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The Relationship Between the Demonstration Method and Student Learning Motivation in Fiqh at Said Yusuf Islamic Junior High School

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Abstract

Learning motivation refers to the internal drive within students that encourages them to acquire knowledge to achieve the success they aspire to. The lack of learning motivation in students becomes a challenge because the teacher's teaching strategies are less innovative, particularly in applying teaching methods. The purpose of this research is to determine the relationship between the Demonstration Method and learning motivation at SMP Islam Said Yusuf Depok. The research variables include the Demonstration Method (X) and Learning Motivation (Y). The population in this study consisted of all students at Sa'id Yusuf Islamic Middle School, totaling 131 individuals. The sampling technique used was purposive sampling, so the sample taken specifically for class VIII students amounted to 50 people. Data was collected through observation, interviews, questionnaires, and documents. Data analysis was performed using SPSS statistics, including data description, validity test, reliability test, normality test, linearity test, and correlation test with product-moment Pearson correlation, significance test, and coefficient of determination. The data description for the Demonstration Method shows an average score of 125.62, a median of 127.50, a mode of 130, a standard deviation of 8.647, and a variance of 74.771, with the highest score being 147 and the lowest being 106. The data description for learning motivation shows an average score of 116.96, a median of 118.00, a mode of 102, a standard deviation of 8.647, and a variance of 329.546, with the highest score being 148 and the lowest being 78. The hypothesis test results, which examine the relationship between the Demonstration Method (variable X) and learning motivation (variable Y), show a correlation coefficient of r = 0.393 > r table 0.279. Therefore, Ha is accepted, and Ho is rejected, indicating a positive relationship between the demonstration method and learning motivation in Fiqih subjects at SMP Islam Said Yusuf Depok. The correlation between these variables is statistically significant, as demonstrated by the t-test value of 2.960 > t table 2.021. The coefficient of determination is 0.154, meaning the contribution of the Demonstration Method to learning motivation is 15.4%, with the remaining influence coming from other factors.

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Introduction

Education, as a process, involves two interconnected aspects. It is not only about transferring knowledge but also about transmitting values. Therefore, the ultimate aim of education is to develop a well-rounded individual who possesses both knowledge and values, as well as devotion to God Almighty. According to Law No. 20 of 2003, education is a planned and conscious effort to create a learning atmosphere and process where students actively develop their potential, gaining spiritual religious strength, self-control, character, intelligence, noble behavior, and the skills needed for themselves, society, the nation, and the state [1].

The goal of learning is to establish a positive and engaging learning environment that helps students unlock their potential. Based on this, creating an environment that fosters student growth and providing enjoyable learning experiences is essential. Allah SWT encourages humans to learn and reflect, as stated in QS. Al-Alaq: 1-5, which means: "Read in the name of your Lord who created. He created man from a clot of blood. Read, and your Lord is the Most Generous, Who taught by the pen, He taught man what he did not know [2]." Motivation is the internal drive that compels an individual to act [3]. It refers to the internal state that drives someone to perform specific actions to achieve a goal [4].

From the above definitions, motivation can be understood as an internal force within an individual that pushes them to take action to reach their desired objectives. Regarding learning, according to Sardiman, it is the effort to master knowledge, which is a key component in developing a well-rounded personality through increased knowledge [5]. Therefore, when combining motivation and learning, we can understand that learning motivation refers to the internal drive within students that urges them to acquire knowledge to achieve the success they aspire to.

The lack of motivation to learn among students has become a significant issue for both teachers and parents. Many students still exhibit weak motivation to learn, which can be attributed to several factors, including a lack of creativity in how teachers deliver lessons. Self-motivation to continue learning is crucial for every student, as it fuels their enthusiasm to study [1]. Without motivation, students may struggle to understand the material taught by the teacher, which can negatively affect their personal development and prospects.

