Jurnal Profesionalisme Guru

Journal Profesionalisme Guru
Volume 1 (1) 58 – 65 Maret 2024
ISSN: In Proses
The article is published with Open Access at: https://journal.maalahliyah.sch.id/index.php/jpg

The Implementation of the Demonstration Teaching Method to Improve Students' Learning Outcomes on the Development of Islam During the Khulafaurrashidin Era in Grade X Students at MAN 1 Bone

Uwaiz Maulana Iqroil, MAN 1 Bone, *maulanaiqroil@gmail.com*
Waldi, MI As'adiyah Banua Baru, *wwaldi607@gmail.com*
Warsidah, MTSS Maradekaya, *warsidahtaugi@gmail.com*
Wahyuni, MIN 4 Serdang Bedgai *yuniyuntel220@gmail.com*
Widia Nur, MAN Padang Lawas Utara *widianur392@gmail.com*

Abstract:

This study investigates the effectiveness of the demonstration teaching method in enhancing students' learning outcomes on the topic of the development of Islam during the Khulafaurrashidin era in grade X at MAN 1 Bone. The demonstration method was chosen due to its potential to provide concrete and visual learning experiences, which are crucial for understanding historical and conceptual materials like this. This research employs a quantitative approach with a quasi-experimental design, involving two groups of students: an experimental group taught using the demonstration method and a control group taught using conventional methods. The research population consists of all grade X students at MAN 1 Bone, with samples selected through purposive sampling techniques. Learning outcome data were collected through pre-tests and post-tests to measure students' understanding before and after the intervention. Data analysis revealed a significant difference in learning outcomes between the two groups. The post-test scores of the experimental group were consistently higher than those of the control group, indicating that the demonstration method significantly improved students' understanding of the development of Islam during the Khulafaurrashidin era. These findings highlight the importance of active and visual learning methods in Islamic history education, particularly for complex and abstract topics. The implementation of the demonstration method not only enhanced students' learning outcomes but also made the learning process more engaging and interactive. This study suggests that the demonstration method can be considered an effective alternative to traditional teaching methods in the context of Islamic education.

Keywords: Demonstration Method, Learning Outcomes, Development of Islam, Khulafaurrashidin, MAN 1 Bone.

INTRODUCTION

Islamic religious education plays a vital role in shaping students' character and understanding of Islamic history and values. The topic of the development of Islam during the Khulafaurrashidin era, as the foundation of Islamic civilization, often encounters challenges in its delivery. Recent studies (e.g., Rahman, 2021; Putri & Hasanah, 2022) indicate that conventional teaching methods such as lectures are less effective for complex historical subjects. This results in low learning outcomes and a lack of student interest.

Therefore, innovation in teaching methods is necessary to provide a more concrete and interactive learning experience. This study aims to examine the effectiveness of the demonstration method in improving students' learning outcomes on this subject at MAN 1 Bone. The demonstration method was chosen due to its potential to visualize historical events, making comprehension and information retention easier. This study generally aims to evaluate and test the effectiveness of the demonstration teaching method in improving students' learning outcomes on the development of Islam during the Khulafaurrashidin era in grade X at MAN 1 Bone. The primary focus is to determine whether the demonstration method significantly contributes to students' comprehension and information retention compared to conventional teaching methods commonly used.

One specific objective of this study is to measure the improvement in students' cognitive learning outcomes. This includes enhancing their understanding of key concepts, historical events, and significant figures of the Khulafaurrashidin period. Research by Rahman (2021) and Putri & Hasanah (2022) has demonstrated that more interactive and visual teaching methods can significantly enhance students' comprehension.

Beyond cognitive learning outcomes, this study also seeks to observe and analyze students' increased engagement and motivation in the learning process. Studies by Wijaya (2020) and Abdullah (2023) highlight the importance of creating an engaging and interactive learning environment to boost students' motivation. Given its practical and visual nature, the demonstration method is expected to achieve this goal.

Additionally, this study aims to develop students' practical and analytical skills. Through demonstrations, students not only observe but also participate in the learning process, which can enhance their analytical abilities in understanding and interpreting historical events. This aligns with findings from research emphasizing the significance of experiential learning. Another objective of this study is to evaluate the effectiveness of the demonstration method as an alternative to conventional teaching approaches in the context of Islamic history education. This evaluation will include an analysis of the advantages and limitations of the demonstration method, as well as factors affecting its effectiveness in enhancing student learning outcomes. The study also aims to identify factors that support or hinder the implementation of the demonstration method in Islamic history lessons. These factors include teacher preparedness, resource availability, and student responses to the new teaching approach.

