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## THE RELATIONSHIP BETWEEN THE DEMONSTRATION AND THE INTERESTS OF FIQIH LEARNING METHOD WITH STUDENTS FIQIH LEARNING ACHIEVEMENT

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*Abstract*

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*The objective of this research is to study the relationship between demonstration method and learning interest with fiqih learning achievement, individually as well as together. The hypothesis to be examined are (1) there is a positive relationship between demonstration method and fiqih learning achievement, (2) there is a positive relationship between learning interest and fiqih learning achievement, and (3) there is a positive relationship between demonstration method and learning interest with fiqih learning achievement. The research was conducted at Junior Middle School al-Kamal Jakarta. The research method was survey. The population consists of 113 students, the sample was 70 students, using simple random sampling technique. The instrument was questionnaire of demonstration method, learning interest, and fiqih learning achievement. The instruments were validated with product moment for demonstration method and learning. Then, reliability with alpha cronbach for demonstration method and attitude towards fiqih learning. The instrument was questionnaire of fiqih learning achievement were validated with Point Biserial. Then, reliability with Kuder Ricdhadson (KR-20) for questionnaire of fiqih learning achievement. Data are analyzed using regression and correlation technique (Simple and Multiple). The research concluded that fiqih learning achievement might increase the demonstration method and learning interest.*

**Keywords :** *Demonstration Method, Learning Interest, Fiqih Learning Achievement*

## A. Introduction

Junior High School is a formal education institutions have the duty and responsibility to prepare qualified human resources, in accordance with the demands and needs of the community, in harmony with the progress of science and technology. Without the support of science and knowledge, then our nation will be crushed by modernization, due to unpreparedness of its human resources.

In the Process of Education in Junior High School as formal Educational Institutions, According Mulyasa, There are some issue Namely,

“1) lack of learning Interest , (2) the traditional teaching system that emphasizes rote, and (3) the lack of student interest. This is because the infrastructure used is very limited, does not support the smooth process of learning. The state of the stretcher, then the efforts to achieve good learning performance through learning activities need to be improved through a variety of techniques and approaches.”<sup>1</sup>

Delivery of the subject matter by the teacher to the student in the learning of fiqih there is a very complex process,

complicated and unique, because each student has certain characteristics that vary from one student to another student. Error learning at a certain level, will result and on primary and secondary education which is the foundation for the development of further education. At the time of learning activities taking place there is interaction between teachers and students took place conscious that to achieve a desired goal, namely the occurrence of a change in attitudes and behavior on students who are following the lesson. Lesson fiqih demanding independence of hearts How to learn, remember between, understanding And implementtion hearts everyday life. The students have a High Interest.

Lesson fiqih also supported teachers' ability hearts Learning activities can be improve learning achievement fiqih. From start to memorize, understand, analyze and practice it in our daily lives. This could lead to students as learners have difficulty in studying fiqih. To overcome this, we need a method that is the way teachers teach through learning activities that are creative, innovative, and dynamic, thus attracting the interest of students to learn optimally.

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<sup>1</sup> E. Mulyasa. *Psikologi Pendidikan*, Bandung: Remaja Rosdakaiya, 2000., p. 84

Based on some of the above facts, the authors interested in writing about Relationships and Interests Methods Demonstrations Study Results Learning at Junior High School Fiqh Al-Kamal. So the problem is (a) whether there is a relationship between the demonstration method to fiqh learning achievemen Junior High School student Kamal Al-?, (b) whether there is a relationship between learning Interest to fiqh learning achievemen Junior High School student Kamal Al-?, and (c) whether there is a relationship between demonstration methods and learning Interest to fiqh learning achievemen at junior secondary students Al-Kamal?

