



Application of the Demonstration Method to Improve Students' Psychomotor Skills in Fiqh Learning

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Article Information:

Received June 10, 2026

Revised July 18, 2026

Accepted August 10, 2026

Keywords: *Demonstration method, psychomotor skills, fiqh, classroom action research*

Abstract

Fiqh learning at the Madrasah Ibtidaiyah level still faces challenges in developing students' practical skills, particularly in performing the appropriate actions as congregants when the imam makes a mistake during Friday prayer. This condition indicates the need for learning that provides continuous opportunities for practical experience through concrete and structured methods. This study aims to improve students' psychomotor skills in Friday prayer practice through the implementation of a video-assisted demonstration method. The study employed a Classroom Action Research approach based on the Kemmis and McTaggart model, conducted in two cycles consisting of planning, action implementation, observation, and reflection. The research subjects were six fourth-grade male students. Data were collected through observation and practical assessment using a psychomotor skills assessment rubric. The results showed an improvement in students' psychomotor skills from Cycle I to Cycle II, as indicated by an increase in the average score from 56.18%, categorized as not yet mastered, to 82.15%, categorized as mastered. Teacher activity also improved from the adequate category, with an achievement of 59.26% in Cycle I, to the very good category, with an achievement of 92.59% in Cycle II. These findings indicate that the implementation of a video-assisted demonstration method can support the improvement of students' psychomotor skills in Fiqh learning, particularly in Friday prayer practice.

INTRODUCTION

Learning is a process of interaction among students, teachers, and learning resources that is systematically and deliberately designed to develop knowledge, character, and skills needed in everyday life (Stoltz et al., 2024). Comprehensive learning encompasses three main domains: cognitive, affective, and psychomotor. These three domains are interrelated and cannot be separated because successful learning is determined not only by the mastery of knowledge but also by the development of attitudes and the ability to apply knowledge in real-life actions. Learning is a combination of human elements, materials, facilities, equipment, and procedures that interact with one another to achieve learning objectives (Bali & Fadilah, 2019).

How to cite:

Syafrizal, F., Masbur, M., Mawaddah, S. (2026). Application of the Demonstration Method to Improve Students' Psychomotor Skills in Fiqh Learning. *Ahlussunnah: Journal of Islamic Education*, 5(2), 1315-1328.

E-ISSN:

2827-9573

Published by:

The Institute for Research and Community Service

Learning is a personal activity involving changes in knowledge, attitudes, and skills through learning experiences. Teaching, meanwhile, is a process of guiding and facilitating students throughout the learning process to achieve predetermined objectives. Thus, the teaching and learning process involves various interconnected components, including learning objectives, teacher competence, student readiness, approaches, strategies, methods, techniques, and forms of assessment (Engkizar et al., 2026). Selecting an appropriate instructional method is important because each subject has different characteristics and competency requirements.

Within the context of Islamic education, Fiqh is a field of Islamic knowledge that addresses legal provisions and the practice of Islamic teachings in everyday life (Nasir, 2024; Widodo, 2025). Fiqh learning helps students understand various religious matters, including halal and haram, worship, and muamalah (Amaliyah, 2023; Zubair et al., 2023). Therefore, Fiqh learning should not be limited to the mastery of concepts and legal provisions theoretically but should also provide students with opportunities to understand and appropriately practice these provisions.

Amaliyah (2023) explain that Fiqh learning is a process that guides students toward understanding Islamic law and Sharia. One important aspect of Fiqh learning is prayer. The obligation to perform prayer is related to the provisions of Islamic law for individuals who meet the requirements of legal responsibility. Meanwhile, prayer education should be introduced and habituated from an early age. This is consistent with the following hadith of the Prophet Muhammad ﷺ:

عَنْ عَلِيٍّ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: رُفِعَ الْقَلَمُ عَنْ ثَلَاثَةٍ: عَنِ النَّائِمِ حَتَّى يَسْتَيْقِظَ، وَعَنِ الصَّبِيِّ حَتَّى يَبْلُغَ، وَعَنِ الْمَجْنُونِ حَتَّى يُفِيْقَ.

