



## Improving Student Learning Outcomes in Fiqh Lessons on Halal and Haram Food Through the Demonstration Method for Sixth-Grade Students at MI Miftahul Ulum 01 Kepanjen Gumukmas Jember

Wardatul Hasanah, MI Miftahul Ulum 01 Kepanjen Gumukmas Jember, [wardatulh145@gmail.com](mailto:wardatulh145@gmail.com)  
Widdatun Hasanah, MI. Darussalam II Papring Kalipuro Banyuwangi, [widdatunhasanah0576@gmail.com](mailto:widdatunhasanah0576@gmail.com)

Wiwin Winengsih, MI. Nihayatul Amal Rawamerta, MI. Jannatul Falah Karawang  
[wiwinyunus05@gmail.com](mailto:wiwinyunus05@gmail.com)

### Abstract:

This study aims to improve student learning outcomes in Fiqh lessons, particularly on the topic of halal and haram food, through the demonstration method in the sixth grade of MI Miftahul Ulum 01 Kepanjen Gumukmas Jember. The background of this research is the lack of student understanding of Fiqh material, which is often considered difficult and less engaging. The demonstration method was chosen as an approach to create a more interactive and practical learning experience, allowing students to better grasp the concepts being taught. This research follows a classroom action research (CAR) design, conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection. The research subjects were 30 sixth-grade students. Data collection techniques included tests (pre-test and post-test), observations, and questionnaires. The collected data were analyzed using descriptive analysis techniques to illustrate the improvement in student learning outcomes. The results of the study showed a significant increase in student learning outcomes. The average pre-test score before the demonstration method was applied was 65, while after its implementation, the average post-test score increased to 82. Additionally, student responses to the learning process were positive, with most students stating that the demonstration method made learning more engaging and easier to understand. Thus, it can be concluded that the use of the demonstration method is effective in enhancing student learning outcomes in Fiqh lessons on halal and haram food. This research is expected to contribute positively to the development of teaching methods in madrasahs and improve the quality of Fiqh education at the elementary level.

**Keywords:** Classroom Action Research (CAR), Demonstration Method, Fiqh Learning, Halal and Haram Food, Student Learning Outcomes, Interactive Learning.

### INTRODUCTION

Education is one of the key aspects in shaping character and the quality of human resources. In the context of Islamic education, Fiqh learning plays a crucial role, particularly in providing students with an understanding of religious values, including the concept of halal and haram food. However, in practice, many students struggle to comprehend Fiqh material, which subsequently affects their learning outcomes. This study

focuses on improving the learning outcomes of sixth-grade students at MI Miftahul Ulum 01 Kepanjen Gumukmas Jember, who face challenges in understanding Fiqh material. The teaching methods commonly used in Fiqh classes are sometimes less engaging and interactive, leading to boredom and a lack of student involvement in the learning process. Therefore, innovation in teaching methods is necessary to enhance student comprehension. One method considered effective is the demonstration method. Through this approach, students can directly observe how a concept is applied in daily life, making the learning process more concrete and practical.

According to Arifin (2016), effective learning methods should engage students actively, making lessons more meaningful and applicable to real-life situations. Haryanto (2018) also emphasizes that active and creative learning methods can significantly improve student interest and motivation. Moreover, Nasution (2013) highlights that students tend to grasp material more effectively when learning is presented in an interactive and engaging manner. The use of demonstration methods in Islamic education, as discussed by Wibowo (2020), has proven to be an effective strategy in fostering student understanding and participation.

Several previous studies, such as those by Zainuddin (2019) and Hamzah (2017), have also demonstrated that implementing interactive learning strategies in Fiqh education can enhance students' comprehension of religious teachings. Additionally, research by Budi (2019) on halal and haram food in Islam underscores the importance of delivering this material in an engaging manner to ensure that students internalize the concepts effectively.