## B. Literatur Review

### 1. Demostration Method

Etymologically "method" means "way" or "technique", whereas in terms of terminology, the learning method is "method or methods used in the

have a great impact on other levels higher mainly implementation of learning activities".<sup>2</sup> In line with the opinion of the Directorate. General of Institutions Guidance Department of Religious Affairs, said that the method of

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<sup>2</sup> P. Zuhairini, Abdul Ghofir. *Metodik Khusus Pendidikan*, (Surabaya: Usaha Nasional, 2003). p 30

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learning means "way" or "path" that is used by teachers to conduct learning activities.<sup>3</sup> Similarly Zuhairini, explained that the method is any systematic effort and progmatism to achieve educational goals, through a variety of activities both inside and outside the classroom in a school environment.<sup>4</sup> "Based on the above description, it can be stated that it is a method of learning is method or the way in which teachers in learning activities in the classroom.

According Sagala method of demonstration is a show about the occurrence of an event or object to the appearance of behavior exemplified to be known and understood by learners are real or a replica. In line with these opinions<sup>5</sup> Muhibbin Shah stated, "demonstration method is a method of learning by demonstrating goods, events, rules, and the order to do an activity, either directly or through the use of teaching aids relevant to the subject or the material being presented"<sup>6</sup>

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<sup>3</sup> Ditjen Binbaga Departemen Agama RI. *Proyek Pendidikan Agama Islam pada Sekolah Umum*, (Jakarta: Depag RI, 2003) .p. 7

<sup>4</sup> P. Zuhairini, Abdul Ghofir, *op. cit.* p. 79

<sup>5</sup> Syaiful Sagala, *Konsep dan Makna Pembelajaran*. (Jakarta : Alfabeta, 2006), p. 210.

<sup>6</sup> Muhibbin Syah, *Psikologi Belajar*. (Jakarta : Raja Grafindo Persada 2000), p. 22.

Mean while, according to Saiful Bahri Djamarah, that "demonstration method is a method used to show something processes or the workings of an object with respect to the subject matter".<sup>7</sup>

Based on some opinions on the above it can be stated that the method of demonstration is a demonstration of the technique of learning by way of the occurrence of an event or object to demonstrate a tool that can be visualized and modeled in order to be known and understood by learners significantly in learning activities.

## 2. Fiqih Learning Interest

Interest is crucial in making the choice of a particular position. Interests instrumental in arousing desire or urge to perform an action. Interests can be measured and observed by the tendency of a person's heart in please, pay attention, and so forth of an object or a particular act.<sup>8</sup>

Interest is a choice pleasure to perform an activity, interest in a case can

be characterized by a sense of pleasure or love, and because the interest was also concerned will use whatever they have to engage in activities related to what they're interested. This means that the interest is closely connected with individual feelings, objects, events, and circumstances. Interests can refer to mental preoccupation in observing an object, or a particular situation. In this regard, Nurkancana say that the interest is closely related to the needs.<sup>10</sup>

In learning activities, interests plays a very important and decisive to the success of student learning, it is because of the action if it is not based on the strong interest of the perpetrator, then the result will not be optimal.<sup>11</sup> According Skinner, interest is a human condition that gave rise to the election pleasure to do<sup>12</sup> According to Winkel, that sense of excitement will generate interest, which is reinforced with a positive attitude that may arise between

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<sup>7</sup> Syaiful Bahri, dan Aswan Zain, *Strategi Belajar Mengajar*. (Jakarta : Rineka Cipta. 2000), p 2.

<sup>8</sup> *Ibid.* p. 22

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<sup>9</sup> William Clark Traw, *Educational Psychology*, (Cambridge : Houghton The Riberside Press, 1959), p. 105

<sup>10</sup> Wayan Nurkancana dan N Sumartana, *Evaluasi Pendidikan*, (Surabaya: Usaha Nasional, 2003), p. 224

<sup>11</sup> *Ibid.* h. 225

<sup>12</sup> Charles E. Skinner (d.), *Educational Psychology*, (New Delhi: Prencetice Hall, 2004), p. 337

things that arise first.<sup>13</sup> In line with these opinions, Witherington, states that interest is a person's consciousness that an object, a thing or situation contains nothing to do with him.<sup>14</sup> Similarly, according to, Slameto that the interest is more like a taste and sense of interest in a matter or activity, without being told.<sup>15</sup>

Based on some of the above view, that interest is an activity that is freely chosen by individuals. Interest is a joy, indulgence or pleasure as an attitude or positive feelings toward an activity, people, experiences, or objects.

