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THE EFFECT OF USING THE DEMONSTRATION METHOD ON STUDENTS' SKILLS IN PRACTICING *WUDHU*

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ABSTRACT

Background: The material for *Wudhu* practice is not possible only with the lecture method for it causes students lack of understanding of the material. By using the demonstration method, students are expected to be able to practice *Wudhu* correctly. The condition of the second-grade students of DTA Al-Fauzaniyyah Solokan Jeruk Sub-District still incorrectly practice *Wudhu.*
Aim: To discover the process of applying the demonstration method to learning *Wudhu* material for class II students of DTA Al-Fauzaniyyah in Solokan Jeruk Sub-District, the skills of the students in practicing *Wudhu* before and after the use of the demonstration method, and whether there was an effect of the demonstration method on students' skills in practicing *Wudhu*.
Method: This study uses descriptive quantitative research on 28 second-grade students of DTA Al-Fauzaniyyah. This research uses interview and test method. Based on the research, the use of the demonstration method in learning *Wudhu* material is considered very appropriate since can provide a direct learning experience to students. The analysis used is descriptive analysis.
Findings: The results of this study indicate that the value of $t_{count} = 13.21 > t_{table} = 2.052$ at the 5% confidence level. Thus, H_0 is rejected and H_a is accepted. Hence, the results of the study prove that there is an effect of using the demonstration method on students' skills in practicing *Wudhu*.

KEYWORDS *demonstration method, Wudhu, students*

INTRODUCTION

Education is a very strategic tool in preserving the value system that develops in life. The value system includes the realm of knowledge, culture, and religious values. The educational process does not only provide knowledge and understanding to students, but is more directed at the formation of children's attitudes, behavior, and personality. The delivery of the learning process is packaged into a process that builds new experiences based on prior knowledge, raises the spirit of cooperation, is challenging, and fun (Sabiq, 2006).

The teaching and learning process will run well if the method chosen is really right, because between education and methods are closely related. Education is a conscious guidance by the educator on the physical and spiritual development of the educated towards the formation of the main personality (Marimba, 1980). In the teaching and learning process teachers are required to have strategies so that students can learn effectively and efficiently, and achieve the expected goals. One of the steps to having this strategy is that the teacher must master the methods of presenting lessons or commonly referred to as teaching methods.

The method of presenting the lesson is a knowledge of the ways of teaching used by teachers or instructors. In teaching or presenting materials to students in the classroom, the lessons must be captured, understood, and used by students properly. Of the many teaching methods there is this one called demonstration method. According to Muhibbin Syah (1995),

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the demonstration method is a method of teaching by demonstrating goods, events, or teaching indirectly through the use of certain media in accordance with the subject or material being prepared. The use of the demonstration method in *Fiqh* subjects, especially in the *Wudhu* chapter, will attract students' attention so that they are able to understand the material delivered by the teacher better. The purpose of the demonstration method is that students are able to understand how to organize or arrange something. Djamarah (2006) said that "The process of student acceptance of lessons will be more memorable in depth, thus forming a good and perfect understanding. Students can also observe and pay attention to what is shown during the lesson. The material for *Wudhu* practice is not possible only with the lecture method for it causes students lack of understanding of the material. By using the demonstration method, students are expected to be able to practice *Wudhu* correctly. The condition of the second-grade students of DTA Al-Fauzaniyyah Solokan Jeruk Sub-District still incorrectly practice *Wudhu.*

With the demonstration method, students are expected to actively participate and gain direct experience and develop their skills. Based on the description of the background above, the authors intend to conduct research on "The Effect of the Use of Demonstration on Students' Skills in Practicing *Wudhu* (Research on Class II Students of DTA Al-Fauzaniyyah in Solokan Jeruk Sub-District".