Ali, may Allah be pleased with him, narrated that the Prophet ﷺ said:

Meaning: *"The pen is lifted from three: from the sleeping person until he awakens, from the child until he reaches puberty, and from the insane person until he regains consciousness."* (Narrated by Abu Dawud, No. 4401, and Ibn Majah, No. 2041; authenticated by al-Albani in *Irwa' al-Ghalil*, No. 297).

In practice, prayer instruction may involve various situations that require procedural understanding and the ability to respond appropriately. This is particularly relevant to Friday prayer, in which congregants may encounter specific situations, such as when the imam forgets a rak'ah, makes an error in recitation, or experiences a condition that invalidates ablution. Such situations require students not only to understand the relevant provisions theoretically but also to demonstrate an appropriate response in practice. A lack of understanding of these procedures may cause uncertainty and hesitation when students participate as congregants.

In Fiqh learning at the Madrasah Ibtidaiyah level, the use of limited instructional methods may restrict students' opportunities to gain direct practical learning experiences. Learning that relies excessively on verbal explanation may cause students to receive information passively rather than develop skills through practice. An instructional method is a systematic process used by teachers to deliver learning materials and achieve instructional objectives (Alfirdaus et al., 2025; Ningsih, 2019). Therefore, Fiqh learning involving practical worship requires a method that can connect conceptual understanding with authentic learning experiences.

One method relevant to the development of psychomotor skills is the demonstration method. The demonstration method is an instructional approach in which a particular process, action, or procedure is presented directly so that students can observe, understand, and reproduce the demonstrated steps. In practical learning, this method provides students with a concrete representation of the correct sequence of actions before they perform the practice independently. Consequently, the learning process can become more concrete, structured, and participatory.

Mujahid (2021); Yassinta (2017), indicate that assessment in Islamic education remains largely oriented toward the cognitive domain, while affective and psychomotor domains have not yet been optimally integrated. This condition highlights the importance of instructional strategies that provide greater opportunities for developing practical skills. Through the demonstration method, students not only receive theoretical explanations but also gain concrete learning experiences through observation and direct practice.

The relevance of the demonstration method to Fiqh learning is also supported by previous research. Amaliyah (2023), reported that the application of the demonstration method in prayer skills learning improved students' ability to perform prayer movements. The method also provided students with opportunities to concentrate, observe examples, and respond more effectively to practical activities. These findings indicate that demonstration is relevant to learning that requires students to master practical worship skills directly.

Nevertheless, research specifically examining the implementation of a video-assisted demonstration method to improve students' psychomotor skills in responding to imam errors during Friday prayer practice remains limited and requires further investigation. Based on preliminary observations of Fiqh learning, students' psychomotor skills in performing the appropriate actions as congregants when the imam makes a mistake were found to be relatively low. Some students showed confusion and hesitation when asked to perform the procedures directly. This condition indicates a gap between students' theoretical understanding and their ability to apply that understanding in practical situations.

This condition highlights the need for a concrete and applicable instructional approach so that students not only master the rules and procedures of prayer cognitively but are also able to apply them through psychomotor skills consistent with Islamic teachings. The use of a demonstration method supported by video media can provide both visual and direct practical experiences, allowing students to observe procedures, understand the sequence of actions, practice them, and receive guidance on errors made during practice.

Based on these problems, this study aims to improve students' psychomotor skills in Fiqh learning on the topic of Friday prayer through the implementation of the demonstration method. This study is expected to provide a practical contribution to the development of Fiqh learning that is more concrete, applicable, and oriented toward active student engagement. In addition, the findings are expected to serve as a reference for teachers in selecting appropriate instructional strategies and methods to develop practical worship skills in a more systematic manner.

METHODS

This study employed a Classroom Action Research approach aimed at improving the learning process directly in the classroom through planned and iterative actions (Edwards & Burns, 2016; Hassan et al., 2024). The Classroom Action Research model used in this study was based on the model proposed by Kemmis and McTaggart. At the initial stage, the researcher conducted a series of coordination activities and prepared the administrative requirements for the study. Coordination was carried out directly with the principal, colleagues, and other relevant parties involved in the research process (Kemmis et al., 2014; Putra et al., 2022). Administratively, the researcher prepared the Lesson Plan, developed data collection instruments, designed the learning media to be used, and prepared the materials and equipment required for the demonstration activities. The researcher also arranged the classroom conditions and made other necessary preparations, both moral and material, to ensure that the actions could be implemented smoothly.