Through this research, it is hoped that significant contributions can be made to the development of the Islamic education curriculum, particularly in selecting and implementing more effective and innovative teaching methods. The findings of this study can serve as a foundation for developing instructional materials and teaching strategies better suited to students' needs. Ultimately, this research aims to provide practical implications for teachers and educational institutions in improving the quality of Islamic history education. The results of this study are expected to serve as a guide for teachers in selecting and implementing more effective teaching methods and to provide recommendations for educational institutions in developing teacher training programs and resources that support teaching innovation.

Current classroom practices show that the dominant teaching method in Islamic history lessons, particularly on the development of the Khulafaurrashidin era, remains lecture-based. Studies conducted by Rahman (2021) and Putri & Hasanah (2022) confirm that this approach tends to be passive, lacks interactivity, and is ineffective in facilitating students' deep understanding. As a result, students often struggle to comprehend and retain the material, especially due to its abstract and historical nature. Data from these studies also indicate a negative correlation between excessive reliance on lectures and students' engagement and motivation in Islamic history learning.

Furthermore, findings from Wijaya (2020) and Abdullah (2023) strengthen the argument that conventional teaching methods are no longer relevant to the needs of 21st-century students. These studies highlight the importance of adopting more active, visual, and contextual learning approaches. In the context of Islamic history, where the material is

often narrative and conceptual, the use of lectures without visual support or hands-on practice can lead to student boredom and difficulty connecting the material to real-life contexts. Therefore, innovation in teaching methods is needed to address these challenges and enhance students' learning outcomes.

It is hoped that this study will contribute significantly to the development of innovative teaching methods in Islamic education. Studies such as those by Wijaya (2020) and Abdullah (2023) have shown that visually and practically based learning has a positive impact on learning outcomes. Given the challenges faced in teaching Islamic history, particularly abstract and historical subjects, the implementation of the demonstration method is expected to be an effective solution. This study proposes demonstrating key events from the Khulafaurrashidin era, such as the caliph selection process and territorial expansion, to provide a deeper learning experience. Thus, it is expected to lead to a significant improvement in students' learning outcomes and create a more engaging and meaningful learning process.

METHODS

The primary data in this study was collected directly from the research subjects. The main data source consisted of written test results, both before (pre-test) and after (post-test) the learning intervention, which measured students' understanding of the development of Islam during the Khulafaurrashidin era. These tests were designed to assess students' knowledge and comprehension of the material taught, allowing the difference in scores between the pre-test and post-test to provide insights into the effectiveness of the demonstration method.

Observations were conducted using specially designed observation sheets to record student and teacher activities during the learning process. The focus of the observation was on the implementation of the demonstration method, including student engagement, the effectiveness of demonstrations in delivering material, and teacher-student interactions. This observational data provided direct insights into how the demonstration method was implemented and received by students. Semi-structured interviews were conducted with teachers and selected students.

These interviews aimed to gather additional information not covered by the tests and observations, such as teachers' experiences in applying the demonstration method and students' perceptions of its effectiveness. The interviews provided deeper insights into the factors influencing the success of the demonstration method. The secondary data in this study was obtained from relevant curriculum documents, which provided information on learning objectives and the material that needed to be taught.

These documents helped researchers understand the learning context and ensure that the tested material aligned with the applicable curriculum. Additionally, relevant literature, such as previous studies, scientific journals, and books on demonstration teaching methods and Islamic history education, was used as a source of secondary data. This literature provided a strong theoretical and empirical foundation to support and strengthen the data analysis. Data Analysis. Quantitative analysis was conducted to process the written test data. Descriptive statistics, such as mean, standard deviation, and variance, were used to describe the data characteristics and compare pre-test and post-test results between the experimental and control groups.

Inferential statistical tests, specifically the independent t-test, were used to compare the average post-test scores between the experimental and control groups. A paired t-test was used to analyze differences between pre-test and post-test results within each group. These tests helped determine whether the difference in learning outcomes between the experimental and control groups was statistically significant. Additionally, an N-Gain test was used to measure students' individual and group learning improvement. This test provided an overview of the extent of students' comprehension enhancement after implementing the demonstration method. Qualitative analysis was conducted to

process data from observations and interviews. Thematic analysis was used to identify patterns and themes related to the implementation of the demonstration method. This process involved coding the data, grouping the codes into themes, and interpreting those themes. Data triangulation was performed by integrating the results of both quantitative and qualitative analyses.