METHOD

The method used in this research is descriptive method, which aimed at describing various existing phenomena which are currently ongoing or in the past. This study does not explain the manipulation of the independent variables but describes a condition "as it is". The description of this condition can be individual, group or using numbers. This method was used because it is based on the nature of the research that is intended to describe the actual problems. The variables to be studied are independent variable (X) which was the use of demonstration method and dependent variable (Y) which was students' skills in practicing *Wudhu*.

This study also used a quantitative approach, in which the analysis focuses more on numerical data (Numbers) that are processed by statistical methods. By using this approach, the significance of the relationship between variables will be obtained.

RESULTS AND DISCUSSION

The Process of Implementation of the Demonstration Method in Learning *Wudhu* for Class II Students of DTA Al-Fauzaniyyah Solokan Jeruk Sub-District

In the learning process using the demonstration method, students were given a pretest with the aim of knowing how the students' initial ability to practice *Wudhu* was. After that, the teacher carries out the process of learning activities using the demonstration method.

Providing Apperception and Motivation about the Procedure for Wudhu

Apperception activities are conducted to determine students who were actively participating in *Wudhu* learning activities. Thus, students are trained to have affective skills or skills related to interests, attitudes and values. Apperception activities can be carried out by providing materials related to *Wudhu*, such as materials about sholat. Apperception activities are usually conducted together with motivational activities.

Motivational activities can be carried out by constantly reminding students of the importance of *Wudhu* and encouraging students to practice it in everyday life. In this case, the teacher can provide knowledge to students about the virtues or benefits that can be taken from *Wudhu* or purification activities. Thus, students are expected to have an awareness of the importance of *Wudhu*. Motivational activities can also be carried out by reading one or several verses of the Qur'an related to *Wudhu* or purification.

Demonstrating Wudhu

Demonstration activities show how to do *Wudhu* correctly. This activity provides direct student experience so that students can immediately understand the process by seeing the real learning experience process. By looking directly at the activity, students may find answers on their own based on facts and correct data.

Activities carried out by the teacher to demonstrate *Wudhu* procedures correctly from beginning to end. Students observe the process the activity carried out by the teacher. After that, the teacher guides each student to demonstrate or practice it. Students' attention is expected to be focused on important things and not focused on other things so that the process can be understood and students can get a clear picture of the results of their observations.

Confirm and Evaluate

Confirmation and evaluation activities can be carried out together for they are interrelated. Teachers often repeat evaluation activities to students through a Q&A process to find out the extent to which students understand the procedures for *Wudhu*. Furthermore, the teacher provides confirmation or reinforcement in the form of conclusions about the material taught. Meanwhile, when evaluating the practice of *Wudhu*, the teacher observes and evaluates student learning activities by marking students' knowledge of the procedures for *Wudhu*, memorizing prayers after *Wudhu*, and students' ability to practice *Wudhu*.

After the steps for using the demonstration method were carried out, students were given a posttest, which is to find out the extent to which students' skills in practicing *Wudhu* after using the demonstration method can make students more active and motivated to learn, so that learning objectives can be achieved and good learning outcomes can be obtained. satisfying.

Skills of Class II DTA Students Al-Fauzaniyyah in Solokan Jeruk Sub-District in Practicing *Wudhu* Before and After Using the Demonstration Method

Skills of class II DTA Al-Fauzaniyyah in Solokan Jeruk Sub-District in practicing *Wudhu* can be observed by comparing student learning outcomes before and after the use of the demonstration method shown in the student scores from the pretest and posttest data.

Student Skills in Practicing Wudhu Before Using the Demonstration Method

To determine the skills of class II DTA Al-Fauzaniyyah students, Solokan Jeruk Sub-District in practicing *Wudhu* before using the demonstration method can be taken from the results of the pretest, which can be seen in table 1.

