

Application Of Demonstration Methods To Learning Arabic Language In MAS Taman Sidoarjo Islamic Boarding School

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ABSTRACT

Demonstration is one method that can be used in Arabic learning, this method prioritizes visualization with the assumption that it can provide direct experience that students can directly see making it easier for students to understand teaching material. The purpose of this research is first to find out the relationship of the demonstration method to learning Arabic and the second is to find out whether there is an influence caused by the demonstration method on learning Arabic. This research method uses a quantitative approach with a pre-experimental design. The object of this research was the tenth grade students of Madrasah Aliyah at the MAS Islamic boarding school Taman Sidoarjo with a total of 21 students. Data collection techniques using documentation and tests with data analysis techniques using the SPSS 25 application through the Paired Sample T-Test formula. The results showed an increase in the average pre-test and post-test scores, from 61.43 to 78.57. There is a relationship between the pre-test and the post-test based on a significance value of .000 which is less than 0.05. There is an effect of the application of the demonstration method on learning Arabic with a Significance Level <0.05 . From these results the researcher recommends that Arabic language educators be able to use demonstration methods in learning Arabic so that learning can be more effective. Because the demonstration method with its visualization properties is able to make students better understand the lesson visually so that concepts and skills can be formed more perfectly.

Keywords: Demonstration Method, Arabic Learning, MAS Islamic Boarding School.

I. INTRODUCTION

The method of teaching Arabic on *mufradat* material using the Demonstration method gives good results in learning.

Demonstrations can help students face difficulties in learning Arabic and understanding the lessons taught by the teacher (Alfianor, 2022). Demonstrations are

carried out directly and students directly demonstrate a material. Automatically the educational ability of students at the school is very high with the demonstration method (Gunawan, 2018).

In learning Arabic with the demonstration method it can improve student learning outcomes as evidenced from cycle I to. Cycle III the results always increase in other words children who experience learning difficulties are reduced, while from the observations obtained increased activity, students are actively involved in the learning process. Learning with demonstration methods through image media also increases student responses in learning. Thus, research on the application of demonstration methods with media images in Arabic subjects is considered successful (CHAYATIN, 2023). The demonstration method can have a positive effect on learning achievement and can increase student learning motivation, and the use of this demonstration method can be used as an alternative in learning Arabic.

The use of the demonstration method carried out on students is very effective because students directly after being explained the intent and purpose of students can directly witness the teacher to give an example to students so that students can witness directly and then students also participate in practicing these activities (Dewanti & Fajriwati, 2020).

Arabic has a very important role in the religious, cultural and intellectual contexts of many countries around the world. As the language of the Koran and as a means of communication in religious circles, a good understanding of Arabic is the key to a deeper understanding of Islamic teachings. Therefore, teaching Arabic in Islamic

boarding schools is essential in forming a generation of Muslims who are able to understand and practice religious teachings well.

In an effort to increase the effectiveness of learning Arabic in Islamic boarding schools, the application of appropriate teaching methods cannot be ignored. One method that has been proven effective is the demonstration method. The demonstration method involves a practical approach to learning, where students are actively involved in observing, imitating, and applying the knowledge they have acquired.

In the context of learning Arabic at Islamic boarding schools, the demonstration method offers a different and fun approach for students to learn this complex language. Through demonstrations, teachers can demonstrate directly the use of words, phrases, grammar, as well as speaking, listening, reading, and writing skills in Arabic. Students can observe and practice what they learn in real-life situations, strengthening their understanding with hands-on experience.

In addition, the demonstration method also encourages active participation of students in the learning process. They are not only passive as recipients of information, but also act as actors in learning. In this way, students can develop critical thinking skills, communicate and cooperate well, which are very important skills in their daily life and in their future.

In the context of Islamic boarding schools, the application of demonstration methods in learning Arabic can also enrich students' experiences. In addition to mastering Arabic as an academic language, students will also be skilled in everyday

Arabic used in the Islamic boarding school environment. They will become familiar with vocabulary and phrases that are frequently used in religious contexts, enabling them to go deeper and properly practice Islamic teachings.

