International Conference of Multidisciplinary Cel: Proceeding
1 (1), 2024, 152-166

Available Online: https://proceeding.ressi.id/index.php/IConMC

Mixed methods in learning fiqh

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Received: 2 December 2023; Revised: 12 February 2024; Accepted: 2 April 2024

Abstract: Understanding a theory requires a certain approach that follows the character of learning so that learning activities are more effective and efficient and able to exceed the expected learning outcomes. Mixed methods provide opportunities for various learning characters to interpret learning. This study observes the influence of project methods and demonstration methods on the learning achievement of MTs students in Fiqh lessons on corpse management material quantitatively. The instruments used are questionnaires and tests. Data analysis includes the Validity Test and reliability of instruments, then Regression Analysis and ANOVA to test hypotheses. The results of this study showed that the use of mixed methods has a significant influence both partially and together on student achievement. Based on the results of partial analysis, it is known that the project method has a greater influence, namely 7,254 than the demonstration method of 5,016. While simultaneously the mix method has an effect of 72,676. The rest is influenced by other factors. These results can provide an overview and consideration for teachers to determine the best learning method for students.
Keywords: Mixed methods; Project-Based learning; Demonstration; Fiqh; Islamic learning

INTRODUCTION

Education has a crucial role in shaping the character of individuals and society (Najmia et al., 2023)which ultimately shapes the identity of a nation. The quality of education is a determining factor in producing quality output. In the context of Indonesia, the hope of the birth of an intellectually and morally superior generation is an encouragement for all relevant parties, including the nation, state, and educational institutions, to continue to develop an education system that follows existing needs and abilities.

In the educational process, teachers play a central role as educational agents who directly interact with students. Therefore, the quality of teachers, especially at the primary and secondary school levels, becomes very important. One of the basic abilities that must be possessed by teachers is understanding and mastery of various learning methods that can be used to achieve various learning objectives (Dewi SA, 2019; Hikmawati, 2020; Murtadho, 2016).

Effective learning requires active involvement from students and allows for the achievement of learning objectives and maximum improvement in learning achievement. Mixed methods are one approach that has proven effective in this context. This approach allows students to gain a deeper understanding through a combination of different learning techniques (Handiyani &; Muhtar, 2022; Ridwan et al., 2023; Sofiah &; Hikmawati, 2023).

In the context of fiqh studies, mixed methods become relevant because they can be used to help students understand and internalize Islamic law as the basis of their outlook on life (Humaeroh, 2023; Septoyadi et al., 2021). This includes various activities such as tutoring, teaching inside and outside the classroom, practicing the use of concepts, and habituation in daily life.

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The mixed methods chosen in this study are project and demonstration methods because they are related to the material taken, namely the corpse prayer for class IX Madrasah Tsanawiyah Sabilul Muttaqin Sumenep. In understanding this material, it is very necessary to understand concepts and also practice. Based on initial observations, Fiqh teachers have applied makeshift project and demonstration methods, and according to his observations can increase student learning motivation. However, its implementation was carried out through trial and error without scientific procedures.

The project method allows students to be actively involved in understanding the concept of corpse prayer through the implementation of direct practice, which involves planning, implementing, and evaluating the corpse prayer process in real-time (Indarta et al., 2022; Tistiarni et al., 2022). Meanwhile, the demonstration method facilitates the understanding of the concept of corpse prayer through direct observation of the implementation of corpse prayer by the teacher, so that students can see and practice the correct steps visually (Sopanudin et al., 2022; Shahidah, 2020). With the combination of these two methods, it is expected that students can gain a comprehensive understanding and adequate practical skills in the implementation of corpse prayers following the teachings of Islam.

Thus, this study will explore the effect of using mixed methods in improving students' fiqh learning achievement in Madrasah Tsanawiyah Sabilul Muttaqin using scientific procedures through a quantitative approach.