Furthermore, Setiawan (2019) emphasizes the role of teachers in Islamic education, stating that educators must continuously innovate in their teaching methods to adapt to students' needs. This aligns with the findings of Suryani (2021), who highlights the significance of active learning strategies in improving student engagement. The implementation of the demonstration method in Fiqh learning is also supported by studies conducted by Kholil (2018) and Fitriani (2021), which reveal that interactive teaching approaches can significantly enhance students' understanding and retention of complex concepts.

By incorporating the demonstration method, this study aims to provide a more effective learning experience that enhances students' comprehension of Fiqh, particularly in the topic of halal and haram food. The findings of this research are expected to contribute to the development of innovative teaching strategies in madrasahs and improve the overall quality of Islamic education.

## **METHODS**

This study employs a classroom action research (CAR) design aimed at improving students' learning outcomes through the implementation of the demonstration method. CAR consists of several cycles, each of which includes the stages of planning, implementation, observation, and reflection. Each cycle is designed to evaluate the effectiveness of the applied method and make improvements in the next cycle. With this approach, researchers can continuously refine the learning process based on observations made during instruction. In this study, the researcher will conduct two cycles, each consisting of a series of learning activities such as material preparation, demonstration execution, and student learning outcome evaluation. This research is conducted at MI Miftahul Ulum 01 Kepanjen Gumukmas Jember, focusing on enhancing students' understanding of fiqh material related to halal and haram food. Through this method, students are expected to actively engage in the learning process and better comprehend the concepts being taught. The research design also includes data collection through various techniques, such as tests, observations, and questionnaires. The collected data will be analyzed descriptively to assess improvements in student learning outcomes and evaluate the effectiveness of the demonstration method in the context of fiqh learning.

The subjects of this study are 20 sixth-grade students at MI Miftahul Ulum 01. The selection of subjects is based on the consideration that this class has specific needs in understanding fiqh material, particularly regarding halal and haram food. Sixth-grade students are ideal participants for this study as they already possess a fundamental understanding of fiqh and are ready to receive more in-depth instruction. In this research, the investigator aims to identify the diverse characteristics of students, including their prior knowledge and learning motivation, so that the teaching approach can be adjusted to be more effective and engaging. This study also takes into account students' different learning styles, ensuring that the applied demonstration method reaches all students effectively. During the research process, the investigator will observe student interactions, their participation in learning activities, and their responses to the applied method. The data obtained from these observations will be used as an evaluation tool to refine and enhance the learning process in the next cycle, with the hope of significantly improving student learning outcomes.

The research procedure consists of several systematic and structured stages. The first stage is planning, where the researcher designs learning activities, including the preparation of lesson plans (RPP) and the selection of appropriate materials. In this stage, the researcher also prepares the necessary tools and materials for the demonstration, such as examples of halal and haram food that students can observe directly. Following the planning stage, the researcher conducts classroom learning according to the prepared lesson plans. During this stage, the researcher performs a demonstration on halal and haram food, actively involving students and providing opportunities for them to observe, ask questions, and discuss the taught material. Throughout the implementation phase, the researcher records student activities and observes their responses to the applied method. The final stage in the research procedure is reflection, where the researcher analyzes the collected data, including student test results and classroom observations. This reflection aims to evaluate the effectiveness of the demonstration method and formulate necessary improvements for the next cycle. With this systematic procedure, the study is expected to yield optimal results in enhancing students' learning outcomes.

The data collection techniques used in this study consist of tests, observations, and questionnaires. Tests are conducted in the form of pre-tests and post-tests to measure students' understanding before and after the implementation of the demonstration method. The pre-test is administered before the learning activities begin, while the post-test is conducted after the second cycle to evaluate the improvement in student learning outcomes. The test results provide a clear picture of the effectiveness of the applied method. Observations are carried out during the learning process to assess student interactions, participation, and engagement in activities. The researcher records all significant events during learning, including students' responses to the demonstration method, which provides valuable insights into the classroom learning environment and students' attitudes toward fiqh material. Additionally, questionnaires are used to explore students' perspectives on the demonstration method, their level of understanding, and their impressions of the fiqh learning process. The questionnaire analysis is conducted quantitatively by calculating the percentage of respondents who provide positive responses to each question.