After the planning stage had been completed, the study proceeded to the action implementation stage. At this stage, the researcher and a colleague worked collaboratively with clearly defined roles. The researcher acted as the implementer of the instructional action, while the colleague observed the implementation process. During the demonstration activities, the researcher ensured that all materials and equipment were used according to the predetermined plan, both technically and administratively. The implementation of the actions also took into account suggestions and feedback from various parties, including the supervisor, principal, and teachers at the research site. Observation was conducted simultaneously with the implementation of the actions using a participatory approach. The researcher collected data through direct observation of the learning process. The observations were conducted using observation sheets and assessment instruments to measure students' skills throughout the learning sessions in each cycle (Sahno, 2022; Sihartin, 2021).

The final stage was reflection, during which the researcher and teacher jointly discussed the data obtained from the field observations. This discussion was conducted to evaluate the extent to which the implemented actions had achieved the intended objectives and to identify actual challenges arising in the classroom. Through the reflection process, the researcher obtained information regarding students' achievement of the learning targets, the challenges encountered, and aspects of the learning process that still required improvement. All notes and findings were subsequently used as the basis for developing a more refined re-planning process for the following cycle.



Fig 1. Classroom Action Research Design Based on the Kemmis and McTaggart Model

Research Subjects and Setting

The subjects of this study were students in Grade 4 Digital, consisting of 19 students: 6 boys and 13 girls, with an average age of 9–10 years. The study focused on six male students, selected based on their relevance to the learning material examined in the study. The selection was also based on the consideration that the Grade 4 Digital students had already demonstrated adequate practical abilities and skills relevant to the learning activities. The study was conducted at a public Islamic elementary school. The research site was selected based on its accessibility, the availability of sufficient research time, and the suitability of the students as research subjects in relation to the researcher's professional context. The study was conducted over a period of two weeks in May 2026. The research process, from planning through the preparation of the research report, took place during the second semester of the 2025/2026 academic year.

Data Collection Techniques

Data were collected through observation, practical performance assessment, and documentation. Observation focused on students' actions as congregants when the imam made mistakes during Friday prayer. The research instruments consisted of teacher and student observation sheets and a practical performance assessment rubric, which were used to observe instructional activities and students' performance during the learning process. During the implementation of the demonstration method, the teacher and student observation sheets were used to assess classroom activities, while the practical performance assessment rubric was used to measure students' psychomotor skills in performing Friday prayer (Alsokari et al., 2024; Meesuk et al., 2020; Putra et al., 2022).

Documentation was also used to complement the collected data. The documentation included not only students' scores or practical performance assessment results but also written, visual, and administrative evidence related to the implementation of the study. This included photographs of learning activities at each stage, from planning, action implementation, observation, and reflection, as well as video recordings of the learning activities used as instructional media in the implementation of the demonstration method (Rianda & Sayekti, 2023; Syaifudin, 2021; Yudi & Rohma, 2022).

Data Analysis Techniques

The data were analyzed using qualitative descriptive analysis and simple descriptive statistics. Qualitative descriptive analysis was used to describe teacher and student activities throughout the learning process. Meanwhile, simple descriptive statistics were used to identify changes in students' practical skills based on their Friday prayer performance scores. Students' scores were calculated and converted into percentages to determine the level of learning mastery. The collected data were processed through simple descriptive statistical procedures, including the calculation of scores, means, medians, and percentages. The results were presented in tables and appropriate visualizations to facilitate interpretation and comparison across cycles. The percentage scores were calculated by comparing the obtained scores with the maximum possible scores, following the procedure described by (Anidar et al., 2026; Engkizar et al., 2025).

