

Implementation Of Demonstration Methods In Improving The Understanding Of The Qur'an And Hadith In Junior High Schools

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Abstract

The purpose of this study is to examine how the demonstrative approach is used in Madrasah Tsanawiyah to enhance students' comprehension of the Al-Qur'an Hadith content. The demonstration method is used to connect theory with practice, so that students not only memorize the texts of the Al-Qur'an and Hadith, but can also apply them in everyday life. The classroom action research (CAR) method used in this study was carried out in two cycles, each of which included planning, execution, observation, and reflection. Tests, interviews, and observation were used to gather data both before and after the demonstration approach was put into practice. The results of the study showed a significant increase in students' understanding of the Al-Qur'an Hadith material, with pre-test results of 21 out of 34 or 62% achieving completion, and post-test results showing 31 out of 34 students or 91.06% achieving completion, thus the application of the cooling method increased students' understanding by 29.06%. The demonstration method has been proven effective in increasing student participation, learning motivation, and their social skills. However, this study is limited to one location and a small sample, so it is recommended to conduct further research with a more comprehensive design and a larger sample. This study contributes to the development of Islamic religious learning methods that are more applicable and interesting for students.

Keywords: Demonstration method; understanding the Qur'an and Hadith; learning; classroom action research.

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan metode demonstrasi dalam meningkatkan pemahaman siswa terhadap materi Al-Qur'an Hadits di Madrasah Tsanawiyah. Metode demonstrasi digunakan untuk menghubungkan teori dengan praktik, sehingga siswa tidak hanya menghafal teks Al-Qur'an dan Hadits, tetapi juga dapat mengaplikasikannya dalam kehidupan sehari-hari. Metode penelitian tindakan kelas (PTK) yang digunakan dalam penelitian ini dilaksanakan dalam dua siklus, yang masing-masing meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Tes, wawancara, dan observasi digunakan untuk mengumpulkan data sebelum dan sesudah penerapan pendekatan demonstrasi. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam pemahaman siswa terhadap materi Al-Qur'an Hadits, dengan hasil pre-test 21 dari 34 atau sebesar 62% mencapai ketuntasan, dan hasil post-test menunjukkan 31 dari 34 siswa atau sebesar 91,06% mencapai ketuntasan, dengan demikian penerapan metode

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demonstrasi meningkatkan pemahaman siswa sebesar 29,06%. Metode demonstrasi terbukti efektif dalam meningkatkan partisipasi siswa, motivasi belajar, serta keterampilan sosial mereka. Meskipun demikian, penelitian ini terbatas pada satu lokasi dan sampel yang kecil, sehingga disarankan untuk melakukan penelitian lanjutan dengan desain yang lebih komprehensif dan sampel yang lebih besar. Penelitian ini memberikan kontribusi terhadap pengembangan metode pembelajaran agama Islam yang lebih aplikatif dan menarik bagi siswa.

Kata kunci : Metode demonstrasi; pemahaman Al-Qur'an Hadits; pembelajaran, penelitian tindakan kelas.

I. Introduction

Islamic religious education at Madrasah Tsanawiyah own very important role important in form character And personality students. One of them material main things taught is the Qur'an Hadith, which is guidelines life for Muslims. However, in practice, understanding student to second source this Islamic teaching often limited on memorization solely, without strive greater understanding deep And applicable. This is become challenge big for educator For create effective method in increase understanding student to Al-Qur'an Hadith material. One of the methods that can implemented For overcome problem This is method demonstration, where the teacher can show in a way direct How concepts in the Qur'an and Hadith can implemented in life everyday. Method demonstration allows student For connect theory with practice, so that understanding they no only limited to memorization, but Also on application real in life they.

Various study related has done For explore effectiveness method in Learning the Qur'an and Hadith. Ningsih, (2020) found that the use of demonstration methods in fiqh learning can improve students' practical skills in performing worship. Z. Arifin, (2021) shows that the demonstration method in learning the Qur'an can make it easier for students to understand the interpretation of verses and relate them to everyday life. Research by Nurhayati, (2019) also revealed that the use of visual media in demonstrations learning can speed up understanding student to religious material. Other research by Dian, (2020) concluded that demonstrations in learning the Qur'an can reduce students' difficulties in understanding the context of certain verses. In addition, research by L. Yuliana, (2017) also showed that the demonstration method increased student participation in Islamic religious classes.