Table 1. Data on the Skills Pretest Value of Class II DTA Al-Fauzaniyyah Students, Solokan Jeruk Sub-District in Practicing *Wudhu*

No	Respondents	Score			Total Pretest Score
		A	B	C	
1	Andre	25	20	10	55
2	Dandi Rustandi	20	25	10	55
3	Dandi Apriyadi	30	10	15	55
4	Dzulfadli	25	15	10	50
5	Fitri Handayani	20	15	15	50
6	Ilham Ali Munajat	25	15	10	50
7	Ilman Ali Darojat	30	10	10	50
8	Irgi	15	15	15	45
9	Juliyanti	25	10	20	55
10	Leli Oki Setiana Wati	15	15	15	45
11	M. Godzi Fakhrul R.	25	20	10	55
12	M. Sodru Said	30	25	10	65
13	Nisa Nisrina	25	15	10	50
14	Novi Susanti	20	25	10	55
15	Nuraliya Syifa	10	25	20	55
16	Nurul Azmi F.	30	20	15	65
17	Pipit	15	20	20	55
18	Rama	20	20	15	55
19	Refti Sri Antika	15	20	15	50
20	Revadina Nurbaeti	15	25	10	50
21	Rizki Ramdani	20	15	20	55
22	Rima Amalia	25	15	15	55
23	Rina Cantika	30	15	15	60
24	Selly	25	20	10	55
25	Siti Zakiyah	15	15	20	50
26	Siti Sahrotul Sa’adah	15	20	20	55
27	Tazkia	15	15	25	55
28	Yandi Rusmana	20	15	15	50
	TOTAL	**600**	**495**	**405**	**1500**

Description :

A = Can explain the procedure for *Wudhu* (0-50)

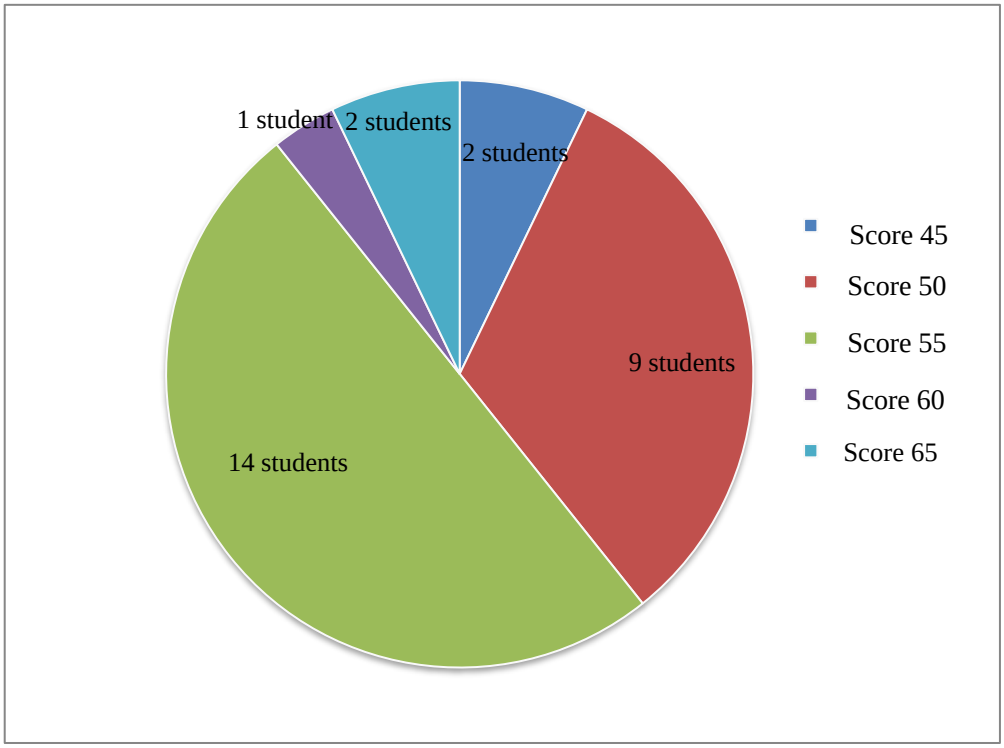
B = Can memorize prayers after *Wudhu* (0-50)

C = Can practice *Wudhu* (0-100)