METHODS

This study uses a quantitative approach with 2 variables, namely variable X and variable Y. Variable X is the project and demonstration method (X1 project method and X2, demonstration method) while variable Y is student learning achievement. This study aims to determine whether there is an influence of Variable X on Variable Y (H1) or not there is an influence of Variable X on Variable Y (H0). The instruments used are questionnaires and tests. Data analysis includes Instrument Validity and reliability Tests, then Multiple regression Analysis, and Annova Analysis to test hypotheses using SPSS Application 21.

The population in this study is grade IX students of Madrasah Tsanawiyah Sabilul Muttaqin Lenteng Sumenep consisting of 47 students with details of 27 male students and 20 female students. The number of students is also a research sample. So this study is called population research.

RESULTS AND DISCUSSION

Results

This section describes the results of quantitative data analysis using the SPSS 21 application which includes instrument validity and reliability tests, learning achievement analysis, regression analysis, and hypothesis tests.

Test Instrument Validity and Reliability

Before the research instrument in the form of a questionnaire was used as a data analysis tool, instrument testing was carried out both in terms of validity and reliability. Then after the instrument data is collected as a whole, we do a validity test with the help of SPSS 21 facilities as follows:

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Validity Test Results

Measuring validity in the instrument using the product-moment correlation method by analyzing the correlation between the score of each question item and the total score. The correlation value in question is the corrected correlation value, if the question item is significantly correlated with the total score (correlation value > table correlation value), then the question item is declared valid. The correlation value of the standard table was set with a sample of 47 students, a significant level of 5% n: 0.202 (Sugiyono, 2022).

Table 1. Hasil Uji Validitas Instrumen

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	61.0213	62.108	.475	.754
X1.2	60.5319	60.994	.468	.753
X1.3	60.8511	59.564	.413	.755
X1.4	61.2766	65.726	.107	Tidak valid
X1.5	60.2128	60.736	.398	.756
X1.6	61.0851	65.427	.107	Tidak valid
X1.7	60.8511	61.956	.275	.766
X1.8	61.1064	63.532	.196	Tidak valid
X1.9	61.0426	57.868	.365	.761
X1.10	60.4894	66.255	.100	Tidak valid
X2.1	61.0426	64.520	.257	.766
X2.2	60.6809	61.831	.302	.763
X2.3	61.0638	62.626	.262	.766
X2.4	60.8085	62.202	.515	.754
X2.5	60.9787	60.326	.658	.745
X2.6	60.9362	64.148	.134	Tidak valid
X2.7	61.7021	62.083	.314	.762
X2.8	61.1915	62.332	.278	.765
X2.9	60.8936	58.532	.613	.742
X2.10	61.8723	56.809	.701	.734

This means that rxy is calculated when compared to the rxy table with n = 47, a significant level of 5% = 0.202 (Sugiyono, 2022). This means that when viewed from the decision rules that this instrument meets the validity requirements if the results of rxy calculate > from the rxy table (correlation value), then the instrument items of all these variables that are invalid are instruments X1.4, X1.6, X1.8, X1.10, and X2.6 and the rest have met the validity requirements and are suitable for use for research analysis tools.

Reliability Test Results

Reliability testing is performed for valid items. The reliability test in this study uses the Alpha Cronbach method (Cronbach's Alpha if the item is deleted) and the instrument is declared reliable if the Alpha Cronbach value is greater than 0.202 (Sugiyono, 2022).

From the results of the analysis (as in the Table 2) it turns out that based on the rules of this decision and the results of all instruments, the value is above the set, meaning that it meets the reliability requirements. So that this instrument can be used as a research tool.