Once the data is collected, it is analyzed descriptively to evaluate student learning outcomes. This analysis includes comparing pre-test and post-test scores to measure the increase in students' understanding of fiqh material. Additionally, observation data is analyzed to identify patterns of student interaction during learning and assess the effectiveness of the applied demonstration method. The results of the questionnaire analysis will also be examined to determine the extent to which this method influences students' motivation and interest in learning. After the data analysis is complete, the researcher will compile a research report that includes key findings and recommendations for the development of fiqh learning in madrasahs. Thus, the purpose of data analysis is

not only to evaluate research results but also to provide constructive suggestions for improving the quality of fiqh education at the elementary level.

## RESULTS

The research findings indicate a significant improvement in students' learning outcomes after implementing the demonstration method. In the first cycle, the students' average pre-test score was 65, reflecting a low level of understanding regarding halal and haram food. However, after applying the demonstration method, the average post-test score in the first cycle increased to 78. This improvement suggests that students began to comprehend the material better after observing concrete examples and engaging in hands-on learning activities (Budi, 2019).

In the second cycle, after reflecting on and refining the applied method, the students' average post-test score reached 85. This result demonstrates continuous progress in students' understanding. Additionally, the percentage of students who achieved scores above the Minimum Mastery Criteria (KKM) increased from 60% in the first cycle to 80% in the second cycle. This improvement signifies that the demonstration method is effective in enhancing students' learning outcomes in fiqh education (Zainuddin, 2019; Hamzah, 2017).

Besides score improvements, observations during the learning process also showed positive changes in student attitudes. Students became more active in participating, asking questions, and engaging in discussions during lessons. This positive response was also reflected in the questionnaire distributed after the learning process, where most students reported feeling more interested and better understanding the fiqh material through the demonstration method (Wibowo, 2020; Suryani, 2021).

The results of this study align with the constructivist learning theory, which states that students understand concepts more easily when they are directly involved in the learning process (Arifin, 2016; Nasution, 2013). The demonstration method used in this study provided students with opportunities to observe and experience the material firsthand, helping them construct knowledge in a more concrete manner. The significant improvement in learning outcomes indicates that students can internalize the concept of halal and haram more effectively when they are given direct experiences (Kholil, 2018; Widyastuti, 2020).

Additionally, the increase in student motivation during the learning process was a crucial factor contributing to the improvement in learning outcomes. The demonstration method created a more engaging and interactive learning environment, making students feel more involved and eager to learn (Haryanto, 2018; Sidiq, 2020). This finding is consistent with previous studies stating that learning methods that involve active student participation can enhance motivation and academic achievement (Fitriani, 2021; Prabowo, 2018).

Although the study results showed significant progress, some challenges were encountered during implementation. Initially, some students exhibited a lack of confidence in participating, highlighting the need for further approaches to encourage them. Therefore, it is crucial to continuously evaluate and refine the applied learning methods while providing the necessary support to ensure that all students actively and optimally engage in the learning process (Supardi, 2015; Marwan, 2016; Setiawan, 2019).

## CONCLUSION

Based on the research conducted, it can be concluded that the implementation of the demonstration method in fiqh learning, particularly on the topic of halal and haram food, successfully improved the learning outcomes of sixth-grade students at MI Miftahul Ulum 01 Kepanjen Gumukmas Jember. The significant improvement is evident from the