Based on the table, the lowest to highest values can be sorted as follows:

45 45 50 50 50 50 50
50 50 50 50 55 55 55
55 55 55 55 55 55 55
55 55 55 55 60 65 65

The lowest pretest score is 45, while the highest pretest score is 65. From the data above, 2 students got 45, 9 students got a score of 50, 14 students got 55, 1 student got a score of 60 and 2 students got a score 65. The following pie chart displays the obtained data:



Picture 1. Diagram of Average Student Pretest Score

Based on the pretest score data on the practice of Wudhu above, students' skills in practicing Wudhu before using the demonstration method can be calculated as:

$$\bar{x} = \frac{x_1 + x_2 + \ldots + x_n}{n}$$

$$x = \frac{2(45) + 9(50) + 14(55) + 1(60) + 2(65)}{28}$$

$$x = \frac{1500}{28}$$

$$x = 53{,}57$$

This value is then interpreted in the following criteria (Arikunto, 2006):

90 - 100 = Very good
80 - 89 = Good
70 - 79 = Fairly good
< 70 = Low

Based on the results of these calculations, the average score of grade II student of DTA Al-Fauzaniyyah in practicing Wudhu before using the demonstration method is 53.57. The result of this value is low.

Student Skills in Practicing Wudhu After Using the Demonstration Method

Table 2. Data on the Posttest Value of the Skills of Class II DTA Al-Fauzaniyyah Students in Practicing *Wudhu*

No	Respondents	Score			Post-test Total Score
		A	B	C	
1	Andre	20	25	40	85
2	Dandi Rustandi	20	25	25	70
3	Dandi Apriyadi	25	15	35	75
4	Dzulfadli	25	20	25	70
5	Fitri Handayani	20	20	30	70
6	Ilham Ali Munajat	30	20	25	75
7	Ilman Ali Darojat	25	20	30	75
8	Irgi	20	20	25	65
9	Juliyanti	20	15	30	65
10	Leli Oki Setiana Wati	20	20	25	65
11	M. Godzi Fakhrul R.	25	20	35	80
12	M. Sodru Said	30	20	20	70
13	Nisa Nisrina	20	20	25	65
14	Novi Susanti	20	20	30	70
15	Nuraliya Syifa	20	20	20	60
16	Nurul Azmi F.	25	20	30	75
17	Pipit	25	20	25	70
18	Rama	20	20	25	65
19	Refti Sri Antika	20	20	20	60
20	Revadina Nurbaeti	25	20	30	75
21	Rizki Ramdani	20	25	25	70
22	Rima Amalia	25	25	25	75
23	Rina Cantika	20	20	30	70
24	Selly	25	15	25	65
25	Siti Zakiyah	20	25	20	65
26	Siti Sahrotul Sa’adah	25	20	30	75
27	Tazkia	25	25	25	75
28	Yandi Rusmana	25	25	30	80
	TOTAL	**640**	**580**	**760**	**1980**