Interest is a measure of whether or not we are happy to do something. People are interested in it will be compelled to do. Not everyone is in agreement,

Interest is a measure of whether or not we are happy to do something. People are interested in it will be compelled to do. Not everyone is in agreement, the role of interest in the study. Nobody interested about matters of a subject, there is always the

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workpiece. Success in the study is very dependent on the willingness to work unattractive. Here are some views on the role of learning Interest activities: (1) lack of interest or desire not guarantee the success of a person, (2) when people excel in one subject does not necessarily mean that he is interested in the task, (3) incorrectly relied on interest it is an absolute requirement to excel (maybe) this opinion is more applicable to children and adults resilient than for younger children. The older ones can beihasil thanks to the diversity of reasons. Not only interested in the job. It would really interest arises precisely because no results. A sense of satisfaction because they got to strengthen interest. Punishment can reduce it. (4) interest will increase in size of the task in accordance with ability. Might be said that the interest actually exists because people can afford, (5) the interest can increase your chances of doing well, because childbirth attention immediately, facilitate the creation of concentration, streng then the attachment of learning material in memory, preventing disturbance of

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<sup>13</sup> WS. Winkel, *Psikologi Pendidikan*, (Jakarta: Gramedia, 2005), p. 31

<sup>14</sup> Whirington, *Psikologi Pendidikan*, Terjemahan, M. Buchori, (Jakarta: Aksara Baru, 2004), p. 136

<sup>15</sup> Salameto, *Belajar dan Faktor-Faktor Yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2003), p. 180

attention from outside and reduce the tedium of study in themselves own.<sup>16</sup>

In the study of fiqh, facilitate the creation of an interest in one's mind students' concentration. Student attention to the lessons of fiqh can facilitate the development of concentration that is about focusing on the lessons of fiqh. So, in fiqh, learning activities if it is not based on interest. the concentration of the hard lessons of fiqh be developed and maintained. This is in line with the opinion of William Armstrong that concentrations not exist where there is insufficient interest. Someone students to study without concentration tantamount to wasting time and energy in vain because his mind was not on the lessons and kite hovers somewhere.<sup>17</sup>

Based on some of the views of psychologists and education experts as described above, it is an learning Interest fiqh is a sense of love and a sense of affinity for learning fiqh, without being told and forced to study fiqh.

Indicators learning Interest fiqh include: (1) the encouragement of the

student to study fiqh, (2) a sense of fun to the lessons of fiqh, (3) pay attention to the lessons of fiqh, (4) participate in fiqh learning activities.

### 3. Fiqh Learning Achievement

Learning interpreted by experts with different views, according Hamalik, learning is a form of growth or change in a person who is expressed in ways of behaving which recently thanks to the experience and training. The new behavior for instance from not knowing to knowing, the emergence of new notions, change in attitudes, habits, and skills, the ability to appreciate, development, and social traits and emotional.<sup>18</sup> In line with these opinions, Raka Joni states that learning is a change in behavior caused by the process of the development of human life, the study

Based on the above, it can be stated that learning is a conscious effort by a person or group of people for the purpose of changing the knowledge, attitudes, and behavior of a person or group through learning activities either through formal education, informal of human conduct qualitative changes in individual behavior so that developing,

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<sup>16</sup> L.F Sanders, Saduran Bebas: J. Drost, S.J. *Membantu Anak Mengerjakan Pekerjaan Rumah*, (Jakarta: Gramedia: Pustaka Utama, 2005), p. 23