Temporary that, some study others, such as that carried out by M. Syaifudin, (2020) , revealed that the use of the method demonstration in learning the Qur'an and Hadith give impact positive to ability student in understand And apply Islamic teachings in life Daily life. Research by H. Zainal Abidin (2022) examined the effect of the demonstration method on improving students' understanding of morals in the Hadith, while D. Rahmawati (2021) revealed that the demonstration method increased students' awareness in implementing the teachings of the Qur'an and Hadith. Research by Hamzah (2021) shows that the demonstration method is effective in increasing students' learning

motivation, especially in learning the Qur'an and Hadith which are considered difficult and complex. A study by Amaliah, (2020) showed that the use of demonstration methods in religious learning also improves students' social skills, such as cooperation and communication.

However, most of these studies focus more on the learning of Islamic jurisprudence (fiqh), the interpretation of Quranic verses, and the moral values in hadith, while research on the implementation of the demonstration method in learning the Quran and Hadith in Islamic Junior High Schools (Madrasah Tsanawiyah) is still limited. Therefore, this study aims to fill this gap and examine in depth the application of the demonstration method in learning the Quran and Hadith.

Study This offer novelty in matter implementation method demonstration in a way specific in learning of the Qur'an and Hadith in Islamic Junior High Schools. Previously, research more Lots focus on aspect jurisprudence And interpretation verses of the Qur'an, while study This aim For explore How method demonstration can help student understand hadiths The Prophet Muhammad (peace be upon him) and its application in everyday life. This research also integrates the demonstration method with a classroom action research (CAR) approach, which directly involves students in the learning process, thus hopefully improving their understanding of the material being taught. Thus, this research focuses not only on theory but also on practical applications that students can follow.

This study's primary goal is to examine how Madrasah Tsanawiyah students' comprehension of the Al-Qur'an Hadith content can be enhanced by using the demonstration approach. This study aims to significantly improve the quality of Al-Qur'an Hadith instruction in a way that is more applicable and simple for students to understand. The hope is to achieve more effective and interesting learning, so that students not only memorize verses or hadith, but also can understand and apply them in everyday life. Scientifically, this study is expected to provide new insights for educators regarding the importance of implementing the demonstration method in learning Al-Qur'an Hadith. In addition, this study is anticipated to help create more creative teaching strategies that meet the needs of today's students.

II. Research Method

This study employs a mixed-methods approach, utilizing classroom action research (CAR) to enhance the quality of Al-Qur'an Hadith learning through the demonstration technique. According to Suharsimi Arikunto, classroom action research is research conducted to ascertain the effects of classroom actions, with the direct goal of enhancing the quality of learning (Arikunto, 2021). To achieve a comprehensive grasp of students' experiences and comprehension, qualitative data were collected through interviews and

observation. Pre- and post-tests were used to assess student learning outcomes and gather quantitative data.

This research was conducted at State Junior High School 1 in Mandailing Natal Regency, involving 34 students in grade VII. This study was carried out in four stages: preparation, execution, and action. Two cycles of observation and reflection were used to perform the analysis. The goal of each cycle was to track how well students understood the Qur'an and Hadith content delivered through the demonstrative technique. First, in the planning stage, the researcher developed research objectives and an action plan to be implemented in each cycle. This included creating learning tools and research instruments, such as observation sheets and tests to assess student understanding. Second, implementation was carried out in two cycles, each comprising an introduction to the material, a demonstration of learning by the teacher, and student assignments. Each cycle consisted of two 40-minute segments. Third, the researcher conducted observations to monitor classroom implementation of the action, record student activities, and identify improvements in students' understanding of the material being taught. These observations were conducted during each learning session. After each cycle, a reflection was conducted to assess learning outcomes, analyze collected data, and improve actions needed for the next cycle. This reflection also helped in determining whether the cycle should be continued or stopped based on the achievement of predetermined outcomes.

Data analysis was conducted using descriptive qualitative methods for qualitative data obtained from observations and interviews. For quantitative data, descriptive analyses were performed to assess improvements in student understanding using scores obtained before and after the intervention. Data validity was ensured through triangulation, using multiple data collection methods and checking relevant references.

The Al-Qur'an and Hadith material studied in this research focuses on themes of practical worship and moral values which are in accordance with the demonstration process in cycle I and cycle II. In the Al-Qur'an aspect, the material taught includes verses about the commands for worship and thaharah, such as the QS. Al-Maidah verse 6 regarding procedures for ablution and QS. Al-Baqarah verse 43 regarding the implementation of prayers. These verses are used as a basis for demonstrating the practice of ablution and prayer in cycle I. Apart from that, learning also includes verses that emphasize social morals, such as the QS. Ali Imran verse 134 about patience and QS. Al-Ma'un emphasizes caring and helping each other, which is relevant to the demonstration of moral values in cycle II. Another verse that is also explained is QS. Al-Isra' verse 23 concerning the obligation to do good to parents, is a concrete example of how Qur'anic teachings can be applied in everyday life.