Assessment Criteria

Table 1. Assessment Criteria

Score Range	Category
80–100	Very Good
66–79	Good
56–65	Fair
40–55	Poor
0–39	Very Poor

Research Procedures

Based on the research design, the implementation of Friday prayer learning in Cycle I constituted the initial stage of the intervention. The learning activities in Cycle I followed the four stages of Classroom Action Research: planning, action implementation, observation, and reflection. In Cycle II, the learning activities followed the same sequence as Cycle I, with the learning material remaining focused on Friday prayer. The instructional actions in the second cycle were adjusted based on the findings and reflection from Cycle I to improve the implementation of the learning process and students' practical skills.

RESULT AND DISCUSSION

This study focused on students' psychomotor skills in understanding and practicing Fiqh material through the demonstration method, particularly regarding

the actions that should be taken by congregants when the imam makes a mistake during Friday prayer. The classroom action research was conducted in two cycles collaboratively by the researcher and the teacher. Initial data on students' practical skills were obtained through a practical assessment rubric before the intervention and were used as the basis for developing the learning improvement plan. The minimum mastery criterion was set at 75%.

In Cycle I, the observation results indicated that students' practical skills were still low. The class average score was 56.18%, and none of the students achieved the mastery criterion. Following improvements in Cycle II through the use of simulation videos, more intensive guidance, step-by-step demonstrations, and rotating practice, the class average increased to 82.15%. All students achieved the mastery criterion. These findings indicate an improvement in students' psychomotor skills following the implementation of the demonstration method, reinforced by video media and guided practice.

Cycle I Planning

The planning stage of Cycle I began with a discussion between the researcher and the teacher to determine a learning strategy appropriate to the characteristics of the material and the students' needs. At this stage, learning materials, observation instruments for teacher and student activities, and a practical assessment rubric were prepared. These instruments were used to observe students' engagement during the learning process and to measure the development of their psychomotor skills following the intervention.

Action Implementation

The learning activity began with greetings, a collective prayer, and an introductory activity through questions concerning the actions that should be taken by congregants when the imam forgets a *rak'ah* or makes a recitation error during Friday prayer. The students' responses were used to identify their initial understanding of the material. The researcher then introduced the material through demonstrations and guided practice. Students were given an explanation of the learning objectives and the legal basis for the actions of congregants when the imam makes a mistake. One of the supporting hadiths was as follows:

وَعَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: «التَّسْبِيحُ لِلرِّجَالِ، وَالتَّصْفِيقُ لِلنِّسَاءِ» مُتَّفَقٌ عَلَيْهِ، زَادَ «مُسْلِمٌ» فِي الصَّلَاةِ

The hadith explains that men use *tasbeeh* to alert the imam, whereas women use hand clapping when a reminder to the imam is required. The explanation was followed by a demonstration of three situations: the imam forgetting a *rak'ah*, the imam making a recitation error, and the imam experiencing a condition that invalidates ablution. Students were guided to understand the appropriate sequence of actions in each situation.

Observation

During the observation stage, students took turns forming rows and conducting a simulation of congregational prayer. The roles of imam and congregant were rotated so that each student had an opportunity to practice the appropriate actions according to the scenarios provided. The observation results showed that the students demonstrated fairly good enthusiasm, but most still experienced difficulties in applying the procedures correctly. Although most students were familiar with the utterance *Subhanallah* as a means of alerting the imam, they had not yet applied it appropriately according to the simulated situations. Some students were still late in giving the reminder, appeared uncertain about the appropriate action, and occasionally talked to other students while standing in the prayer row. In addition, unnecessary body movements were observed when students attempted to respond to the imam's mistakes.

These conditions indicate that students' conceptual understanding had not yet been fully accompanied by adequate psychomotor skills. Therefore, the observation and practical assessment results from Cycle I were used as the basis for determining improvements to the learning process in Cycle II.