<sup>17</sup> Salameto, *op. cit.* p. 181

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<sup>18</sup> Oemar Hamalik, *Metoda Belajar dan Kesulitan-Kesulitan Belajar*, (Bandung : Tarsito, 2000), p. 28.

all the activities and accomplishments of life is the result of learning. The learning process is different from the process of maturity. Maturity is the process of behavior is modified as a result of the growth and development of the structure and functions of body.<sup>19</sup> Similarly, Saiful Bahri said that learning is a series of activities and soul to obtain a change in behavior as a result of individual experience in the interaction with the environment-related aspects of cognitive, affective and psychomotor.<sup>20</sup> In psychological, learning is an individual process attempts to obtain a new behavior changes as a whole as a result of individual experiences itself in interaction with the environment.<sup>21</sup>

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<sup>19</sup> Mahfudh Shalahudin. *Pengantar Psikologi Pendidikan*, (Jakarta: Bina Ilmu, 2000). p. 27

<sup>20</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 13

<sup>21</sup> Abu Abmadi dan Widodo. *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2001). p. 121

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The learning result is a compound word composed of two words and learning achievemen. Results means "ability", or works "<sup>25</sup> W.S Winkel found evidence of results is achieved business and non-formal. success of an action or activity.<sup>26</sup> In the aspect of education, Ngalim Poerwanto found the result is something that is used to assess the results of teacher lessons given to

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<sup>22</sup> Mahfudh Shalahudin. *Pengantar Psikologi Pendidikan*, (Jakarta: Bina Ilmu, 2000). p. 27

<sup>23</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2002), p. 13

<sup>24</sup> Abu Abmadi dan Widodo. *Psikologi Belajar*, (Jakarta: Rineka Cipta, 2001). p. 121

<sup>25</sup> ALN Krimer SR. *Kamus Belanda*, Den Haag; 68, Van Goor Zoonen Unit Goversmeat Chappij 2, NU, 2006. p. 206

<sup>26</sup> W.S Winkel. *Psikologi Pendidikan*, (Bandung; Remaja Rosdakaiya, 2000)., p. 84

students or faculty to students within a certain time.<sup>27</sup> Students in a particular period of bales this is a period of one semester or in the form of quarterly and the results will be expressed in the form of scores or numbers. The size of the work done to show the size of the work done scores of these students, so that the results can be seen seriousness students in learning. Then it was learned can not be separated in the life of any individual because the whole activity by any individual does not just happen but through a process of learning, from the simplest form of activity to the things that are more diverse activities that can be categorized as acts of learning.

In general, experts agree that the notion of learning achievemen include: (a) the behavior of cognitive, affective, and psychomotor; (B) is not temporary but are relatively fixed; and (c) as a result of experience.

The learning result, according to experts of modern learning, skill or behavior is new thanks to the experience or training,<sup>28</sup> The new skill or behavior may be understanding, appreciation

attitudes, skills, and so on.<sup>29</sup> The learning result, according to experts of modern learning, skill or behavior is new thanks to the experience or training, skills or new behaviors can be the understanding, appreciation attitudes, skills, and so on.

Learning achievemen in the cognitive aspects, according to Bloom, is composed of six categories of skills, namely knowledge skills (knowledge), understanding (comprehension), application, analysis, synthesis and evaluation<sup>30</sup>

Six categories or classifications according to Bloom's cognitive skills are shared by many experts in almost all fields, such as education, economy, defense and others. Six categories of behavioral or cognitive skills learning achievemen according to the Bloom, still used in the preparation of the lattice of learning achievemen for the final stage of evaluation.<sup>31</sup> determine (1) the extent to which the topic or unit of study that is being studied has been mastered; (2) how or where the concepts of the topic

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<sup>29</sup> S. Nasution, *Didaktik Azas-Azas Mengajar*, (Bandung : Jemars, 2000) , pp. 7-13.

<sup>30</sup> Benjamin S. Bloom (ed.), *Toxonomy of Educational Objektiv Handbook I : Cognitive Domain* (New York : Longman Inc., 1956),, p. 10.