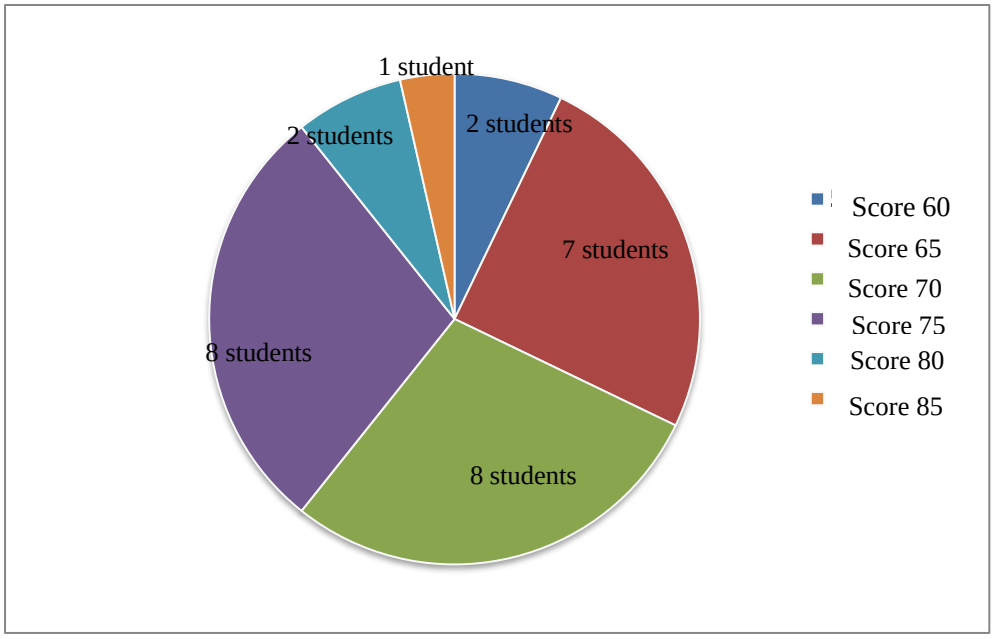
Based on the table, the lowest to highest values can be sorted as follows:

60 60 65 65 65 65 65

65 65 70 70 70 70 70

70	70	70	75	75	75	75
75	75	75	75	80	80	85

The lowest posttest score is 60, while the highest posttest score is 85. From the data above, 2 students got a score of 60, 7 students got a score of 65, 8 students got a score of 70, 8 students got a score of 75, 2 students got a score of 80 and 1 students get a score of 85. The following pie chart displays the data.



Picture 2. Diagram of Student Posttest Average Score

The average value of the posttest results can be calculated by the following formula:

$$\bar{x} = \frac{x_1 + x_2 + \ldots + x_n}{n}$$

$$x = \frac{2(60) + 7(65) + 8(70) + 8(75) + 2(80) + 85}{28}$$

$$x = \frac{1980}{28}$$

$$x = 70{,}71$$

From the results of these calculations, it can be concluded that the average grade II student of DTA Al-Fauzaniyyah after using the demonstration method in practicing Wudhu is 70.71. The results of these values are quite good.

The Effect of the Demonstration Method on Students' Skills in Practicing Wudhu

Table 3. Data Recapitulation of Student Scores Before and After Using the Demonstration Method for *Wudhu*

No	Respondents	Score		d	[d-x_d] x_d = 480/28=17,14	[d-x_d]^2
		x_1	x_2	x_1-x_2		
1	Andre	55	85	30	12,86	165,38
2	Dandi Rustandi	55	70	15	2,14	4,58
3	Dandi Apriyadi	55	75	20	2,86	8,18
4	Dzulfadli	50	70	20	2,86	8,18
5	Fitri Handayani	50	70	20	2,86	8,18
6	Ilham Ali Munajat	50	75	25	7,86	61,78
7	Ilman Ali Darojat	50	75	25	7,86	61,78
8	Irgi	45	65	20	2,86	8,18
9	Juliyanti	55	65	10	7,14	50,98
10	Leli Oki Setiana W.	45	65	20	2,86	8,18
11	M. Godzi Fakhrul R.	55	80	25	7,86	61,78
12	M. Sodru Said	65	70	5	12,14	147,38
13	Nisa Nisrina	50	65	15	2,14	4,58
14	Novi Susanti	55	70	15	2,14	4,58
15	Nuraliya Syifa	55	60	5	12,14	147,38
16	Nurul Azmi F.	65	75	10	7,14	50,98
17	Pipit	55	70	15	2,14	4,58
18	Rama	55	65	10	7,14	50,98
19	Refti Sri Antika	50	60	10	7,14	50,98
20	Revadina Nurbaeti	50	75	25	7,86	61,78
21	Rizki Ramdani	55	70	15	2,14	4,58
22	Rima Amalia	55	75	20	2,86	8,18
23	Rina Cantika	60	70	10	7,14	50,98
24	Selly	55	65	10	7,14	50,98
25	Siti Zakiyah	50	65	15	2,14	4,58
26	Siti Sahrotul S.	55	75	20	2,86	8,18
27	Tazkia	55	75	20	2,86	8,18
28	Yandi Rusmana	50	80	30	12,86	165,38
	TOTAL (∑)	**1500**	**1980**	**480**	**160**	**1271,43**