Table 2. Students' Practical Assessment Results in Cycle I

No.	Student	Practical Preparation	Process	Work Attitude	Work Outcome	Final Score	Category	Status
1	Student 1	7.5	42	13	6	69%	Good	Not Yet Mastered
2	Student 2	6	38	12	5	61%	Fair	Not Yet Mastered
3	Student 3	5	35	10	5	55%	Needs Guidance	Not Yet Mastered
4	Student 4	5	30	10	5	50%	Needs Guidance	Not Yet Mastered
5	Student 5	5	27	10	4	45%	Needs Guidance	Not Yet Mastered
6	Student 6	6	35	12	4	57%	Fair	Not Yet Mastered
Average		6	34	11	5	56.18%		Not Yet Mastered

Based on Table 2, students' psychomotor skills in Cycle I had not yet reached the mastery criterion. Of the six students, one student (16.67%) was categorized as Good, two students (33.33%) as Fair, and three students (50%) as Needing Guidance. The students' final scores ranged from 45% to 69%, with a class average of 56.18%.

The mean scores for Practical Preparation, Process, Work Attitude, and Work Outcome were 6, 34, 11, and 5, respectively. With the mastery criterion set at 75%, all students were classified as Not Yet Mastered. These results indicate that students still required reinforcement, particularly in understanding the sequence of actions, responding appropriately to the imam's mistakes, and coordinating their movements during practice.

Reflection

The reflection on Cycle I showed that the demonstration method provided students with direct learning experiences, but its implementation required further reinforcement. The main difficulty was students' ability to connect the explanations with practical actions. Students tended to understand the reminder utterance but had not yet fully mastered when and how it should be used in different situations. Based on these findings, the improvements in Cycle II focused on providing more concrete and systematic examples through simulation videos, repeated demonstrations, guided practice, and more opportunities for students to take turns playing the roles of imam and congregant.

Cycle II

Planning

The planning for Cycle II was developed based on the reflection results from Cycle I. The improvements focused on simplifying the demonstration sequence and providing clearer visualizations. The researcher prepared a simulation video depicting the actions of congregants when the imam makes a mistake, accompanied by direct demonstrations. In addition, the roles of imam and congregant were assigned on a rotating basis so that each student had an opportunity to practice the material. Discussion and reflection activities at the end of the lesson were also prepared to strengthen students' understanding of the procedures they had practiced.

Action Implementation

The learning activity began with a review of the material studied in Cycle I. The researcher asked questions to reassess students' understanding of the actions that should be taken by congregants when the imam makes a mistake. This activity also prepared students for the practical stage. The researcher then explained the learning objectives and reviewed the legal basis concerning the actions of congregants when the imam makes a mistake. The explanation was delivered through questions and answers so that students not only received information but also had opportunities to express their understanding and ask questions about the material.

Next, the researcher showed a simulation video depicting three situations: the imam forgetting a *rak'ah*, the imam making a recitation error, and the imam experiencing a condition that invalidates ablution. At certain points, the video was paused to allow students to identify the mistake and determine the appropriate action that should be taken by the congregants. After the video presentation, the researcher conducted a direct demonstration by acting as the imam and intentionally presenting each of the mistakes in the scenarios. The demonstration was performed slowly and step by step so that students could observe the correct sequence of actions. Students then practiced each scenario in turn by playing the roles of imam and congregant.

Observation

The observation results in Cycle II showed positive changes in students' practical skills. Students appeared more confident and were able to follow the procedural sequence more effectively than in Cycle I. Their uncertainty in determining the appropriate action when the imam made a mistake also decreased. In addition, interactions among students in the prayer rows became more orderly during the simulation. Students no longer talked frequently during the practice, and unnecessary body movements were also reduced. Students were better able to maintain their positions and respond appropriately to the scenarios presented.

These changes indicate that the use of simulation videos combined with direct demonstrations and rotating practice helped students obtain a more concrete understanding of the procedures for responding to the imam's mistakes. These observational findings were further supported by the practical assessment conducted in Cycle II.

Table 3. Students' Practical Assessment Results in Cycle II

No	Student	Practical Preparation	Process	Work Attitude	Work Outcome	Final Score	Category	Status
1	Student 1	10	55	15	8	88%	Very Good	Mastered
2	Student 2	8	58	15	9	90%	Very Good	Mastered
3	Student 3	8	50	15	8	80%	Very Good	Mastered
4	Student 4	10	45	15	8	78%	Good	Mastered
5	Student 5	8	45	15	8	75%	Good	Mastered
6	Student 6	8	53	15	8	83%	Very Good	Mastered
Average		9	51	15	8	82.15%		Mastered

Based on Table 3, students' psychomotor skills in Cycle II improved compared with Cycle I. Of the six students, four students (66.67%) were categorized as Very Good and two students (33.33%) as Good. The students' final scores ranged from 75% to 90%, with a class average of 82.15%. The mean scores for Practical Preparation, Process, Work Attitude, and Work Outcome were 9, 51, 15, and 8, respectively. All students achieved a minimum score of 75%; therefore, 100% of the students were classified as having achieved mastery. Thus, the learning success indicator established for the study was achieved in Cycle II.