In this study, we will explore the application of the demonstration method in learning Arabic at the MAS Islamic boarding school Taman Sidoarjo. We will discuss the methods and approaches used in the demonstration method, the benefits obtained by students, challenges that may be faced by teachers, as well as recommendations for optimizing the use of this method in learning Arabic. It is hoped that this research can provide valuable insights and contributions in developing curriculum and teaching methods at the MAS Islamic boarding school Taman Sidoarjo, as well as providing a foundation for educators to improve and enrich Arabic learning in the future.

By using the demonstration method, it is hoped that learning Arabic at the MAS Taman Sidoarjo Islamic boarding school can become more interesting, interactive, and effective. Students will have the opportunity to be actively involved in the learning process, improve their understanding of the Arabic language, and acquire practical skills that they can apply in their daily lives. In addition, it is hoped that the application of this demonstration method can also strengthen and deepen students' understanding of Islamic religious teachings.

Researchers will look at the implementation of this method in practice, analyze its benefits for students, and identify challenges that teachers may face. Researchers will also provide practical recommendations and guidelines for

optimizing the use of demonstration methods in learning Arabic.

Through this research, it is hoped that a significant contribution can be made to the world of education at the MAS Islamic boarding school Taman Sidoarjo, especially in the context of learning Arabic. By utilizing the demonstration method, it is hoped that students at the MAS Taman Sidoarjo Islamic boarding school can gain a better understanding of Arabic and enrich their knowledge of Islam. More than that, it is hoped that they will become a generation of Muslims who are skilled in Arabic and able to apply religious teachings well in everyday life.

This study has two objectives, the first is to determine the relationship of the demonstration method to learning Arabic and the second is to determine whether there is an influence caused by the demonstration method on learning Arabic.

II. LITERATURE REVIEW

A. Relationship between Method and Strategy

There is a relationship between methods and learning strategies. Strategy comes from Latin *strategy*, which is defined as the art of using plans to achieve goals (Anitah, 2007). The learning strategy consists of two words, namely strategy and learning. strategy term (*strategy*) comes from a noun and a verb in Greek. As a noun, *strategos* is a combination of words *stratus* (military) with *ago* (to lead). As a verb, *strategist* means plan (*to plan*). Which means the whole effort, including planning, methods, tactics used by the military to achieve victory in war (Subana, 2011). According to Frelberg & Driscoll, learning strategies can be used to achieve various objectives of providing subject matter at

various levels, for different students, in different contexts (Frelberg, H.J. and Driscoll, 1992). Gerlach & Ely said that learning strategies are the ways chosen to convey subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students (Gerlach, V.S. & Ely, 1980). Meanwhile, Dick & Carey argues that learning strategies are not only limited to activity procedures, but also include learning materials or packages. The learning strategy consists of all components of the subject matter and procedures that will be used to help students achieve certain learning goals (Carey, 1996). Strategy is a tool or used as a solution. With practice and focus, anyone can become an expert and be able to improvise. The success or failure of learning Arabic depends on the strategy used (Asse & Nursyam, 2014). And in this learning strategy a method or way of how students communicate with teachers and other students is needed

While the learning method is the method used by the teacher in establishing relationships with students during the learning process. Examples of this learning method are: Lectures, Discussions, Demonstrations, Collaborations and so on.

In a learning strategy can contain several learning methods, depending on the complexity of the learning objectives. To apply in learning activities in the field, several combinations of learning techniques are needed.

B. Definition of Demonstration Method

The demonstration method is a way of demonstrating or demonstrating something or the process of an incident or event. This method emphasizes ways of doing things with direct explanations, instructions, and

demonstrations. Through this method children are expected to be able to recognize the implementation steps in carrying out an activity. The next hope is that the children will have a turn to imitate and do what the teacher demonstrates. Demonstration activities can provide illustrations in explaining information to children. Children will see how an event unfolds, is more interesting, and stimulates attention and is more challenging. Demonstration activities can provide opportunities for children to predict what happened, how it happened and why it happened. Thus it will stimulate the child to try to listen to the teacher's explanation (Barnawi, 2012).