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Table 2. Instrument Reliability Test Results

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	61.0213	62.108	.475	.754
X1.2	60.5319	60.994	.468	.753
X1.3	60.8511	59.564	.413	.755
X1.4	61.2766	65.726	.107	.774
X1.5	60.2128	60.736	.398	.756
X1.6	61.0851	65.427	.107	.775
X1.7	60.8511	61.956	.275	.766
X1.8	61.1064	63.532	.196	.771
X1.9	61.0426	57.868	.365	.761
X1.10	60.4894	66.255	.100	.773
X2.1	61.0426	64.520	.257	.766
X2.2	60.6809	61.831	.302	.763
X2.3	61.0638	62.626	.262	.766
X2.4	60.8085	62.202	.515	.754
X2.5	60.9787	60.326	.658	.745
X2.6	60.9362	64.148	.134	.777
X2.7	61.7021	62.083	.314	.762
X2.8	61.1915	62.332	.278	.765
X2.9	60.8936	58.532	.613	.742
X2.10	61.8723	56.809	.701	.734

Student Learning Outcome variable (Y)

Respondents' perceptions of student learning outcomes can be seen as follows:

Table 3. Analysis of student learning outcomes (Y)

Y					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	62.00	1	2.1	2.1	2.1
	65.00	1	2.1	2.1	4.3
	66.00	1	2.1	2.1	6.4
	68.00	4	8.5	8.5	14.9
	70.00	6	12.8	12.8	27.7
	71.00	2	4.3	4.3	31.9
	72.00	6	12.8	12.8	44.7
	73.00	1	2.1	2.1	46.8
	74.00	4	8.5	8.5	55.3
	75.00	2	4.3	4.3	59.6
	76.00	1	2.1	2.1	61.7
	78.00	8	17.0	17.0	78.7
	79.00	2	4.3	4.3	83.0
	80.00	4	8.5	8.5	91.5
	81.00	1	2.1	2.1	93.6
	86.00	1	2.1	2.1	95.7
	89.00	1	2.1	2.1	97.9
	90.00	1	2.1	2.1	100.0
	Total	47	100.0	100.0	

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From the results of the analysis above, it can be interpreted that from 47 students, student learning outcomes are in the value interval of 62-90. The highest frequency in a row is as follows, 8 students obtained 78 scores (by 17%), then 6 people obtained 72 scores (by 12.8%), and 6 people obtained 70 scores (by 12.8%), then on the frequency of 4 students namely 68, 74, 80 each by 8.5%. While those who were at the frequency of 2 students 71, 75, and 79 amounted to 4.3%. Finally, those who were in frequency 1 consecutively who scored 62, 65, 66, 73, 76, 81, 86, 89, and 90 included students who obtained a peak score of 90 obtained by 1 person. With an average level of student learning outcomes of 74.51.

Regression Analysis and Hypothesis Testing

Regression analysis was carried out to determine the effect between the independent variable and the dependent variable set in this study, both partially and simultaneously, and at the same time test the research hypothesis set earlier. The influence of variable use of project methods and demonstration methods jointly or partially on student learning outcomes in Fiqh subjects at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency.

Table 4. Regression Analysis Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.876[a]	.768	.757	2.87190

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

The value of R = 0.876 indicates a relationship between the variable project method (X1) and the demonstration method (X2) to the variable student learning outcomes (Y). The R value obtained is positive, it can be interpreted that if the use of project methods and demonstration methods there is a variation in the right use to be increased, the value of student learning outcomes variables will increase assuming other independent variables are constant.

The R Square value which shows the determinant coefficient obtained shows a value of 0.768 or 76.8% which means that the effect of using project methods and demonstration methods on student learning outcomes in Fiqh subjects at MTs Sabilul Muttaqin Daramista Lenteng Sumenep Regency, is 76.8% and the remaining 23.2% of student learning outcomes are explained by other causes, such as the role of parents, teachers, principals, learning environments at school and home, the application of other easier methods, approaches to the teaching and learning process of teachers and others. Based on the results of this study, it means that the use of project methods and demonstration methods together has a significant influence on student learning outcomes, and thus the working hypothesis in this study can be accepted.