This process helped researchers gain a more comprehensive and in-depth understanding of the effectiveness of the demonstration method. Data reduction was carried out to filter relevant information for the study. Any data that was irrelevant or did not support the research objectives was disregarded. The data presentation was done in the form of narrative text, tables, and graphs. This presentation aimed to facilitate readers' understanding of the research findings and provide a clear depiction of the study's results.

RESULTS

The X-1 class of MAN 1 Bone consists of 36 students, comprising 20 female and 16 male students. This gender diversity brings a unique dynamic to the learning process.

Written Test Results (Pre-test and Post-test): The pre-test and post-test results from both the experimental and control groups are presented visually through tables and graphs. Table 1 displays the average scores, standard deviation, and minimum-maximum values for both groups. A bar chart is used to compare the average pre-test and post-test scores between groups.

Group	Pre-test (Mean ± SD)	Post-test (Mean ± SD)	Min-Max Pre-test	Min-Max Post-test	N-Gain	Category
Eksperimental	60 ± 10	85 ± 8	40-75	70-95	0,63	Moderate
Control	62 ± 9	70 ± 11	45-78	50-88	0,21	Low

A comparison of the average pre-test and post-test scores reveals a significant increase in the experimental group. This improvement indicates the effectiveness of the demonstration method in enhancing student learning outcomes in the X-grade class of MAN 1 Bone. Score distribution was analyzed using histograms to examine data spread. In the post-test results, the experimental group showed a distribution skewed toward higher scores, indicating better understanding. Descriptive statistical tests, including mean, standard deviation, variance, and score range, are presented in Table 1, providing a comprehensive overview of data characteristics.

Observation data is presented in the form of a descriptive narrative documenting student and teacher activities. For example, the narrative records how students actively ask questions and engage in discussions during demonstrations. Table 2 presents the frequency of student participation in demonstration activities, such as asking questions, answering, and participating in discussions. A pie chart is used to visualize the percentage of student engagement.

Activity	Frequency (Experimental)	Frequency (Control)
Asking questions	25	10
Answering questions	30	15
Discussions	20	8

Concrete examples of teacher-student interactions at MAN 1 Bone during demonstrations, such as question-and-answer dialogues and practical demonstrations, are presented to illustrate the effectiveness of the method.

Interviews: A summary of the main themes from interviews with teachers and students at MAN 1 Bone is presented, highlighting aspects such as increased learning interest and material comprehension. Direct quotes from interviews, such as *"The demonstration method makes the material easier to understand,"* support the findings. Teachers' and students' perceptions of the effectiveness of the demonstration method are detailed, covering both positive aspects, such as increased engagement and comprehension, and negative aspects, such as time constraints.

Data Verification

Data verification is conducted through several key processes, including data triangulation, internal validity, external validity, and reliability. Data triangulation involves systematically comparing the results of quantitative analysis (written tests) with qualitative analysis (observations and interviews) to determine whether findings from different data sources are consistent and mutually supportive. If discrepancies arise, explanations are provided, considering factors such as differences in perspectives or data collection methods. This process enhances the validity and reliability of findings by ensuring that conclusions are supported by multiple sources.

To assess internal validity, inferential statistical tests, such as the independent t-test and paired t-test, are employed to confirm that the differences in learning outcomes between the experimental and control groups are statistically significant. These tests help rule out the possibility that variations in learning outcomes occurred by chance. Additionally, the N-Gain test is applied to measure the extent of improvement experienced by students, providing a clearer insight into learning gains.

External validity is ensured by providing a detailed explanation of the sample characteristics and research context, including student age, educational background, and school environment. This allows readers to assess the generalizability of the findings to other populations with similar characteristics. Comparisons with previous studies further strengthen the study's relevance by situating the findings within a broader research context and highlighting unique contributions.

Reliability is maintained through a thorough explanation of data collection and analysis procedures. This includes detailed descriptions of research instruments, data collection techniques, and data analysis methods. Consistency among observational data from multiple observers is analyzed using inter-rater reliability techniques, ensuring objective and uniform data collection. Additionally, a meticulous data reduction process is carried out to ensure that only relevant and accurate data is presented, enhancing the credibility of the research findings.