Meanwhile, the Hadith material taught includes hadiths on worship practices, intentions, and social ethics. In cycle I, students studied hadiths on the perfection of ablution and the virtue of solemn prayer as support for the practice of demonstrating worship. The hadith on intention, “Innamal a‘mālu bin-niyyāt,” was also studied to strengthen the understanding that worship must be carried out with awareness and the right intention. In cycle II, the material shifted to hadiths that instill moral values, such as hadiths on patience, restraining anger, and hadiths on helping each other in goodness, “La yu‘minu ahadukum hattā yuḥibba li-akhīhi mā yuḥibbu linafsihī.” In addition, the hadith on cleanliness as part of faith, “Ath-thahārah syathrul īmān,” was also taught to strengthen students’ understanding of the importance of thaharah, which had previously been practiced through demonstrations. All of this material is selected to be in line with learning activities, so that students can understand, witness, and directly practice the teachings of the Qur’an and Hadith in the context of everyday life.

III. Result and Discussion

A. Implementation Method Demonstration in Learning the Qur’an and Hadith in Islamic Junior High Schools

This study aims to analyze the application of the demonstration method to improve students’ understanding of Qur’an and Hadith material in Madrasah Tsanawiyah. The research was conducted in two cycles, each including a series of learning activities using the demonstration method. Learning was carried out by the teacher, demonstrating certain methods related to understanding the verses of the Qur’an and the hadiths of the Prophet Muhammad SAW. This process aims to show students how theory can be implemented in everyday life. At the end of the first cycle, students were invited to practice what they had learned, both individually and in groups, to deepen their understanding of the material.

Cycle 1: Use of Demonstration Method in Learning

The learning process in the classroom aims to improve students’ understanding of the Qur’an and Hadith material, especially regarding believing in the Qur’an and Hadith as a guide to life. An important factor in this process is the method chosen by the teacher to teach students so that they can better understand the material. Before the first cycle is carried out, namely implementing the demonstration method, the first step taken is a pre-test to evaluate the students’ initial level of understanding. This pre-test is carried out as a benchmark for the implementation of the demonstration method before and after using it. The table below illustrates the results of the pre-test obtained.

Table 1. Pre-test Result

No	Learning Completion Percentage	Level of Completion	Many Students	Presentation
1	> 80	Completed	21	62%

Implementation Of Demonstration Methods In Improving The Understanding Of The Qur'an And Hadith In Junior High Schools

2	< 80	Not finished	13	38%
	Amount		34	100%

Based on the pre-test results, it can be concluded that students have not yet achieved mastery in the Al-Qur'an and Hadith material. The average score is still low and does not meet the minimum mastery criteria set by the school.

After identifying the learning challenges faced by students in the Al-Qur'an and Hadith subject, the researcher then planned steps to address these challenges by implementing the demonstration method. Based on the pre-test results, the researcher developed a Learning Implementation Plan (RPP) that included the design of learning activities to be implemented in this cycle. Furthermore, the researcher prepared various learning resources to support the learning process. The researcher also created a student observation sheet to monitor teaching and learning activities in the classroom during the learning process, as well as a teacher observation sheet to monitor and observe teacher activities and the teaching and learning situation in the classroom. All of these steps were taken to ensure the learning process was effective and could improve students' understanding of the material being taught.

Furthermore implementation method Demonstrator, where in this cycle, the teacher begins the lesson by providing an explanation of the learning topic, namely the hadiths related to daily worship, such as the procedures for ablution and prayer. The teacher then conducts a live demonstration by explaining the correct steps in performing ablution and prayer according to the hadith. This demonstration is conducted in front of the class, so that students can directly witness each step and understand its essence. During the demonstration, the teacher uses supporting media, such as images or videos, that illustrate the practice of worship according to the hadith being taught.

Observations from the first cycle showed an increase in students' understanding of the demonstrated worship procedures. Most students reported that they found it easier to understand the procedures after seeing them performed firsthand. Furthermore, they felt more confident practicing these practices at home and in their communities. Students were able to comprehend the Quran and Hadith texts and apply them in practical contexts by using the demonstration approach. There was also a notable improvement in the evaluation outcomes following the first cycle. In the first cycle test, the average student score was 8.5, and 80% and 93.75% of students met the learning completion requirements. Although there were some students who still did not achieve completion, these results indicate that the demonstration method has succeeded in improving students' overall understanding. Based on observation analysis, student activity during the learning process also showed good results, with students actively participating in discussions and answering questions.

despite significant improvement, evaluation results indicated that some students still struggled to grasp the depth of meaning of the hadith taught. Therefore, reflection on the first cycle indicated the need for adjustments in the delivery method so that students understand not only the practical steps but also the meaning contained in each act of worship.