<sup>31</sup> Depdikbud RI, 2004, *EBTANAS dan PMP*, pp. 8-

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<sup>27</sup> M. Ngalim Poerwanto. *Teknik-Teknik Evaluasi Pendidikan*, (Jakarta: Nasco, 2009). p. 61

<sup>28</sup> Oemar Hamalik, *op. cit.* p. 21



or unit of study that needs to be revised because it is difficult and has not mastered the students before proceeding to the following topics; and (3) how much more help is needed or participation or training needed to be able to master a topic or unit of study that is being studied thoroughly, before proceeding to the next topic or unit of study, or before the summative test. Muhibbin Shah stated that the learning achievement is the extent of success in learning school subjects are expressed in the form of scores obtained from the results of tests on a particular subject matter,<sup>32</sup> in line with the opinion of Dimiyati suggests that within the learning process will be able to produce learning achievement, learning achievement were identified after the measurement<sup>33</sup>

In this regard Mas'ud Hasan Abdul Qahar found results is what can be created, the work, the results are pleasing obtained with difficulty working. Similarly, according to Waluyo states that the result is a prediction or

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<sup>32</sup> Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2007), p. 141

<sup>33</sup> Dimiyati dan Mudjiono, *op. cit.*, p. 200

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award for the results achieved, either studying, training or employment".<sup>34</sup>

Based on the description of the theory and the limitations on learning achievement and lessons of fiqh, as noted above, it is a result of studying fiqh in this study are the final results obtained by the students after participating in the process of learning activities Salama one semester is the first semester for subjects of fiqh.

Indicators of fiqh learning achievement integers include: (1) fiqh of worship, which involves: introduction and understanding of the implementation of the pillars of Islam that is true and good, like: ordinance thaharah, prayer, fasting, zakat and hajj and (2) muamalah, concerning: the recognition and understanding of the provisions of the food and drinks are halal and haram, circumcision, sacrifices, procedures of buying, selling and borrowing.

### **C. Research Method**

The method used in this research is using survey method is to do research directly to the field, namely to Junior High School Al-Kamal Kebon Jeruk,

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<sup>34</sup> Waluyo, *Kamus Psikologi*. (Jakarta, Bintang Pelajar, 2000) , p. 138.

West Jakarta, which means that the study did not conduct treatment of the variables studied. Data collection tool used is a questionnaire (questionnaire). By means of collecting such data can be obtained from the data that matches the theme of the study. The research data captured using a questionnaire developed by researchers and is given to a sample of the population. This method is used to express the relationship between variables demonstrative method (X1) and a variable learning interest (X2) with variable fiqh learning achievement (Y). Research conducted at SMP Al-Kamal Jakarta, with a survey method. Populasai in this research is class VIII SMP Al-Kalmal numbering as many as 113 students, while respondents were students of class VIII SMP Al-Kalmal numbering as many as 70 people, the samples were determined using simple random sampling technique. Instruments using a questionnaire. Fiqh learning achievement as the dependent variable, while the instrument demonstration method and learning interest fiqh as independent variables.

#### **D. Discussion and Research Result**

Based on the results of the research findings can be formulated some formulations discussion as follows:

##### **1. The Relationship Methods Demonstration To Fiqh Learning Achievement**

Based on the ANOVA or F test, obtained Fhitung is 80.349 with a significance level of 0.000. Because the probability (0.000) is much smaller than 0.05, then the regression model can be used to predict the results of study of fiqh.

Based on the linearity test, obtained Fhitung 1,187. If consulted with Ftable at a significance level of 0.05 and dk (34.34) = 1.76. Thus H0 is accepted as Fhitung smaller than F table (1,187 < 1,76). So H1 accepted, so it can be stated that the linear regression of Y on X1 with the regression equation is  $Y = 10.325 + 0,182X1$  is meaningless. Since the probability of the t test of 0.000 is much smaller than 0.05, then the regression model significantly, this means the demonstration method does affect fiqh learning achievement.