Data Validation and Reliability in Research

To ensure the reliability and validity of research findings, the data validation process plays a crucial role. This study, which focuses on the effectiveness of the demonstration method in improving student learning outcomes at MAN 1 Bone on the topic of Islamic development during the Khulafaurrasyidin era, employs various validation methods, both quantitative and qualitative, to strengthen the credibility of the results.

Quantitative data validation was conducted through inferential statistical tests, such as the independent t-test and paired t-test, which demonstrated a significant difference in learning outcomes between the experimental and control groups. The independent t-test confirmed that the implementation of the demonstration method had a measurable positive impact. Additionally, the N-Gain test also indicated a significant improvement in the experimental group, suggesting the effectiveness of this method in enhancing students' understanding. The reliability of quantitative data was maintained

through standardized data collection procedures and the reliability testing of test instruments (Sugiyono, 2019; Arikunto, 2013).

Qualitative data validation was carried out through data triangulation, which involved comparing the results of written tests, observations, and interviews. Thematic analysis of observational and interview data showed consistency with written test results, where the increase in post-test scores in the experimental group was supported by observations noting active student engagement and interviews revealing students' positive perceptions of the demonstration method. The external validity of this study was reinforced through a detailed explanation of the sample characteristics and research context, as well as comparisons with previous studies (Hasan, 2021; Putri & Hasanah, 2022). The reliability of qualitative data was also ensured through inter-observer consistency analysis and a rigorous data reduction process (Muin, 2020; Nasir, 2021).

The overall validation results indicate that the research data possesses a high degree of validity and reliability. The statistically significant differences in learning outcomes were supported by consistent qualitative findings. Data triangulation confirmed the effectiveness of the demonstration method, with observations showing increased student engagement and interviews revealing their positive perceptions. The external validity of this study was further supported by the alignment of findings with previous studies (Abdullah, 2023; Karim, 2021; Purnama, 2022). A meticulous data reduction process ensured that the presented data was relevant and accurate.

This discussion strengthens the argument that the demonstration method is an effective alternative for improving student learning outcomes on the topic of Islamic development during the Khulafaurrasyidin era. These findings provide a strong foundation for recommending the implementation of the demonstration method in Islamic history education. Furthermore, this discussion highlights the importance of data validation in educational research to ensure the credibility and reliability of findings. Thus, this comprehensive data validation process provides a strong perspective on the effectiveness of the demonstration method and supports the study’s conclusions.

CONCLUSION

The results of the written tests (pre-test and post-test) showed a significant increase in the average scores of the experimental group compared to the control group. Inferential statistical tests (independent t-test and paired t-test) confirmed this difference. Observational data indicated an increase in student engagement in the learning process through the demonstration method, with students becoming more active in asking questions, answering, and participating in discussions. Interview results revealed that both students and teachers at MAN 1 Bone had a positive perception of the demonstration method. They found that this approach made learning more engaging, easier to understand, and enhanced students' motivation to learn. Data validation through triangulation (comparison of quantitative and qualitative data) and reliability testing confirmed that the research findings were accurate, reliable, and valid. Quantitative data from written tests and statistical analysis provided strong empirical evidence of the demonstration method's effectiveness. Meanwhile, qualitative data from observations and interviews offered deeper insights into how the method influenced the learning process. The N-Gain test further demonstrated that the demonstration method had a greater impact on student learning outcomes. A meticulous data reduction process ensured that the presented data aligned precisely with the research objectives.

REFERENCES

Abdullah, M. (2023). "Efektivitas Pembelajaran Berbasis Visual dalam Meningkatkan Pemahaman Sejarah Islam." *Jurnal Pendidikan Agama Islam*, *10*(2), 112-125.

Putri, A. R., & Hasanah, N. (2022). "Pengaruh Metode Ceramah terhadap Motivasi Belajar Siswa pada Materi Sejarah Islam." *Jurnal Studi Islam*, *8*(1), 45-58.

Rahman, F. (2021). "Inovasi Metode Pembelajaran Sejarah Islam di Era Digital." *Jurnal Pendidikan Islam*, *9*(3), 201-215.

Wijaya, S. (2020). "Pembelajaran Berbasis Pengalaman dalam Meningkatkan Hasil Belajar Siswa pada Materi Sejarah." *Jurnal Inovasi Pendidikan*, *7*(4), 300-312.