Cycle 2: Material Refinement and Concept Understanding

In the second cycle, the teacher evaluates the results of the first cycle and identifies aspects that need improvement. The focus of the second cycle is to deepen students' understanding of the meaning contained in the hadith they have studied. The teacher presents more examples of hadith related to moral and ethical values, such as those concerning the importance of patience, humility, and mutual assistance in everyday life.

The demonstration method in the second cycle focused on demonstrating how students could apply these teachings in social interactions. The teacher demonstrated social situations students might encounter, such as how to be patient in the face of conflict or how to help a friend in difficulty. The demonstrations were conducted using role-play scenarios involving students, allowing them to participate in the situations described by the teacher directly. The demonstration method's application boosts students' motivation and motivates them to participate more actively in their education. Students feel more involved in the learning process because they can immediately observe and experience the lessons.

Table 2. Post-test results

No	Learning Completion Percentage	Level of Completion	Many Students	Presentation
1	> 80	Completed	31	91.06%
2	< 80	Not finished	3	3.94%
	Amount		34	100%

Based on these data, it can be concluded that after improvements in cycle II, student learning outcomes were categorized as complete. Thirty-one students (91.06%) had achieved the complete learning level, while only three students (3.94%) had not. The overall student learning outcome completion rate reached 80%, exceeding the 80% threshold. Therefore, no further improvements are needed in the next cycle. The evaluation results in the second cycle showed a significant increase in students' understanding of the meaning of the hadith teachings in everyday life. Students not only understood religious concepts but also described how to apply these values in their social interactions. Quantitative evaluations also showed an increase in students' average test scores after the second cycle, which covered their understanding of basic concepts from the Quran and hadith, as well as their ability to apply these teachings. To clarify the

comparison of student achievement between the pre-test and post-test in cycles 1 and 2, the following graph presents the increase in learning completion.

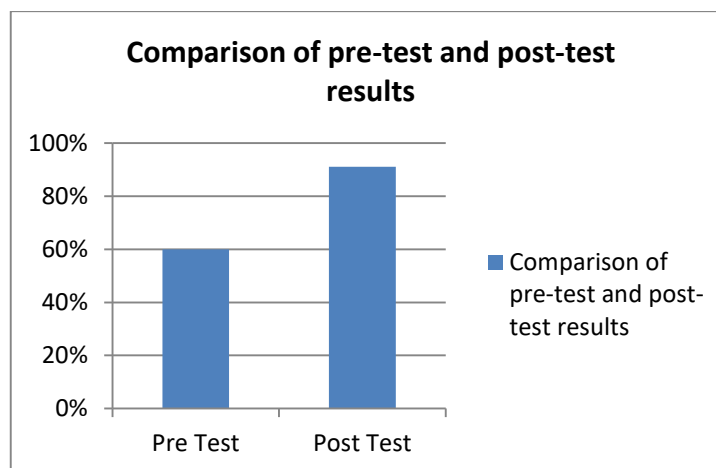


Figure 1. Comparison or Pre-Teset and Post-Test Result

The results of the study indicate that the implementation of the demonstration method significantly improved students' understanding of the Quran and Hadith. In the initial phase, the pre-test given before the intervention indicated that only 62% of students achieved the learning completion level. This low initial achievement indicates that students still experience difficulties in understanding both the practical aspects of worship and the values contained in the verses and hadith being studied. After two cycles of demonstration-based learning, the post-test results showed a striking improvement, with 91.06% of students achieving learning completion. A graphical comparison of the pre-test and post-test demonstrates a clear jump between initial and final achievement, illustrating the effectiveness of the intervention in improving students' overall understanding.

This 29.06% increase not only demonstrates students' success in answering questions cognitively but also reflects progress in their ability to put the material learned into practice. The demonstration method has been shown to facilitate students' understanding of worship procedures such as ablution and prayer in cycle I, and to help them internalize moral values such as patience, mutual assistance, and respect for others in cycle II. Through live demonstrations and role-play activities, students become more active, engaged, and able to relate the teachings of the Quran and Hadith to real-life experiences. Overall, the results of this study confirm that the demonstration method is an effective and relevant learning strategy for improving students' understanding of Islamic values, both in terms of knowledge, practice, and application.