The demonstration method can also be interpreted as a way of learning by demonstrating or demonstrating something in front of students, which is done inside or outside the classroom. By using the demonstration method, the teacher has functioned all of the student's sensory organs, because the process of teaching and learning and effective learning is a teaching and learning process (Dewanti & Fajriwati, 2020).

Meanwhile, according to Nyoman and Gede, the demonstration method is to provide a learning experience through seeing and listening followed by imitating the work practiced or demonstrated by the teacher or educator or parenting and accompanied by the child's imagination in solving simple problems in creating something. These activities include making shapes, such as: forming buildings, compiling objects, as well as classifying objects according to what the teacher explains and accompanied by the child's own imagination to produce something meaningful (Nonik et al., 2013).

C. Demonstration Method Purpose

The purpose of the demonstration method is to see and listen to what is followed by demonstrations, activities that are in accordance with the explanation, then demonstration activities with this method are demonstration activities that begin in the form of dramatization. The purpose of the demonstration method is also to get a clear picture of things related to the process of organizing material, the process of working on something, working on or using it, the components that make up something, comparing one way with another and to know or see the truth. Something. Through the demonstration method, students' acceptance of the lesson will be more memorable, because students will be able to observe and pay attention to what is shown during the demonstration. The demonstration method gives children the opportunity to predict what will happen (Azwan, 1995).

According to Ushwa and Elihami, the purpose of the demonstration method in the teaching and learning process is to clarify the understanding of the concept and show how to do something or the process of something happening (Bando & Elihami, 2021).

While Cecep said that the purpose of the demonstration method is to imitate a model that can be done. As a substitute for parents at school and executors of school or madrasah activity programs, teachers can provide learning experiences through dramatization whose aim is to instill social values, moral values, and religious values (Cecep et al., 2022).

D. Demonstration Method Characteristics

The characteristics of the demonstration method are doing something

with direct explanations, instructions and explanations. Children can know firsthand what they have to do through what they see, hear, and what they do to remember. Providing illustrations in explaining information to children, children can see how an event takes place, is more interesting, stimulates attention, challenges and can increase thinking power in increasing the ability to recognize, remember, convergent thinking and evaluative thinking (Moeslichatoen, 1999). Meanwhile, according to Rustiyah, there are two characteristics of the demonstration method. First, understand how to organize or organize activities. Second, knowing a theory, gives freedom to students (Rustiyah, 2001).

From the description above, it can be concluded that the characteristics of the demonstration method in terms of its application are that it can provide strong motivation for students to learn, guarantee the achievement of the goals that have been formulated, students can observe activities directly, children's abilities can be directly evaluated. Each method has advantages and disadvantages of each. There is no single method that can be considered the best among the existing learning methods, as well as the demonstration method.

E. The advantages and disadvantages of the Demonstration Method

Each method has advantages and disadvantages, in other words, no method is better or worse than another (Qomaruddin, 2022). Likewise with the demonstration method which also has its advantages and disadvantages. According to Abdul Majid that "As one of the learning methods the demonstration method has advantages, where the advantages of the demonstration method are that it requires students to be

active in learning, in this case students pay direct attention to the lesson material explained directly by the teacher, thus students can have the ability to compare theory and reality and in the end students can believe in the truth of learning material. While the drawback of the demonstration method is that this demonstration method is considered ineffective because it is in the preparation and implementation stages, it requires some preparation that is more mature and thorough in this case if there is a lack of preparation will result in the demonstration process failing, and in its implementation the teacher's creativity is needed in delivering learning material (Majid, 2015).

According to Djamarah and Aswan, the advantages of the demonstration method are that lessons become clearer and more concrete so that verbalism does not occur, students will more easily understand the subject matter being demonstrated, the learning process becomes better, because students not only hear, but also see events that occur, students will actively observe and are interested in trying, students' attention can be more focused, students' learning processes are more focused on the material being studied, experiences and impressions as learning outcomes are more embedded in students.

However, the drawbacks of this demonstration method are that not all teachers can demonstrate well, limited learning resources, learning tools, learning media, situations that are often not easy to manage and limited time, demonstrations require more time than lectures and questions and answers, demonstration methods requires careful preparation and planning, students sometimes find it difficult

to see clearly the objects being exhibited, not all objects can be demonstrated.