To determine the effect of using the demonstration method on students' capability of practicing Wudhu, a paired group sample mean difference test was conducted. The steps are as follows:

1) Testing the one-sided hypothesis

   $H0: \mu d = 0 \ (\mu 2 - \mu 1 = 0)$

   $Ha: \mu d > 0$

2) Set a critical point (confidence level), which is alpha 5%
3) Determine the critical region with db= n-1, db =28-1 = 27

4) Finding the standard deviation with the formula:

$$S_d = \sqrt{\frac{\sum[d - xd]^2}{n-1}}$$

$$S_d = \sqrt{\frac{1271,43}{27}} = \sqrt{47,09}$$

$$S_d = 6,86$$

5) Determining t count with the formula:

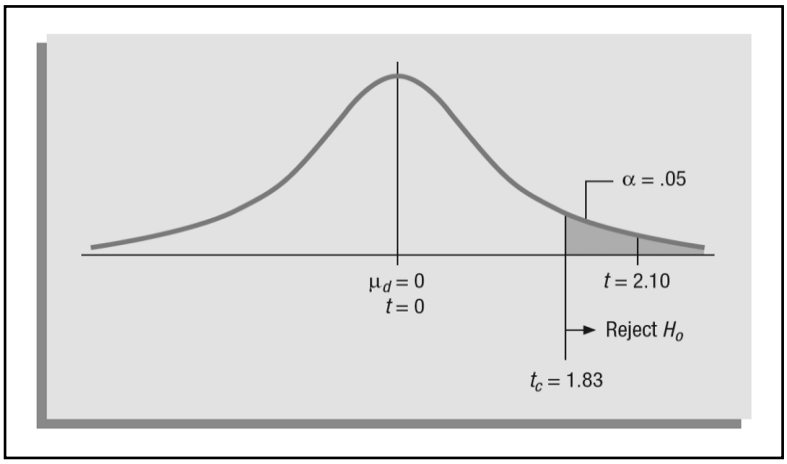
$$t = \frac{\bar{x}_d - \mu_0}{s_d / \sqrt{n}}$$

$$t = \frac{17,14 - 0}{\frac{6,86}{\sqrt{28}}} = \frac{17,14}{\frac{6,86}{5,29}} = \frac{17,14}{1,297}$$

$$t = 13,21$$

So, the value of t_{count} is 13,21.

6) Perform a significance test by comparing the magnitude of tcount with t_{table}



α = 0,05 | T_{count} = 13, 21 | T_{table} = 2,052

Picture 3. Hypothesis Spread Area Curve

It is known that t_{table} = 2.052 and t_{count} = 13.21, so $t_{count} > t_{table}$. Thus, H_0 is rejected and H_a is accepted, meaning that the student's score after using the demonstration method is greater than zero at 5% degrees of freedom ($p<0.05$). Thus, based on the significance test, there is an influence between the demonstration method on students' skills in practicing *Wudhu*.

CONCLUSION

The process of implementing *wudhu* material using the demonstration method is carried out in several steps: (1) Providing apperception and motivation about the *wudhu* procedures, (2) Demonstrating *wudhu*, (3) Confirmation and evaluation.

Based on descriptive analysis, the average score of DTA Al-Fauzaniyyah in Solokan Jeruk Sub-District before the use of the demonstration method was 53.57 and included in the low category, while the student's score after the use of the demonstration method was 70.71 and was included in the fairly good category.

There is an effect of using the demonstration method on students' skills in practicing *wudhu*. This is evidenced by the mean difference test where the value of t_{count} = 13.21 is greater than t_{table} = 2.052 with a confidence level of 5%, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

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