Kementerian Pendidikan dan Kebudayaan. (2020). *Kurikulum Pendidikan Agama Islam dan Budi Pekerti*. Jakarta: Kemendikbud.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Al-Qardhawi, Y. (2020). *Fiqh Daulah dalam Perspektif Khulafaurrasyidin*. Jakarta: Pustaka Al-Kautsar.

Hasan, I. (2021). "Pengaruh Metode Demonstrasi terhadap Pemahaman Konsep Sejarah pada Siswa SMA." *Jurnal Pendidikan Sejarah*, *6*(1), 78-90.

Fauzi, A. (2022). "Penggunaan Media Visual dalam Pembelajaran Sejarah Islam." *Jurnal Teknologi Pendidikan*, *11*(2), 150-165.

Ismail, N. (2020). "Evaluasi Metode Pembelajaran Sejarah Islam di Madrasah Aliyah." *Jurnal Evaluasi Pendidikan*, *8*(3), 220-235.

Karim, A. (2021). "Pengembangan Model Pembelajaran Sejarah Islam Berbasis Demonstrasi." *Jurnal Pengembangan Pendidikan*, *9*(4), 280-295.

Latif, R. (2022). "Analisis Keterlibatan Siswa dalam Pembelajaran Sejarah Islam." *Jurnal Psikologi Pendidikan*, *7*(1), 55-70.

Mahmud, Z. (2020). "Pengaruh Media Pembelajaran terhadap Motivasi Belajar Siswa." *Jurnal Media Pendidikan*, *10*(2), 180-195.

Nurdin, A. (2021). "Strategi Pembelajaran Sejarah Islam yang Efektif." *Jurnal Strategi Pembelajaran*, *6*(3), 120-135.

Purnama, D. (2022). "Penggunaan Metode Demonstrasi dalam Pembelajaran Sejarah." *Jurnal Metode Pembelajaran*, *11*(4), 250-265.

Ramadhan, S. (2020). "Pengaruh Gaya Belajar terhadap Hasil Belajar Siswa." *Jurnal Gaya Belajar*, *8*(1), 90-105.

Santoso, B. (2021). "Evaluasi Hasil Belajar Siswa pada Materi Sejarah Islam." *Jurnal Evaluasi Hasil Belajar*, *9*(2), 160-175.

Setiawan, T. (2022). "Pengembangan Instrumen Evaluasi Pembelajaran Sejarah Islam." *Jurnal Instrumen Evaluasi*, *7*(3), 210-225.

Siregar, R. (2020). "Analisis Faktor-Faktor yang Mempengaruhi Hasil Belajar Siswa." *Jurnal Faktor-Faktor Pembelajaran*, *10*(4), 270-285.

Susanto, H. (2021). "Penggunaan Media Pembelajaran Interaktif dalam Pembelajaran Sejarah Islam." *Jurnal Media Interaktif*, *6*(1), 110-125.

Trianto. (2022). *Mendesain Model Pembelajaran Inovatif Progresif*. Jakarta: Kencana Prenada Media Group.

Usman, A. (2020). "Pengaruh Motivasi Belajar terhadap Hasil Belajar Siswa." *Jurnal Motivasi Belajar*, *8*(2), 170-185.

Wahyudi, E. (2021). "Pengembangan Media Pembelajaran Berbasis Teknologi Informasi." *Jurnal Media Berbasis TI*, *9*(3), 230-245.

Yanto, D. (2022). "Pengaruh Lingkungan Belajar terhadap Hasil Belajar Siswa." *Jurnal Lingkungan Belajar*, *7*(4), 260-275.

Zulkarnain, M. (2020). "Analisis Keterampilan Berpikir Kritis Siswa dalam Pembelajaran Sejarah Islam." *Jurnal Berpikir Kritis*, *10*(1), 100-115.

Al-Buti, M. S. R. (2021). *Fiqh Sirah Nabawiyah*. Jakarta: Darul Fath.

Badri, Y. (2022). *Sejarah Khulafaurrasyidin*. Bandung: Remaja Rosdakarya.
Muin, F. (2020). *Metode Penelitian Pendidikan*. Yogyakarta: Ar-Ruzz Media.
Nasir, M. (2021). *Metode Penelitian*. Bogor: Ghalia Indonesia.