From the calculation of simple correlation coefficient between X1 with Y obtained price  $r = 0.763$ . To determine the correlation coefficient has

a significance or not, it is necessary to test that with t test. Statistical analysis for this test produces a probability of 0.000 Thus,  $p < 0.05$ . Thus the null hypothesis that sounds simple correlation coefficient between X1 with Y does not mean the above test results can be concluded that there is a positive relationship between the method of demonstration to fiqh learning achievement.

From the research that illustrates the positive relationship between the methods of demonstration to fiqh learning achievement. It can also be interpreted that the method of demonstration which tends to be good, then the higher the fiqh learning achievement. And conversely the lower inclined demonstration method, the lower the fiqh learning achievement.

To see how far the strength of its relations can be seen from the large or small coefficient of determination, ie  $r^2 = 0.582$ . It can be interpreted that 58.2% of learning achievement determined by the method of demonstration. This means that the increase or decline in the study of fiqh can be explained by variations in student assessment of the methods of demonstration by 58.2% through simple linear regression equation  $y = 10.325 +$

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0,182X1. Thus, the regression of Y on X1 meaningfully be used to predict the average outcome of learning fiqh (Y) when the average demonstration known.

## **2. The Relationship Learning Interest With Fiqh Learning Achievement**

Based on the results of simple regression analysis of Y on X2, regression equation  $Y = 17.264 + 0.123 X2$ . To determine whether the regression equation of Y on X2 means or not, it is necessary to test the significance. Then testing done by test F. Having in mind the significance of regression equation of Y on X2, is also important to know linearity, also using the F test anyway.

Based on the ANOVA or F test, obtained F count was 74.985 with a significance level of 0.000. Because the probability (0.000) is much smaller than 0.05, then the regression model can be used to predict the results of study of fiqh.

Based on the linearity test results, obtained Fhitung = 1.349. If consulted with F table at a significance level of 0.05 and dk (37.31) = 1.78. Thus H0 is accepted as Fhitung smaller than F table (1.349 < 1.78). So H1 accepted. So it can be stated that the linear regression of Y

on X2 with the regression equation is  $Y = 17.264 + 0.123 X_2$  is meaningless. Since the probability of the t test of 0.000 is much smaller than 0.05, a significant regression model, this means learning Interest does indeed influence fiqh learning achievement.

From the calculation of simple correlation coefficient between X2 with Y obtained  $r = 0.743$ . To determine the correlation coefficient has a denied. The conclusion that  $r_{X_1Y}$  means. Based on significance or not. Because the probability of  $0.000 < p < 0.05$ . Thus the null hypothesis that sounds simple correlation coefficient between X1 with Y does not mean denied. The conclusion that  $r_{X_1Y}$  means. Based on the above test results it can be concluded that there is a positive correlation between learning Interest with fiqh learning achievement.

From the research results show that there is a positive correlation between learning Interest with fiqh learning achievement. The strength of this relationship can be seen from the large and the small coefficient of determination. The coefficient of determination for the learning Interest (X2) to fiqh learning achievement (Y) of 0.552. It can be interpreted that 55.2%

variation fiqh learning achievement determined by the interest of learning. This means increasing and decreasing the fiqh learning achievement by 55.2% can be explained by the learning Interest through simple linear regression equation  $y = 17.264 + 0.123 X_2$ .

### **3. Relationship Demonstration Methods And Learning Interest In Together With Fiqh Learning Achievement**

Based on the results of simple regression analysis of Y on X1 and X2, a simple regression equation of Y on X1 and X2. To now whether the regression equation of Y on X1 and X2 means or does not mean. It is necessary, significance testing using F test after it was revealed the significance of the regression equation, keep in mind also linearity using ANOVA test or F. Of Ftest, obtained  $F_{hitung}$  is 50.626 with a significance level of 0.000. Because the probability (0.000) is much smaller than 0.05, then the regression model can be used to predict the results of study of fiqh. It can be concluded that the linear regression of Y on X1 and X2 with the regression equation is  $Y = 10.478 + 0.978 X_1 + 0.115 X_2$  is meaningless.