In today's world, many students' motivation to learn has decreased due to factors such as the pervasive influence of gadgets. Teachers also need to adopt varied teaching methods, as the method of instruction itself is a crucial factor influencing student motivation [2]. Teachers who use monotonous and unvaried methods may fail to engage students and enhance their motivation to learn.

To address this, one solution is to use the Demonstration Method. By applying this method in Fiqh lessons, it is expected that teachers can enhance the learning process and encourage more active participation from students. In practice, the teacher demonstrates the material, and students follow along by practicing at home using available resources [3]. This allows students to enrich their experiences, become more creative and active, and gain a better understanding of Fiqh in their daily lives, ultimately boosting their motivation to learn the subject.

Today, there are many different teaching methods with various formats and approaches. Teachers are expected to be as creative as possible when delivering lessons. However, in reality, many teachers still rely on only one or two methods in their teaching. The demonstration method is a teaching strategy to show students a specific process or technique [4]. This approach can boost student involvement and interest in the learning process, making it easier for them to engage with and comprehend the material. It allows students to link theory to practice, which is often more stimulating and motivating [5]. It can also help build students' confidence in trying new things and actively participating in lessons, spark curiosity, and aid in better retention and understanding of the material [6]. When applied effectively, the demonstration method can improve students' motivation to learn by creating a more interactive, engaging, and real-world-relevant learning experience.

Based on the points discussed above, the author is interested in conducting a study titled "The Relationship Between the Demonstration Method and Student Learning Motivation in Fiqh Lessons at Said Yusuf Islamic Junior High School Depok."

Definition of the Demonstration Method

The Demonstration Method is a teaching approach where the teacher shows and demonstrates to the students a particular process, situation, or object, either as it should be or simply as a model. This method is commonly used to help clarify concepts related to organizing, creating, operating, or using something [7]. The Demonstration Method makes teaching clearer, easier to

understand and remember, makes learning more engaging, fosters creativity in students, and more [6].

The Demonstration Method is a highly effective teaching strategy. Through demonstration, students gain a deeper understanding of the lesson, leading to thorough and complete comprehension. Students can observe and focus on the teacher's demonstration throughout the lesson. The goal of using this method is to ensure students understand how to arrange or organize something [7]. Additionally, the Demonstration Method allows the teacher to show, perform, and explain the process, enabling students to recognize the steps involved in completing a task [8].

Based on the explanation above, it can be concluded that demonstration is a teaching method in which a teacher directly shows something, which is then followed by the students. This helps to make the knowledge or skills demonstrated more memorable for the students. In practice, it's recommended that the teacher first demonstrate the lesson thoroughly before students practice it according to the instructions [8]. This technique provides students with an opportunity to practice mentally and develop specific skills taught in class [9]. Demonstrations often include role-playing activities to enhance student engagement.

Definition of Learning Motivation

According to the Indonesian Dictionary, motivation in psychology refers to efforts that move an individual or group to pursue their goals or achieve the results they desire. The term "motive" refers to an individual's ability to act. It is the capacity that a person has to engage in an activity to meet a specific desire. In other words, a motive is the readiness an individual has to act [10]. Derived from the word "motive," motivation is the active driving force that triggers these motives when it is crucial to achieve a goal [9].

Everyone requires a motive or driving force to be ready to engage in activities that arise within them to reach a particular objective. Motivation is the force that drives and stimulates an individual's actions, guiding their behavior toward achieving the intended goal [10]. Motivation is the transformation in a person, marked by the emergence of emotions and reactions aimed at achieving a goal [11]. Motivation is in determining whether a student will succeed or fail in learning. Without motivation, it is challenging for a student to do well, as an unmotivated individual will not engage in the learning process [12].

Therefore, motivation is the internal drive within a person to take action or engage in learning activities to achieve specific goals, whether they involve acquiring skills or gaining experience. Motivation results in an energy shift

within students, triggering emotions and reactions that propel them to learn. When motivation is present, students are more likely to improve their academic performance, as their internal drive directs them toward better learning. Motivation is critical in education because it enhances the learning process and inspires students to begin studying [11]. That is why internal motivation is necessary for successful learning, as it activates learning activities and helps students achieve learning objectives.