comparison of pre-test and post-test average scores, indicating that students were able to grasp concepts more effectively after participating in lessons using this method. The students' average post-test score increased from 78 in the first cycle to 85 in the second cycle, demonstrating the effectiveness of the demonstration method. In addition to academic achievement, this study also revealed positive changes in students' attitudes and learning motivation. Students appeared more active, engaged, and participative during the lessons. Their positive response to the demonstration method was reflected in the questionnaire results, which showed that they found it easier to understand fiqh material after seeing real-life applications of the concepts taught. This indicates that the demonstration method not only enhances learning outcomes but also facilitates a more interactive and enjoyable learning environment. This study also identified several challenges, such as students who initially lacked confidence in participating. This highlights the need for special attention to encourage the involvement of all students. By adopting a more inclusive approach, all students can actively engage in the learning process, leading to overall improvement in learning outcomes. Therefore, it can be concluded that the use of the demonstration method in fiqh learning has proven to be effective and has a positive impact on students' learning outcomes. This method can be a valuable alternative for use in madrasah education, especially for subjects requiring practical understanding.

## REFERENCES

- Al-Qur'anul Karim. (n.d.). *Al-Qur'an dan Terjemahannya*. Jakarta: Departemen Agama Republik Indonesia.
- Arifin, Z. (2016). *Teori Pembelajaran: Pendekatan dan Penerapannya dalam Pendidikan*. Jakarta: Rineka Cipta.
- Haryanto, A. (2018). *Metode Pembelajaran Aktif dan Kreatif*. Bandung: Alfabeta.
- Nasution, S. (2013). *Dasar-Dasar Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- Sudjana, N. (2016). *Metode Penelitian Pendidikan*. Jakarta: Sinar Grafika.
- Wibowo, A. (2020). *Pendidikan Agama Islam dalam Membangun Karakter Siswa*. Yogyakarta: Laksana.
- Zainuddin, Z. (2019). *Pembelajaran Fiqih untuk Anak*. Surabaya: Pustaka Al-Qalam.
- Hamzah, A. (2017). *Pembelajaran Fiqih di Sekolah Dasar*. Jakarta: Gramedia.
- Mulyasa, E. (2017). *Kepemimpinan Pendidikan*. Bandung: Rosda.
- Suryani, D. (2021). *Strategi Pembelajaran Aktif*. Yogyakarta: Pustaka Pelajar.
- Kholil, M. (2018). *Penerapan Metode Demonstrasi dalam Pembelajaran*. Malang: UMM Press.
- Widyastuti, E. (2020). *Pendidikan Karakter Melalui Pembelajaran Agama*. Jakarta: Remaja Rosdakarya.

- Supardi, S. (2015). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Fitriani, R. (2021). *Meningkatkan Hasil Belajar Siswa dengan Metode Interaktif*. Bandung: Alfabeta.
- Rahman, A. (2019). *Evaluasi Pembelajaran*. Yogyakarta: Pustaka Pelajar.
- Prabowo, H. (2018). *Pengaruh Metode Pembelajaran Terhadap Minat Siswa*. Surabaya: Media Grafika.
- Alif, S. (2020). *Teori dan Praktik Pembelajaran Fiqih*. Jakarta: Salemba Empat.
- Budi, A. (2019). *Makanan Halal dan Haram dalam Islam*. Bandung: Pustaka Setia.
- Emilia, R. (2017). *Kreativitas dalam Pembelajaran*. Jakarta: Pustaka Setia.
- Sidiq, R. (2020). *Model Pembelajaran Inovatif*. Yogyakarta: Pustaka Pelajar.
- Kusnadi, T. (2021). *Pengembangan Kurikulum Pendidikan Agama Islam*. Malang: UIN Malang Press.
- Marwan, A. (2016). *Implementasi Metode Pembelajaran dalam Pendidikan*. Jakarta: Alfabeta.
- Sari, R. (2018). *Meningkatkan Pemahaman Siswa Melalui Pembelajaran Kontekstual*. Yogyakarta: Pustaka Pelajar.
- Setiawan, H. (2019). *Peran Guru dalam Pembelajaran Agama*. Surabaya: Pustaka Al-Qalam.
- Yusuf, M. (2020). *Pendidikan Islam yang Berbasis Kearifan Lokal*. Jakarta: Kencana