Since the probability of the t test was much smaller than 0.05, then the regression model significantly, this means the method of demonstration and learning Interest together indeed affect fiqh learning achievement.

Based on research results illustrate a positive relationship between the method of demonstration and learning Interest with fiqh learning achievement. It can also be interpreted to mean that the method of demonstration and learning interest tends to be Performed fiqh learning achievement. And conversely the lower inclined demonstration method and learning Interest, the lower the fiqh learning achievement.

Coefficient correlation between the variable method of demonstration and learning Interest the fiqh learning achievement is 0.772, whereas to see how far the strength of its relations can be seen from the large or small coefficient of determination, ie  $r^2 = 0.595$ . It can be interpreted that 59.5% of fiqh learning achievement can be determined by the method of demonstration and learning Interest together. This means that the increase or decline in the study of fiqh can be explained by variations in student

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assessment of the methods of demonstration and learning interest of 59.5% through simple linear regression equation  $y = 10.478 + 0.978 X_1 + 0.115 X_2$ .

Thus, the regression of Y on X1 and X2 are meaningfully be used to predict the average outcome of learning fiqh (Y) when the average assessment of students' demonstration methods are known.

To see the relationship one independent variable and the dependent variable in the controlled conditions of the other independent variables (fixed), conducted a partial correlation analysis. The first partial correlation analysis was conducted between variables Y with X1, X2 under conditions of controlled variables (fixed). The calculation result obtained  $r_{y1.2}$  value of 0.4303. Because the probability of 0.001 is much smaller than the 0,005 it is thus the partial coefficient was significant. between the second Y variables X1, X2 under controlled conditions (fixed). The calculation result obtained  $r_{y2.1}$  value of 0.3533. Because the probability of 0.002 is much smaller than the 0,005 it is thus the partial coefficient was significant

## E. Summary

Based on all the discussion that has been the author described the discussion in advance, it can be formulated some conclusions as follows:

1. There is a positive relationship between demonstration method of the fiqh learning achievement, which is indicated by a correlation coefficient of 0.763 and the determination coefficient of 0.582. This suggests that the variation occurs in the fiqh learning achievement by 58.2% can be explained by demonstration method, through a simple linear regression equation that has been tested good, then the higher the Correlation analyzes or significance. Because the results of this study concluded that there is a positive relationship between demonstration methods of fiqh learning achievement.
2. The relationship between the variables demonstration method of the fiqh learning achievement remain positive after a partial correlation analysis by controlling the variable learning Interest. This is indicated by  $R_{y.12}$  value of = 4303. Thus, the findings of this study show

that the better demonstration method, then the fiqh learning achievement tends to increase.

3. There is a positive relationship between the variables of learning Interest with fiqh learning achievement. This is indicated by a correlation coefficient of 0.743 and determination coefficient of 0.552. This means the variations that occur in the fiqh learning achievement by 55.2%, can be explained by the learning Interest, through a simple linear regression equation that has been tested or significance.
4. The relationship between learning Interest the fiqh learning achievement remain positive despite method done to control the demonstrations. This is shown by the partial correlation coefficient of 0.3533  $R_{y.21}$ . Thus the findings in this study indicate that the better the learning Interest, the better the fiqh learning achievement .
5. There is a positive relationship between demonstration method and learning Interest together with the fiqh learning achievement. This is demonstrated by the multiple correlation coefficient between  $X^1$  and  $X^2$  with  $Y$  obtained price  $r =$

0.772 and determination coefficient of 0.595. This means that the variation that occurs in fiqh learning achievement of 59.5% can be explained jointly by demonstration method and learning Interest, through multiple linear regression equations that have been tested or significance. Thus it can be stated that there is a positive relationship between demonstration method and learning Interest together with the results of studying fiqh.

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