Based on the definition of motivation above, it can be concluded that learning motivation is the internal drive or energy that encourages and activates someone to behave and begin learning, resulting in a desire and determination to reach goals through feelings and reactions that aim for better learning outcomes.

In discussing types of motivation, two perspectives are highlighted: intrinsic motivation, which comes from within a person, and extrinsic motivation, which comes from outside a person [13].

a. Intrinsic Motivation that originates from within an individual, without external prompting. Intrinsic motivation includes (1) a cognitive drive to learn, understand, and solve problems, (2) having clear goals or aspirations, (3) achieving high learning outcomes for self-recognition, and (4) self-praise for satisfaction.

b. Extrinsic Motivation arises due to external influences, such as encouragement, commands, or pressures from others, motivating students to perform actions or learn. Extrinsic motivation is more connected to the benefits of a learning task to achieve a goal. Therefore, what defines extrinsic learning motivation is not whether external influences are present, but whether the following factors are met: (a) learning to fulfill obligations, (b) learning to avoid punishment, (c) learning to receive material rewards, (d) learning to enhance social status, (e) learning to gain praise from important people, and (f) learning to meet job requirements [14].

From the above, it can be concluded that there are two types of motivation: intrinsic motivation, which comes from within the student without external stimulation, and extrinsic motivation, which arises from outside the individual.

Method

This study employs a Quantitative method known as field research. According to Emzir, as referenced by Samsu, the quantitative approach is a research method that generally follows a postpositivist paradigm in generating knowledge, such as cause-and-effect reasoning, reduction to variables,

hypotheses, and specific questions, while utilizing assessment. The population in this study consists of all students at SMP Islam Sa'id Yusuf, totaling 131 individuals. The study applies a purposive sampling technique, which involves selecting a sample based on specific characteristics.

A sample is a subset of the population that reflects its characteristics and can be seen as a representation of the population under study. For this research, 50 students from class VIII were chosen as the sample [12]. The independent variable is the Demonstration Method, and the dependent variable is Learning Motivation. The research was carried out at SMP Islam Sa'id Yusuf Depok. Data collection methods included observation, questionnaires, interviews, and documents. Data analysis involved describing the data using measures of central tendency and variability, testing the validity and reliability of the instruments, and checking prerequisites with normality and linearity tests. Lastly, hypothesis testing was done using correlation tests with the Pearson product-moment formula, F-tests, and significant tests, determining the coefficient of determination

Result and Discussion

Data Description

The following is a description of statistical data using the Data Centralization Formula and Variability Measures for the application of demonstration methods and Variability learning motivation using SPSS as follows :

Table 1
Data Description Calculation

Statistics			
		X	Y
N	Valid	50	50
	Missing	0	0
Mean		125,62	116,96
Median		127,50	118,00
Mode		130	102
Std. Deviation		8,647	8,647
Variance		74,771	329,549
Range		38	68
Minimum		99	76
Maximum		137	144
Sum		6281	5848

The results of the SPSS calculation above provide a general overview that the average score for variable X (Demonstration Method) is 152.62, and for variable Y (Learning Motivation) is 116.96. A median or middle value for variable X is 172.50, and for variable Y, it is 118.00. The mode or most frequent value for variable X is 130, and for variable Y, it is 102. The standard deviation or the score difference for variable X is 8.647, and for variable Y it is 8.647. A variance for variable X is 74.771, and for variable Y it is 329.549. The range for variable X is 38, and for variable Y it is 68. The minimum score for variable X is 99, and for variable Y, it is 76. The maximum score for variable X is 137, and for variable Y, it is 144. Finally, the total score for variable X is 6281, and for variable Y, it is 5848. Since all the mean values are above a standard deviation, it indicates that respondents have a strong relationship between the Demonstration Method and Learning Motivation.