Table 5. Coefficients Analysis Results

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	34.966	3.333		10.490	.000		
	X1	7.254	1.600	.536	4.533	.000	.378	2.649
	X2	5.016	1.525	.389	3.288	.002	.378	2.649

a. Dependent Variable: Y

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Next, we look at the results of the Coefficients analysis between the use of the project method (X1) with student learning outcomes, and the demonstration method (X2) with partial student learning outcomes. It turns out that the result can be displayed as follows:

Based on the Table 5, a regression equation can be made for the influence of the independent variable on the dependent variable, partially as follows:

$$Y = 34.966 + 7.254\,X1 + 5.016\,X2 + e$$

It can be explained as follows: (1) Constant = 34,966 which is a fixed or constant number if the use of project methods and demonstration methods is zero or does not carry out any activities, then student learning outcomes in Fiqh (Y) subjects amounted to 34,966; (2) The variable coefficient of using the project method (X1) = 7.254 means that every time there is an increase (because of the + sign) variable of using the project method, student learning outcomes will increase by 72.54%; (3) The coefficient of the demonstration method variable (X2) = 5.016 means that every time there is an increase (due to sign +) demonstration method variables, student learning outcomes will increase by 50.16%

Based on the results of regression analysis of each independent variable against the variables bound to the Table 5, it shows that the significance value for variables using the project method results from t calculate < 0.05, then the working hypothesis (H1) is accepted. Next, the significance value for the variable demonstration method of t results is calculated < 0.05, then the working hypothesis (H1) is accepted (Sugiyono, 2022). This means that based on the results of research the use of project methods and demonstration methods partially has a significant influence on student learning outcomes in Fiqh subjects. Here is to test the hypothesis together using ANOVA analysis.

Table 6. ANOVA Analysis Results

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1198.841	2	599.421	72.676	.000[b]
Residual	362.904	44	8.248		
Total	1561.745	46			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on the Table 6, for the effect of independent variables simultaneously, it can be explained that the results of regression analysis using the project method (X1) and the demonstration method (X2) on student learning outcomes (Y) in the Table 6 show a significance value of f (0.000) < 0.05. This means that simultaneously there is a significant influence between the use of project methods and demonstration methods on student learning outcomes, with an F value of 72,676 meaning that the coefficient of using project methods and demonstration methods has a positive influence on the learning outcomes of grade IX students of 72,676.

Discussion

After analysis and interpretation of the research results, then the discussion is carried out. In the framework of this discussion, the results of hypothesis testing which include variables in the use of project methods and demonstration methods of their influence on student learning outcomes in the field of Fiqh studies at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency, associated with previous research and theories related to research problems.

In general, the results of the study determined that the dependent variable on the independent variable had a significant influence so that student learning outcomes in the field

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of Fiqh studies at MTs Sabilul Muttaqin Daramista Lenteng Sumenep Regency could be explained by the use of project methods and demonstration methods. Thus the working hypothesis in this case is acceptable, and these variables have a significant influence. The amount of contribution of these variables to student learning outcomes variables is 0.768 or 76.8%, which means that the influence of the use of project methods and demonstration methods on student learning outcomes in Fiqh subjects at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency, is 76.8% and the remaining 23.2% of student learning outcomes are explained by other causes assuming the other independent variables are fixed / constant. For example, the role of parents, teachers, principals, learning environments at school and home, and the application of other easier methods, and approaches to the teaching and learning process of teachers and others.

Use of Project-Based Learning Methods

Engineering in a learning process is necessary to produce an active learning process and learning outcomes following ideal learning process standards (Adilah &; Suryana, 2021). The relationship between teachers and students is not built on poverty of innovation in learning and dryness of emotional bonds, but a good learning process must uphold wisdom in appreciating students' competence in various things from personality background to habits or even hobbies.

This interweaving can be built from a consensus where teachers are not only able to transfer a concept of knowledge to be taught, but more than that teachers must be able to be colleagues who can negotiate through new concepts of student discovery outside existing learning resources (Lase, 2019). The concept of the project learning method provides one of the many ways of negotiating with students when students discover new things in the real environment in everyday life. Thus the peculiarities of students regarding the results of their observations in the field can be answered without fear of needless loss of independent knowledge available to students.