From the advantages and disadvantages it can be concluded that the demonstration method must really pay attention to the readiness of the teacher in planning and implementation, teacher preparation is needed in the application of good learning methods. That is in terms of abilities and skills as well as supporting tools to support a more effective learning process. While the solution in overcoming the shortcomings of the demonstration method, this is for the teacher to determine in advance the results to be achieved in the first meeting, the teacher directs the demonstration in such a way that students gain a correct understanding of the formation of practical attitudes and skills, the teacher selects and collects demonstration tools will be used, the teacher and all students can follow the process so that they get the same understanding, the teacher gives a clear understanding of the theoretical basis to be demonstrated, tries to choose things that are practical and useful in everyday life as the theme of the demonstration, the teacher determines the steps - step implementation demonstration (Nonik et al., 2013).

F. Steps to Apply the Demonstration Method in Learning Arabic

1. Initial activity

First, learning begins with prayer. *Second*, students and teachers relate learning material to the religious values of national character and culture. *Third*, the teacher opens the lesson with enthusiasm as an encouragement. *Fourth*, the teacher informs the competencies to be achieved. *Fifth*, the teacher informs the assessment that will be carried out in learning.

2. Core activities

First, Students listen to recordings or video shows such as examples of activities demonstrating something in Arabic. *Second*, students ask questions about demonstration video shows to deepen the characteristics and ways of demonstrating. *Third*, students form groups through games with the guidance of the teacher and discuss to carry out the task of writing in the form of a simple monologue in the form of a procedure to demonstrate each group is given a different task. This is an activity to gather information. *Fourth*, within the allotted time, the teacher asks each group to make a presentation plan by utilizing media tools such as flip chart paper, carbon paper, PowerPoint and so on. This is an information processing activity. *Fifth*, the teacher asks each group either through a spokesperson or jointly present by stimulating their writing based on the steps of the procedure. This is a communicating activity. *Sixth*, students from other groups may provide feedback or comments or ask what was presented, the teacher provides feedback and rewards. This is a communicating activity.

3. Closing Activities

First, the teacher informs the assessment that has been achieved respectively during learning. *Second*, the teacher and students reflect on the learning that has been implemented.

G. Demonstration Method Assessment Techniques in Learning Arabic

To measure the competence of students in demonstrating their duties, teachers can use performance techniques. Meanwhile, to assess student work in making assignments, teachers can use project assessment techniques by paying attention to the stages starting from

preparation, implementation and reporting or presentation.

III. METHOD

This study used a quantitative approach with a pre-experimental research design. It is said to be a pre-experimental design because this design is not yet an in-depth experiment, it is possible that there are still external variables that influence the formation of the dependent variable so that the experimental results which are the dependent variable are not solely influenced by the independent variables. This can happen because there is no control variable and the sample is not randomly selected. While the pre-experimental design used by researchers here is the one group pretest and posttest design. One group pretest and posttest design is a study that uses a pretest before being given treatment or treatment so that the results of the treatment can be known more accurately because they can be compared with the conditions before being given treatment (Sugiono, 2016).

The population in this study were all 21 class X Madrasah Aliyah students. The research was conducted in February-May 2023 at the MAS Islamic boarding school, Taman sub-district, Sidoarjo district. Data collection techniques in this study used documentation and tests or tests (pre-test and post-test). The data analysis technique in this study used the SPSS 25 application through the Paired Sample T-Test formula.

IV. RESULT AND DISCUSSION

The results showed that from the results of the pre-test conducted on 21 students, it showed a range of scores between 45-75 with details of 1 student who had a 45 score, 2 students scored 50, 4 students scored 55, 3 students scored 60. , a

score of 65 is 6 people, a value of 70 is 4 people and students who get a score of 75 are 1 person. Thus there are 5 students who have the "Good" category, 15 students who have the "Enough" category and 1 student who has the "Less" category. For more details, see the following table:

Table 1. Pre-Test Results of the Application of the Demonstration Method in Learning

Paired Samples Statistics					
		Mean	N	Std. Dev.	Std. Error Mean
Paired	Pre	61,43	21	7,928	1,730
	Post	78,57	21	3,919	,855

Arabic at Mas Taman Sidoarjo Islamic Boarding School.

