Freire (1970) from (Ikmal, 2021) who criticized the "banking" education system that tends to be passive, where teachers only transfer knowledge without actively involving students in the learning process. The demonstration method, which facilitates discussion and collaboration between learners, creates a more interactive and participatory learning environment, where students are not only recipients of information but also producers of knowledge through practice and analysis. This is supported by Slavin (2015) who found that group work in learning not only improves cognitive

understanding, but also builds learners' social and affective skills, such as confidence and responsibility.

In addition, evaluations conducted after each learning cycle demonstrated a significant improvement in students' understanding across various aspects of learning. This improvement aligns with Bloom's taxonomy of learning, which categorizes learning outcomes into three domains: cognitive, affective, and psychomotor. In this study, the implementation of the demonstration method addressed all three domains, offering a comprehensive approach to student learning. The cognitive domain, which pertains to knowledge and comprehension, was notably enhanced as students gained a deeper understanding of key concepts in Fiqih. This was evident in their ability to answer theoretical questions more accurately and apply their knowledge to solve real-life problems related to religious practices.

The psychomotor domain, which refers to physical skills and practical application, was also significantly developed through the demonstration method. Since Fiqih often involves understanding and mastering practical acts of worship, such as wudhu (ablution), salat (prayer), and other rituals, the hands-on nature of this method enabled students to practice these skills directly. The repeated demonstrations and guided practice sessions allowed students to refine their worship skills, ensuring that they performed these acts correctly according to Islamic teachings. This improvement in the psychomotor domain was further validated through observations during class activities, where students demonstrated greater accuracy and confidence in performing these rituals.

The affective domain, which focuses on attitudes, emotions, and participation, also saw significant growth. The demonstration method fostered an active learning environment, encouraging students to engage more fully in the learning process. Through active participation in demonstrations, students became more motivated and attentive, as they were directly involved in the learning activities rather than passively receiving information. This active involvement contributed to the development of positive attitudes towards learning Fiqih, which was often perceived as a challenging or monotonous subject. By making the learning process more interactive and dynamic, the demonstration method helped shift students' perceptions of Fiqih, leading to greater enthusiasm and a willingness to engage with the material.

The quantitative data collected throughout the study further supports these findings. The increase in students' average scores, from 67.60 in the pretest to 79.05 in Cycle I and 85.67 in Cycle II, highlights the overall effectiveness of the demonstration method in improving learning outcomes. This steady improvement across the two cycles suggests that the method was not only effective in boosting students' initial understanding but also in reinforcing and building upon their knowledge over time. The fact that students continued to show progress in Cycle II indicates that the demonstration method fosters a sustainable learning environment where students can continuously develop their skills and understanding.

This research emphasizes the value of hands-on practice and visual media in enhancing learning experiences. By involving students directly through

demonstrations, it created a more engaging and memorable environment. Active participation, combined with visual aids like diagrams and videos, catered to diverse learning styles, helping students who struggle with abstract concepts. The demonstration method addressed cognitive, psychomotor, and affective domains, leading to holistic improvement. Students not only grasped concepts theoretically but also applied them practically, aligning with the goals of Islamic education to foster both knowledge and its application in daily life. This approach strengthens students' understanding and skills in Fiqih.

These studies, along with the present research, reinforce the idea that the demonstration method is highly effective in engaging students, promoting active learning, and fostering a deeper understanding of both theoretical and practical aspects of the subject matter. This study demonstrates that the demonstration method is a highly effective teaching tool in Fiqih education. By involving students actively and providing hands-on practice, it improves comprehension, practical skills, and classroom engagement. The method not only enhances theoretical understanding but also equips students with practical skills for daily life, as evidenced by improved scores and increased enthusiasm. The findings align with educational theories like Bloom's taxonomy, reinforcing the method's value in subjects requiring both cognitive and practical mastery. This research offers valuable insights for educators aiming to improve learning through interactive methods, providing a model for holistic education.

CONCLUSION AND IMPLICATION
Conclusion

From some of the explanations that have been described earlier, the author draws the conclusion that the demonstration method in the congregational prayer material for class VII B MTs Ibadurrohman Rancaekek Bandung Regency has been said to be effective because it has achieved the goal, saves time and energy, is able to arouse the attention and interest of students and provides opportunities for students to participate. The demonstration method increased students' understanding of congregational prayer material for class VII B MTs Ibadurrohman Rancaekek, Bandung Regency, based on the average score of the results of the student evaluation test in the first cycle of 79.05, while in the second cycle the average score of the student evaluation test was 85.67. so the understanding of students from cycle I to cycle II has greatly increased. The increase in students' learning achievement shows the effectiveness of the demonstration method.

Implication

This research highlights several implications for enhancing academic achievement in congregational prayer among junior high students using the demonstration method. First, the method effectively improves students' understanding and mastery of prayer practices through hands-on, visual learning. This suggests that teachers should adopt demonstration-based approaches in religious education to make learning more engaging. Second, it encourages active participation, which helps students retain information better

and understand the spiritual significance of congregational prayer. Lastly, this method fosters a supportive learning environment, enabling students to learn from each other and build confidence in performing prayers correctly, contributing to a deeper appreciation of religious practices.

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