The process of discovering student knowledge can not only be done with the intertwining of teachers and students. This process can further occur between students in the form of collaboration and the ability to organize students' strengths into a team force in groups. This ability implies that the forces in each individual undergo a progressive increase. Following what was stated by (Al-Rawi et al., 2021) in group work of a project, individual strengths and learning methods referred to strengthen teamwork as a whole.

The stages of increasing the achievement of student knowledge in obtaining good knowledge from collaboration between teachers and students and between students can be illustrated in Figure 1.

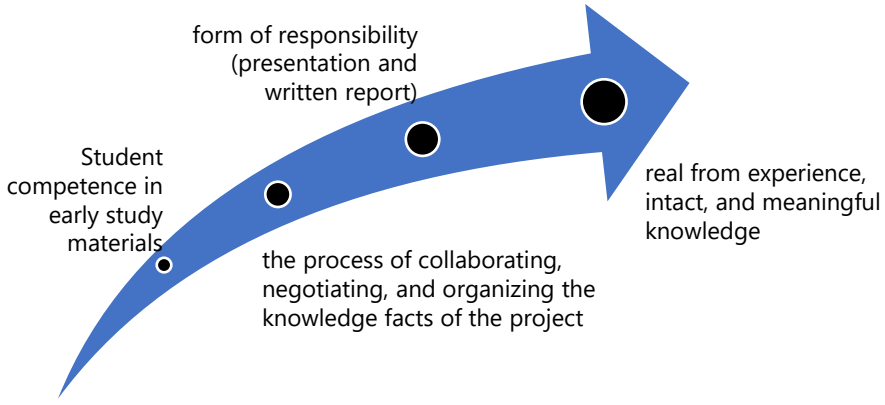

Figure 1. Stages of Increasing Student Knowledge Achievement

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Based on the results of data analysis, the results of the regression equation of the influence of the free variable on the partially bound variable were obtained The coefficient of the variable using the project method (X1) = 7,254 means that every time there is an increase (because of the + sign) variable using the project method, student learning outcomes will increase by 72.54%.

The project learning concept that has been implemented at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency has caused a balanced and regular learning response into an integrated learning concept with a broad scope of material and knowledge achieved by students. The learning process in the field of fiqh studies using project learning methods has used various potentials and learning facilities in Madrasah with the consideration that students will find and construct independently the results of discoveries and observations in the Madrasah environment which nota bene is an environment that is interrelated with each other within the scope of an intelligent environment (learning environment) and rich in knowledge around it.

In addition to the Madrasah itself, students also get new facts outside the Madrasah environment (at home) with these various findings, students can freely integrate knowledge in the Madrasah with outside the Madrasah adjusted to their foresight in collaborating and negotiating to produce knowledge in the field of fiqh studies that synergize with their respective experiences. This is in line with what was conveyed by (Paletta, 2022) that project learning requires a natural/real learning environment rich in knowledge (rich and natural environment).

In addition to an environment that supports the creation of a learning atmosphere for students, student competence in previous learning materials is also very supportive of the reproduction of intertwined and complex knowledge following the spirit of independent learning (Chua, 2020). In the field of fiqh studies, the relationship between chapters and sub-chapters on each subject certainly has a relationship with each other which must be interpreted as a constructive knowledge relationship and aims to provide a complete understanding to each student (Sandra, 2021; Septoyadi et al., 2021).

Teachers in the project method must not be more active than students, teachers only become accompanying instructors and facilitators, and understand the characteristics of student thinking (Tistiarni et al., 2022). Discussion of the results and learning process of the project method that has been implemented will bring various intertwines between various elements in an educational institution even though it is seen from various angles and aspects of perspective.

Based on the analysis, it can be identified that the learning concept implemented with the project method at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency significantly affects the level of student achievement. The project method can foster students' interest in designing, creating frameworks, being responsible for obtaining and managing information to achieve desired results, as well as cooperating in project activities.