Research Instrument Test

Before the instrument is used as a data collection tool, it must be tested to ensure that the research obtains a valid and reliable instrument. The type of research used is a questionnaire in the form of statements, consisting of 20 statements on the application of the Demonstration Method and 30 statements on student learning motivation. Each instrument has answers using a Likert scale: Always, Often, Sometimes, Never, and Never.

a. Validity Test

After conducting an analysis consisting of 20 items of the instrument using SPSS, the valid items are numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30, marked with two stars () meaning valid at the 0.01 alpha level. Item number 20, which is not marked with stars, is declared invalid or not used in the study. Therefore, 29 items are valid.

For the student learning motivation instrument, which consists of 30 items, using SPSS, the valid items are numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, and 30, marked with two stars () indicating highly significant at the 0.01 alpha level. Items 5, 11, and 16 are marked with one star (*) indicating validity at the 0.05 alpha level. Item number 28, which is not marked, is declared invalid or not used in the study. Therefore, 29 items are valid.

b. Reliability Test

The purpose of the reliability test is to determine the extent to which the measurement results remain consistent if the same phenomenon is measured two or more times using the same measurement tool [20]. The following are the

results of the reliability test calculations Variability Measures for the application of demonstration methods and Variability learning motivation :

Tabel 2
The Demonstration Method Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
,815	29

Based on the reliability test table for the Demonstration Method , the Cronbach's Alpha value obtained is 0.815, and the "N of Items" column shows that 29 items were tested for reliability, thus it can be categorized as reliable.

Tabel 3
Learning Motivation Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,936	29

Based on the reliability test table for Learning Motivation above, the Cronbach's Alpha value obtained is 0.936, and the "N of Items" column shows that 29 items were tested for reliability, thus it can be categorized as very reliable or consistent.

Assumption Test

a. Normality Test

The following are the results of the data normality test calculations: Variability Measures for the application of demonstration methods and Variability learning motivation :

Tabel 4
Normality Test

One-Sample Kolmogorov-Smirnov Test			
		X	Y
N		50	50
Normal Parameters[a,b]	Mean	125,62	116,96
	Std. Deviation	8,647	18,153

Most Extreme Differences	Absolute	,131	,121
	Positive	,095	,095
	Negative	-,131	-,121
Test Statistic		,131	,121
Asymp. Sig. (2-tailed)		,031[c]	,065[c]
a. Test distribution is Normal.			

From the table above, it can be seen that the significant value (asymp.Sig. 2-tailed) for variable X is 0.031, while for variable Y it is 0.065. The significance level used is 0.05. Since the significance of all variables is greater than 0.05, it can be concluded that the data for the Demonstration Method variable and Student Learning Motivation at SMP Islam Sa'id Yusuf Depok are normally distributed.

b. Linearity Test

The following are the results of the data linierity test calculations Variability Measures for the application of demonstration methods and Variability learning motivation.

Tabel 5
Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig
Y * X	Between Groups	(Combined)	11643,489	22	529,250	3,172	,003
		Linearity	2493,036	1	2493,036	14,944	,001
		Deviation from Linearity	9150,453	21	435,736	2,612	,010
	Within Groups		4504,431	27	166,831		
	Total		16147,920	49			

3.

Based on the results of the linearity test using SPSS, the linearity value for variable X with variable Y is 0.010 ≥ 0.05. Therefore, it can be concluded that there is a linear relationship between the Demonstration Method and student learning motivation.