From the results of the post-test conducted on 21 students, it showed a range of scores between 75-85 with details of 10 students who scored 75, 7 students who scored 80 and 4 students who got 85. Thus there are as many as 21 students or all students who have the "Good" category. For more details, see the following table:

Table 2. Pre-Test Results of the Application of the Demonstration Method in Learning Arabic at Mas Taman Sidoarjo Islamic Boarding School

Data results from the descriptive statistics of the application of the demonstration method have a significant increase in the average or mean value. Where the value obtained from the pre-test shows the number 61.43 which rises to 78.57. The value in the standard deviation shows the number 79.28 in the pre-test, which is higher than the pre-test average value. This means

that the standard deviation that appears is greater than the mean or average, so it can be said that the data presented in the pre-test questions are varied.

The post-test questions produced a mean of 78.57 with a standard deviation of 39.19. This indicates that the existing standard deviation or standard deviation is less varied. For more details, see the following table:

Table 3. Results of Mean and Standard Deviation of Paired Samples Statistics Application of the Demonstration Method in Learning Arabic at Mas Taman Sidoarjo Islamic Boarding School

The next data result is Paired Sample Correlation where the data is used to find out

Mark	Category	Pre-Test	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	5	24%
50 - 69	Enough	15	71%
30 - 49	Less	1	5%
10 - 29	Very less	0	0%
Total		21	100%

whether or not there is a relationship between the demonstration method and learning Arabic at the MAS Islamic boarding

Mark	Category	Pre-Test	
		Student	Percentage
90 - 100	Very good	0	0%
70 - 89	Good	21	100%
50 - 69	Enough	0	0%
30 - 49	Less	0	0%
10 - 29	Very less	0	0%
Total		21	100%

school Taman Sidoarjo. The results of these data can be seen in the following table:

Table 4. Results Paired Samples Correlations Pre-Test and Post-Test Application of the Demonstration Method in Learning Arabic at Mas Taman Sidoarjo Islamic Boarding School.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre & Post	21	,713	,000

From the data in the table above it shows that the significance value shows the number .000 which is somewhat less than 0.05. Thus it can be said from these results that there is a relationship between the pre-test and the post-test in the application of the demonstration method to learning Arabic at the MAS Islamic boarding school, Taman sub-district, Sidoarjo district.

Furthermore, to find out whether there is an effect of the application of the demonstration method on Arabic language learning at the MAS Islamic boarding school Taman Sidoarjo, it is necessary to look at the results of the significance level in the following table:

Table 5. Paired Samples Test Significance Results Application of the Demonstration Method in Learning Arabic at Mas Taman Sidoarjo Islamic Boarding School

Paired Samples Test			
Paired Differences			
Mean	Std. Deviation	Sig. (2-tailed)	

Pair 1	Pre - Post	17,143	5,825	,000
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The data in the table above shows that the significance level (2-tailed) is .000. In this case, if the value of the result is less than 0.05, then there is a significant effect on the difference in the treatment given to each variable.

V. CONCLUSION

The demonstration method is effectively implemented in learning Arabic at the MAS Islamic boarding school Taman Sidoarjo because it has an increase in the average score between the pre-test and post-test, from 61.43 increasing to 78.57. There is a relationship between the pre-test and the post-test that the researchers carried out on the application of the demonstration method to learning Arabic at the MAS Islamic boarding school, Taman sub-district, Sidoarjo district, this is based on data showing a significance value of .000 which is somewhat less than 0.05. Likewise with a significance level value of less than 0.05 so that it can be said that there is a significant or significant effect on the difference in the treatment given to each variable.

From this research, researchers can recommend the use of the demonstration method to be applied to learning Arabic as an alternative to developing students' potential in increasing their competence in the field of Arabic because this method allows students to see and understand visually how something is done correctly. This helps in understanding concepts, building skills, and reducing errors or misunderstandings that may occur if students rely solely on verbal explanations.

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