The weak side of the learning that has been implemented can be seen from the presence of students who are less active in participating in project learning. This is characterized by there are some students who do not pay attention to the guidelines given by the teacher because they are busy talking to themselves. However, this is still in tolerable stages considering that as a whole students can carry out all roles in their respective groups correctly according to the responsibilities of each individual in the group.

In addition to the above, the problem that arises from every project learning activity is time which is often one of the references for students to do various tasks in a less structured manner.

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This is quite reasonable considering that they also get assignments from various other fields of study which are no less draining on students' energy and minds.

These weaknesses can be analyzed as a system that willingly or unwillingly exists in every learning process. But that does not mean making students unsuccessful in learning at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency.

Use of Demonstration Method

Based on the research that has been done, it was found that the correlation results there is a positive relationship between the variables of demonstration methods and student learning achievement. The existence of the demonstration method is expected to create achievement motivation to create students' willingness to obtain high achievements, especially in fiqh subjects. The existence of motivation is expected to be carried out effectively and efficiently because motivation will create a willingness to learn regularly so that student achievement will increase.

Teachers have the responsibility to carry out learning activities to succeed well. Motivated learning demands teacher creativity so that students have good self-motivation. This self-motivation is in the form of achievement motivation because of the desire to achieve goals. Therefore, students must be able to make the best use of conditions and situations. Sometimes students have tried to study hard because they want to get the highest possible achievement but the results are not as expected. Therefore, motivation is needed, especially achievement motivation, with motivation a student will have a good way of learning (Marzoan, 2023). Thus, how great is the importance and role of motivation in supporting success to achieve high achievement with the support of teachers applying a method that follows the material, classroom conditions, and student readiness to receive lessons?

Based on the statement above, if it is related to the results of research that measures the correlation between demonstration methods and student learning achievement, it shows a compatibility between theory and research results. Then from the results of the regression equation, the influence of the free variable on the partially bound variable is obtained The coefficient of the demonstration method variable (X2) = 5.016 means that every time there is an increase (because of the sign +) of the demonstration method variable, student learning outcomes will increase by 50.16%

So it can be identified that the learning concept implemented with the demonstration method at MTs Sabilul Muttaqin Daramista Lenteng, Sumenep Regency affects the level of student understanding significantly. Although with a smaller value when compared to the influence of the project method of 72.54%.

In practice, the demonstration method does not stand alone. However, this method is closely related to the lecture method. At certain times this demonstration method also requires support from other methods, such as discussion methods, questions and answers, and others. All of these methods must be adapted to the subject matter, lesson objectives, situations and conditions as well as student tendencies.

Success is inseparable from the role of the teacher as an important role in the process of teaching and learning activities, so it has a great influence in determining the effectiveness of learning in the classroom. Teachers who have good competence, authority, and discipline are very supportive of being able to control the learning atmosphere so that learning effectiveness can be achieved. Teachers are required to be able to improve the quality of student learning in the form of learning activities in such a way as to produce independent individuals, and effective students and become good members of society.

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In addition to the efforts of teachers, it is no less important for students to gain an understanding of Jurisprudence subjects by learning well. The good way of learning (Miftahul, 2011) that needs to be done by students is as follows: (1) Have definite learning goals; (2) Strive for an adequate place to study; (3) Plan and follow a schedule for studying; (4) Make notes or summaries that are neatly arranged; (5) Intersperse the study with regular breaks; (6) Focus intently on study time; (7) Get used to making summaries and conclusions; (8) Learn to use dictionaries to the best of your ability.

Then a good way of learning needs to be implemented and familiarized by students, especially learning in Jurisprudence subjects, to gain a good understanding.

From the description above, it can be concluded that the implementation of the MTs Sabilul Muttaqin Daramista Lenteng demonstration method, Sumenep Regency has a significant influence on student achievement. This means that the use of demonstration methods has been applied by teachers in fiqh learning activities quite well. This method can foster students' knowledge, understanding, and skills so that they can be applied in everyday life. Students are not only qualified in terms of knowledge but also practice.