Reflection

The reflection results indicate that the improvements implemented in Cycle II led to changes in students' psychomotor skills. The improvement was evident in students' ability to follow the practical stages more systematically, respond more appropriately to the imam's mistakes, and perform the simulation with greater confidence. A comparison of the results across the two cycles shows an increase in the class average from 56.18% in Cycle I to 82.15% in Cycle II, representing an increase of 25.97 percentage points. The mastery rate also increased from 0% to 100%. These improvements indicate that the corrective actions combining the demonstration method, simulation videos, rotating practice, guided assistance, and reflection supported the development of students' psychomotor skills in Fiqh learning.

Overall, the students in Cycle II demonstrated improvement not only in their practical assessment results but also in the learning process, particularly in their readiness to participate in practice, procedural accuracy, orderliness during simulations, and confidence when performing the roles of imam and congregant. Since all students had achieved the mastery criterion of 75%, the classroom action research was concluded after Cycle II.

The findings of the two-cycle classroom action research indicate an improvement in students' psychomotor skills following the implementation of the demonstration method in Fiqh learning, particularly in the practice of Friday prayer. The improvement was observed across four aspects: Practical Preparation, Process, Work Attitude, and Work Outcome. As presented in Table 4, the average score for Practical Preparation increased from 57.50% in Cycle I to 86.67% in Cycle II, with an overall average of 72.09%. The Process aspect increased from 57.50% to 85.00%, with an overall average of 71.25%. Work Attitude increased from 55.83% to 75.00%, with an overall average of 65.41%, while Work Outcome increased from 48.33% to 81.67%, with an overall average of 65.00%. Overall, the average across the four observed aspects increased from 56.17% in Cycle I to 82.33% in Cycle II, with an average of 69.25% across the two cycles.

The largest improvement occurred in the Work Outcome aspect, which increased by 33.34 percentage points. This was followed by Practical Preparation, which increased by 29.17 percentage points, Process by 27.50 percentage points, and Work Attitude by 19.17 percentage points. These findings indicate that the improvement was particularly evident in students' ability to demonstrate the expected practical performance after receiving more structured learning experiences in Cycle II.

The improvement in Cycle II can be associated with several instructional adjustments. The learning activities incorporated video simulations, more detailed demonstrations, intensive guidance, and rotating practice opportunities. These activities provided students with concrete examples of the procedures they were expected to perform and enabled them to observe, imitate, practice, and correct their movements. Such learning experiences are relevant to psychomotor development because psychomotor competence is manifested through the ability to translate knowledge, awareness, and mental attitudes into observable actions (Adrivat et al., 2024; Dwairy, 2004).

The findings can also be understood from the perspective of Islamic education, in which knowledge is expected to be manifested in appropriate actions. This principle is reflected in the Qur'anic statement in Surah Al-Isra' verse 85:

وَيَسْأَلُونَكَ عَنِ الرُّوحِ قُلِ الرُّوحُ مِنْ أَمْرِ رَبِّي وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا

Meaning: *And they ask you about the soul. Say, 'The soul is of the affair of my Lord, and you have not been given of knowledge except a little.*

The verse emphasizes the limitations of human knowledge and the importance of recognizing the relationship between knowledge and human action. In the context of Fiqh learning, understanding religious rules should therefore be accompanied by the ability to apply them correctly in practical situations. The demonstration method provides an instructional pathway through which conceptual understanding can be connected with observable religious practice.