B. Reflection and Implication Method Demonstration

From the two cycles, it can be concluded that the demonstration method is effective in improving students' understanding of the Quran and Hadith. Demonstrations not only

enable students to understand the practical methods taught in the Quran and Hadith but also deepen their understanding of the values contained in Islamic teachings. In this case, the demonstration method is able to connect theory with practice, so that students not only learn about religion textually but also can see its application in real life.

The demonstration method's application boosts students' motivation and motivates them to participate more actively in their education. Students feel more involved in the learning process because they can immediately observe and experience the lessons. This also strengthens their social skills, such as cooperation and communication, which are crucial in everyday life.

However, several challenges remain, particularly regarding some students' ability to consistently apply religious teachings. Therefore, it is recommended to conduct more practical exercises and role-plays to strengthen their understanding of Islamic teachings and provide them with opportunities to reflect on and improve their behavior in accordance with religious values.

The study's findings indicate that using the demonstration technique to teach the Qur'an and Hadith effectively increased students' comprehension. Comparing the pre-test, cycle I, and cycle II data reveals significant improvements. This result demonstrates how the demonstration approach can improve students' motivation and comprehension in general. By using the demonstrative technique, students can comprehend the meaning and practical applications of the Quran and Hadith in addition to memorizing their texts. Through demonstrations, students can see firsthand how the teachings of the Quran and Hadith can be applied in their daily lives, thereby deepening their understanding.

However, despite significant improvements, some students still failed to achieve learning mastery in the first and second cycles. This may be due to various factors, such as lack of concentration, difficulty understanding more complex concepts, or a lack of practical exercises. Therefore, further improvements are needed in the next cycle, such as increasing practical exercises and providing more opportunities for students to discuss and collaborate.

Results This study reinforces previous research findings that demonstrate the efficacy of the demonstration method in Islamic religious learning, particularly in the context of the Qur'an and Hadith. For example, research by Arifin (2021) and Ningsih (2020), which emphasized improving students' understanding of Islamic jurisprudence (fiqh) and verse interpretation through the use of demonstration methods, aligns with the findings of this study, which show that students more easily understand the steps of worship, such as ablution and prayer, after direct demonstrations. Furthermore, Hawa (2018) shows that demonstrations can reduce difficulties in understanding the context of verses, which was also found in this study, where students were able to apply religious knowledge more realistically in everyday life. Yuliana's research, (2017) also stated that the

demonstration method increases student participation in learning, which is reflected in the increase in students' active participation in Al-Qur'an Hadith classes.

Likewise, Syaifudin, (2020) ; Zainal Abidin, (2022) found that demonstrations were effective in improving students' understanding of morals in the Hadith, which is consistent with the findings of this study which showed an increase in students' understanding of moral values in Islamic teachings. Rahmawati, (2021) This study also found that the demonstration method increases students' awareness of implementing religious teachings, where students were better able to apply the values of the hadith in their social interactions. Furthermore, research by Amaliah (2020) ; Hamzah (2021) shows that demonstrations can increase students' learning motivation and social skills, which is reflected in this study where students are not only more interested in the material being taught but also improve their social skills.

Therefore, this study not only strengthens previous findings but also provides new contributions by examining in depth the application of the demonstration method in learning the Qur'an and Hadith in Madrasah Tsanawiyah, filling the research gap that is still limited in this field.

IV. Conclusion

This study shows that teaching the Qur'an and Hadith in Islamic junior high schools (Madrasah Tsanawiyah) via the demonstration approach improves students' comprehension of the subject matter. This approach helps students understand the Qur'anic and Hadithic texts and makes it easier for them to be applied in everyday life, especially when it comes to worship and moral principles. The study's findings indicate that using the demonstration approach in two learning cycles significantly improved students' comprehension, both practically and cognitively.

Demonstrations involving students in hands-on practice and the use of supporting media such as images and videos successfully captured students' interest and increased their active participation in class. The implementation of this method also contributed to improving students' social skills, such as cooperation and communication, which are essential in everyday life. However, despite the positive results, this study acknowledged limitations in terms of the small sample size and limited scope, which necessitate further research with a larger sample size and a more comprehensive design.

Overall, this research makes an important contribution to the development of Islamic religious learning methods, particularly the Qur'an and Hadith, and suggests that the demonstration method be more widely implemented in madrasas and other Islamic schools. Implementing this method not only improves students' understanding but also motivates them to be more active in learning and applying Islamic teachings in their daily lives.

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Implementation Of Demonstration Methods In Improving The Understanding Of The Qur'an And Hadith In Junior High Schools

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