There are several obstacles faced in the implementation of the demonstration method of teaching the field of Fiqh studies on the material of Body Management according to the teacher of the field of Fiqh studies at MTs Sabilul Muttaqin Daramista Lenteng Sumenep Regency, namely: inadequate facilities and incomplete teaching aids in the implementation of Body Management, so that the results of the demonstration method become less than optimal. This must be paid more attention to by teachers and schools. Especially schools to make it better if there are special facilities and facilities in the application of the demonstration method so that the use of the demonstration method in fiqh lessons can be even better.

Student Achievement

From the results of the data analysis, it can be interpreted that from 47 students, it turns out that student learning outcomes are in the value interval of 62-90. The highest frequency in a row is as follows, 8 students obtained 78 scores (by 17%), then 6 people obtained 72 scores (by 12.8%), and 6 people obtained 70 scores (by 12.8%), then on the frequency of 4 students namely 68, 74, 80 each by 8.5%. While those who were at the frequency of 2 students 71, 75, and 79 amounted to 4.3%. Finally, those who were in frequency 1 consecutively who scored 62, 65, 66, 73, 76, 81, 86, 89, and 90 included students who obtained a peak score of 90 obtained by 1 person. With an average level of student learning outcomes of 74.51.

Students who received treatment in the form of learning activities with the project method had higher grades/learning achievements (72-90) compared to those who used the demonstration method (62-76). Learning outcomes are a description of the mastery of each student's abilities from the teaching and learning process that students have followed within a certain period. According to (Ekayani, 2021) learning achievement can be described in the form of numbers (quantitative) and non-quantitative. In this study, student achievement was measured quantitatively.

This finding implies that student achievement can still be improved. In the macro framework, this improvement in learning outcomes includes improvements in 3 domains, namely the cognitive domain, the affective domain, and the psychomotor domain. Improvement in each of these domains is indicated by improvements in its indicators. According to (Haryati et al., 2022) these indicators include observation, memory, understanding, application, analysis, synthesis, and evaluation (for the cognitive domain), along with acceptance, welcome, appreciation, deepening, and appreciation (including in the affective domain), the last is

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movement and action skills, verbal and nonverbal expression skills (for the psychomotor domain).

Based on the results of this study, the principle that must be done seems to be more on the effort to choose learning methods that have better implications, in this case, the project method. In addition, the combination of the use of project methods and demonstration methods together has a better positive impact on student achievement. To be able to motivate students in teaching and learning activities, as well as increase student achievements from this school.

A good method must be able to foster student achievement motivation. Because the method is an element from the outside that can cause motivation. No matter how good or good the method used in learning activities, if it cannot cause student achievement motivation, it will feel passive and less pleasant. In this case, student motivation is an important factor to be able to increase student understanding of the subject matter, which means it is also a factor in increasing student achievement.

The teaching and learning process does not always run smoothly and effectively but often experiences problems. As a result these disturbances, it does not instill a good understanding for students. There is interference with the level of understanding of students because it is influenced by several factors. As for the factors that affect the level of understanding of learners (Barnett, 2023; Barr et al., 2023; Bourke & O'Neill, 2021) are:

Age of learners

The age level or school level affects the level of understanding of students because the level of understanding of students depends on the experience and cognitive power of students.

Therefore, at the primary school age level, many learning methods emphasize rote memorization without pressure to explain why or how. Because at that time students are familiar with terms, facts, and formulas. Of course, based on that, students do not have relational or enlightenment abilities, considering the limitations of students' cognitive power.

Furthermore, the age of students who are at the Junior High School (SMP) and High School (SMU) levels. Learning should be more focused on empowering students to achieve a higher level of understanding, namely formal and relational understanding. Learning that emphasizes rote memorization little by little should be replaced with a learning approach that allows students to develop their level of understanding.