From the perspective of motor learning, Brayadi et al., (2022); Hsiao & Chen (2016), explains that motor learning involves relatively lasting changes in the ability to perform movements as a result of practice and experience. Repeated practice enables learners to develop greater accuracy and efficiency in performing particular movements. In this study, the improvement from Cycle I to Cycle II suggests that repeated opportunities to observe and perform the procedures contributed to better practical performance. The students were not merely asked to understand the sequence of Friday prayer procedures but were also given opportunities to practice them directly and receive corrective guidance during the learning process.

This finding is consistent with Adrivat et al (2024); Roberts et al (2019), who explain that the demonstration method enables teachers and students to directly model a particular skill or procedure. Demonstration is particularly relevant when learning objectives involve observable actions because students can see how a procedure is performed before attempting it themselves. In this study, the use of direct demonstrations in Cycle II helped make the sequence of actions more concrete and easier for students to follow.

The active involvement of students during the learning process also supports the findings of Nasution (2026), which indicate that demonstration-based learning can encourage students to participate more actively in learning activities. Rather than functioning solely as recipients of verbal explanations, students are given opportunities to observe, practice, and respond to the learning situation. Such active participation is important in Fiqh learning because mastery involves not only cognitive understanding but also the ability to perform religious practices appropriately (Amaliyah, 2023; Luthfia & Romelah, 2024; Yassinta, 2017).

However, the effectiveness of an instructional method should be considered in relation to the learning objectives and classroom conditions. Ramadani et al (2024) notes that every instructional method has strengths and limitations and should therefore be selected according to the intended learning outcomes. The improvement observed in this study should not be interpreted as evidence that the demonstration method is sufficient for all aspects of Fiqh learning. Rather, its usefulness is particularly apparent when the learning objectives require students to acquire and demonstrate practical skills (Al-Qoyyim & Kurniawan, 2025; Dmochowski et al., 2016; Mulyawati et al., 2024; Zulfiati et al., 2025).

Students' motivation also constitutes an important factor in supporting the learning process. Ma'arif et al (2025) explain that motivation can encourage students to engage more actively in learning activities. Both intrinsic and extrinsic motivation may influence students' willingness to participate, practice, and persist in completing learning tasks. In the present study, opportunities to practice directly, receive feedback, and observe concrete examples appeared to create learning conditions that encouraged students to participate more actively in the practical activities.

The findings can further be viewed through a social and contextual learning perspective. Yassinta (2017), emphasizes the importance of observation, interaction, and feedback in the learning process. During the demonstration activities, students observed the teacher's performance, interacted during practice, and received feedback regarding the accuracy of their actions. These processes provided

opportunities for students to compare their own performance with the demonstrated procedures and make necessary corrections.

Overall, the improvement observed between the two cycles indicates that the demonstration method can support the development of students' psychomotor skills in practical Fiqh learning. Nevertheless, the improvement in this study resulted not only from demonstration but also from the combination of demonstration with video simulation, intensive guidance, rotating practice, discussion, and reflection (Herr & Allen, 2015; Lamb et al., 2018). Therefore, demonstration should be positioned as one component of an instructional strategy rather than as the sole method. Other approaches, including project-based learning and complementary collaborative activities, may also be integrated to provide broader learning experiences and further support students' cognitive, affective, and psychomotor development.

CONCLUSION

This study shows that the implementation of a video-assisted demonstration method can support the development of students' psychomotor skills in Friday prayer practice, particularly in understanding and performing the actions of a congregant when the imam makes a mistake. The improvement was reflected in the students' practical performance, which progressed from the not-yet-mastered category in Cycle I to the mastered category in Cycle II, alongside an improvement in the quality of instructional implementation by the teacher. This improvement was supported by the more interactive use of simulation videos, strengthened individual guidance, and more structured opportunities for practical practice.

Although the overall achievement showed positive development, the Work Attitude aspect still requires attention because its achievement was relatively lower than that of the other practical skill aspects. This finding indicates that the development of students' attitudes during practice, including concentration and discipline in performing religious practices, requires continuous habituation and reinforcement. Therefore, the implementation of a video-assisted demonstration method should be supported by systematic lesson planning, teachers' competence in providing demonstrations and guidance, and the use of media that are appropriate to the characteristics of the learning material and students' needs.

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Ahlussunnah: Journal of Islamic Education

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