Hypothesis Test

a. Correlation Test

To determine the correlation level between the application of the Demonstration Method and learning motivation using the product-moment correlation test, the criteria are typically observed as follows:

Table 8
Correlation Test

Correlations

		X	Y
X	Pearson Correlation	1	,393**
	Sig. (2-tailed)		,005
	N	50	50
Y	Pearson Correlation	,393**	1
	Sig. (2-tailed)	,005	
	N	50	50

The results of the correlation test between the demonstration method (variable X) and learning motivation (variable Y) show a Sig. (2-tailed) value of 0.005 < p0.05, indicating a correlation between variables X and Y. The correlation test results based on Pearson's product-moment r show that the calculated r-value is 0.393 > the r table value of 0.279, so Ha is accepted, Ho is rejected, meaning there is a positive relationship between the demonstration method (variable X) and learning motivation (variable Y). Therefore, it can be concluded from the results of this study that there is a relationship between the demonstration method and learning motivation at SMP Islam Said Yusuf Depok.

b. Significance Test

To assess whether the correlation between variables, the Demonstration Method, and student learning motivation is significant, a significance test of the "t" coefficient must be conducted. The rule is as follows: if t > 1.96 or sig < 0.05, then the regression coefficient is considered significant in its impact on the discipline of performing obligatory prayers. Below are the results of the "t" test calculated using SPSS:

Tabel 9
Results of the "t" Test

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	13,336	35,085		,380	,706
X	,825	,279	,393	**2,960**	,005

a. Dependent Variable: Y (Learning Motivation)

Based on the SPSS output above, it can be seen that the calculated t value is 2.960. Since the calculated t value of 2.960 > the t table value of 2.021, it can be concluded that Ho is rejected and Ha is accepted. This means there is a significant relationship between the Demonstration Method and student learning motivation.

c. Coefficient of Determination

To determine the extent of the contribution of variables, the Demonstration Method, and student learning motivation, the following formula is used:

Coefficient of Determination Formula :

$KD = R^2 \times 100\%$

Explanation:

KD = Contribution of variable X to variable Y

R^2 = Correlation coefficient between variable X and variable Y

To calculate the Coefficient of Determination (KD), data calculations were performed with the help of SPSS, as follows :

Table 10
Results of the Coefficient of Determination Calculation

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,393[a]	**,154**	,137	16,866

a. Predictors: (Constant), Demonstration Method

Based on the correlation calculation results between the Demonstration Method and learning motivation in the subject of Fiqh, the correlation level R (rxy) is 0.393. The calculation of the contribution (R Square/Coefficient of Determination) or the relationship between the Demonstration Method (variable X) and student learning motivation (variable Y) is $R^2 \times 100\% = 0.393^2 \times 100\% = 15.4\%$.

Conclusion

The average score (mean) of 125.62, the median value was 127.50, the mode value of 130, the standard deviation of 8.647, and the variance value of 74.771, with the highest score of 147 and the lowest score of 106.

The student learning motivation at SMP Islam Sa'id Yusuf Depok has an average score (mean) of 116.96, a median value of 118.00, a mode value of 102, a standard deviation of 8.647, and a variance value of 329.546, with the highest score of 148 and the lowest score of 78.

There is a relationship between the Demonstration Method (variable X) and student learning motivation (variable Y), indicated by the correlation coefficient value of r = 0.393, where the r calculated is more significant than the r table (0.393 > 0.279). Ha is accepted, and Ho is rejected, meaning there is a positive relationship between the Demonstration Method and student learning motivation in the Fiqh subject for grade VIII students at SMP Islam Sa'id Yusuf Depok, with a low correlation criterion. The correlation between the variables is significant, as evidenced by the calculated t value in the "t" test of 2.960, more significant greater than the t table value of 2.021. The contribution of variable X to variable Y is 15.4%, as seen in the R square value of 0.154 in the coefficient of determination calculation.

To increase student motivation, educators need to effectively apply the demonstration method by capturing students' attention, explaining each step systematically so that students can easily follow, using appropriate tools or visual media, involving students, providing opportunities for student discussion, offering praise or rewards for students' efforts, and linking the material to real-life situations.

Author Contributions

Eva Siti Faridah: Conceptualization, Methodology, Writing – review & editing, Supervision, Project administration. **Huliyatul Atqiya**: Methodology, Writing – review & editing, Investigation.

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Conflict of Interest

The authors declare no conflicts of interest.

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