Learning Method

The method used by teachers when delivering material in the teaching and learning process also contributes significantly, affecting the level of understanding of students.

According to (Wahyudi, 2012), the traditional way of learning, namely learning centered on chalk and speech, needs to be reduced in use because such methods involve very few students both physically and mentally to involve directly in teaching and learning activities. As a substitute, teachers can use various learning methods that suit the needs to be achieved to provide understanding to students. Or by using a cooperative learning approach that allows students the opportunity to express what they understand to others, clarify ideas, or offer alternative ideas. In this process, students may experience the enlightenment of understanding.

Student Learning Motivation

The next factor that affects the level of understanding of students towards the subject matter is student learning motivation. The basic understanding of motivation is the internal

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state of the organism of both humans and animals that drives it to do something. In this case, motivation means the power supplier (energizer) to behave in a directed manner.

Furthermore, motivation can be divided into two types, namely intrinsic and extrinsic motivation (Ramdan &; Fauziah, 2019). Intrinsic motivation is things and circumstances that come from within the learners themselves that can encourage them to carry out learning actions. This includes feelings of liking the material and the need for the material.

This intrinsic motivation will give birth to a group of students who want to learn because this group has high internal motivation (factors from within students). They study actively and try to understand it well. The external are things and circumstances that come from outside the individual learners who also encourage them to carry out learning activities.

These external factors can be in the form of a social environment which includes the school environment, teacher community, playmates, and family environment. All of that has an influence on the motivation of students to follow the learning process well, if students get a conducive atmosphere then of course it will help students improve the quality of student understanding of the subject matter. Then, based on the learning of students to school can be divided into three groups, each of which has its characteristics, namely the first group of students who want to learn as explained in front. The second group is students who only want to get the best grades. Students in this group have high motivation and participation levels but usually, they just memorize the points that are predicted to appear in the evaluation. Their questions only dwell on the questions to be tested. For them, the most important thing is to get a high score.

The last group is a group of students who just joined the school. For them, the only important thing is to enter school and they don't care about the subject matter. Just sit on the bench, take notes then go home. Of course, at this level, student participation in learning is very minimal so their interest in understanding the subject matter is very low.

In this study, it can be concluded that the project method influences student learning achievement more dominantly when compared to the demonstration method. Both projects have advantages and disadvantages which in practice in the field require cooperation between students, teachers, schools, and the environment so that the application of learning methods can run effectively and efficiently.

The great difference in influence between the project method and the demonstration method can be taken into consideration to choose a method that has more positive implications for student achievement both in fiqh subjects and in other subjects according to needs and subject matter.

In the end, this study expects that in learning activities in the world of education, there must be synergy from related components so that the learning goal can be achieved not only in terms of student achievement, but also in the formation of student character that is independent, able to motivate themselves and others, able to cooperate, and able to overcome problems. Because that is the provision to plunge into real life.

CONCLUSION

Based on the results of data analysis in this study, it shows that the initial hypothesis (H1) is accepted, namely that there is a significant influence on the use of project and demonstration methods on the learning achievement of MTs Sabilul Muttaqin students in Fiqh subjects, corpse management materials. The significance of the influence is obtained from the results of multiple regression analysis with a value of R Square = 7.68 which means that if the use of project methods and demonstration methods there is a variation in the right use to be

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increased, the value of student learning outcomes variables will increase assuming other independent variables are constant. Then the results of the project method coefficient analysis of 7.254 and the demonstration method coefficient of 5.016 which means that there is a partial influence of each method on student learning achievement. Furthermore, the results of the ANOVA analysis with a value of F = 72.676 which means that simultaneously there is a significant influence between the use of project methods and demonstration methods on student learning outcomes. Thus Hypothesis 0 is rejected and Hypothesis 1 is accepted, so the application of mixed methods affects the learning achievement of MTs Sabilul Muttaqin students and needs to be developed and modified even better in learning.

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