

## The Use of Demonstration Methods to Improve The Mastery of Hajj Material for Students Class VIII MTs Al Wahid Pape Islamic Boarding School

Syarifuddin  
MTs Al Wahid Pare

Email: syarifgnb3@gmail.com

### Abstract

This study discusses the Analysis of the Use of Demonstration Methods to Increase Mastery of Hajj Materials in the Fiqih Subject for Grade VIII MTs Al Wahid Pape Islamic Boarding School, Sidrap Regency. This type of research is Classroom Action Research or Classroom Action Research (PTK). The results of this study indicate, (1) Students' understanding of Hajj material in Fiqh learning, can be seen in the learning process in cycle I, namely obtaining an average value obtained of 6.57. (2) Efforts to increase students' understanding of pilgrimage can be reached using the demonstration method. Cycle I at the beginning of the lesson begins with using audio-visual media, in cycle II using demonstration methods. (3) Increased understanding of pilgrimage by using the demonstration method, namely the acquisition of an average value in which each cycle has increased. Cycle I the average value obtained was 6.57, in cycle II it increased, namely 7.57, and experienced another increase in cycle III, namely obtaining an average value of 8.33.

**Keywords:** *demonstration method, Hajj material, islamic boarding school*

**\*Corresponding author:** syarifgnb3@gmail.com  
DOI: <https://doi.org/10.35905/aliftah.v4i2.4961>  
Page: 104-120

AL-IFTAH with CC BY SA license. Copyright ©, the author(s)



### 1. PENDAHULUAN

The education system is currently undergoing rapid changes. The change aims to improve the existing education system. Various new approaches have been introduced and used to make the learning process more memorable and meaningful. Technology is one of the most dominant factors in changing the education system. With technology, learning will be more effective and efficient.

Psychologically, if students are less interested in the methods used by the teacher, then naturally students will provide less supportive feedback in the learning process. As a result, there is a sense of indifference of students to religious teachers and not interested in the learning process of Islamic Religious Education. The implication is that the affective realm and the psychomotor realm are not maximally achieved. If the conditions are like that, it will be difficult to expect students to be aware and willing to practice religious teachings. (Iplih, 2018)

Learning will be more interesting if there is the right combination between the selection of learning methods with the media used. A good learning method chosen by the teacher should be adjusted to the material so as to cause a positive impression in students. With a positive impression, the material that has been conveyed will be easily understood and not just lost along with the arrival of new materials or due to other factors.(Pangaribuan et al., 2022)

The use of methods that do not align with the teaching objectives will pose a challenge in achieving the goals formulated within the basic competencies. Quite a lot of teaching material is wasted simply because of the use of methods according to the teacher's preferences and disregarding the needs of students, facilities, and classroom situations. One method in learning is the demonstration method. This method is intended as a way to explain something (teaching material) by demonstrating objects, events, rules, and sequences of activities, either directly or through the use of relevant teaching media related to the subject matter or material being presented. A method that is able to create a real condition into an unreal one is the demonstration method (Lukmanul Hakim et al., 2023).

This is applying of demonstration method, it is hoped that students will benefit in various ways, such as conveying information, convincing listeners, entertaining listeners, creating an idea or concept, touching the emotions of listeners, or introducing oneself in an engaging manner. The demonstration learning method is a method that demonstrates something real, the state of affairs, or processes (Hartini, 2021). The method allows for more variability, not solely relying on verbal communication through teacher talk, so students are not passive but more actively engage in learning activities, not only listening to the teacher's

explanation but also actively participating in activities such as questioning, discussing, practicing, demonstrating, and being guided by the teacher (Miftahul Romdon, 2023).

Islamic education aims to educate students to learn, be motivated to learn, be enthusiastic about learning, and be eager to continuously learn Islamic teachings, both for the sake of acquiring correct knowledge and understanding Islam as well as for educational purposes. One of the challenges to the quality of education in Indonesia is the low quality of the learning process, such as ineffective teaching methods, curriculum, ineffective school management, and lack of motivation among students in learning (Iplih, 2018).

Teachers must know several aspects that can be utilized to foster student motivation in learning. This includes selecting the appropriate material and teaching methods, including presenting demonstrations, providing clear explanations of the intended learning objectives, connecting learning activities with students' needs, and facilitating active engagement (Hartini, 2021). Teachers should recognize that they are essential components within the school's educational system. The delivery of general education is not merely about delivering material, but it requires adjustments to students' needs regarding the material and involvement in a teaching strategy that makes students more active, attentive, and not solely reliant on teacher-centered instruction (Loiser & Endne, 2022).

The demonstration method is a means of presenting lessons by showing real-life processes, situations, or specific objects that are either actual or simulated, often accompanied by verbal explanations. Through the demonstration method, the process of information absorption by students becomes more effective and profound, leading to better understanding and retention (Aisah, 2021). The demonstration method serves as a guide to the realization of a particular event or object that is being taught, often complemented by explanations from the instructor. (Rohmat Umara, 2022).

The effectiveness of this method results in students achieving better learning outcomes. The demonstration method should be carried out systematically, including: (1) formulating clear objectives and expected outcomes after the

demonstration, (2) determining the materials needed and ensuring their availability, (3) establishing the procedures and conducting trials before the actual demonstration, (4) determining the duration of the demonstration session, (5) providing opportunities for students to give feedback both during and after the demonstration, (6) encouraging students to note important points, and (7) establishing criteria for assessing student understanding (Mahrum et al., 2023).

The demonstration method involves various practical steps that address individual and social dimensions, hence requiring expertise and skill in presentation from teachers to ensure that the learning materials are effectively delivered and students are engaged in a manner that stimulates their high interest in resolving issues provided by the teacher during the learning process (Kafa, 2022). Steps in implementing the demonstration method include: the teacher clarifying the competencies to be achieved, presenting the sequence of materials to be demonstrated, presenting examples and cases as needed, selecting one or more students to demonstrate a suitable scenario, all students observing and analyzing the demonstration, each student expressing their analysis and receiving feedback, and the teacher drawing conclusions (Endayani et al., 2020).

Moreover, the term "hajj" in general Islamic terminology means pilgrimage, which specifically refers to visiting the House of God (Kaaba) in Mecca during the prescribed period, following specific rituals ordained by Allah SWT as an obligation and devotion from His servants. Hajj involves visiting specific places such as the Kaaba in Mecca, Mina, Arafat, Muzdalifah, and Al-Mashar al-Haram (Fatan et al., 2020). Certain activities include Ihram, which is the intention and donning of pilgrim attire at the specified time and place. This is followed by the Wuquf at Arafat, which begins from the decline of the sun on the ninth of Dhu al-Hijjah until the rise of dawn the following day (Rizal, A. E., & Sesmiarni, 2022). Then, the Tawaf is performed, circling the Kaaba seven times counterclockwise. Subsequently, the Sa'i is performed by walking back and forth between the hills of Safa and Marwah. Lastly, the Halq or Taqlid is performed, which involves shaving or cutting a minimum of three hairs. All of these rituals are performed in a specific

sequence. Compliance with the order of the hajj pillars starts from the Tawaf to the Halq (Takwim et al., 2021).

Based on the aforementioned, several conclusions have been formulated in this study regarding the utilization of the demonstration method in teaching Hajj material to Grade VIII students at the Pondok Pesantren Al-Wahid Palangka Raya, Sidikalang.

## 2. METHOD

This article using Classroom Action Research (CAR) is a reflective form of teaching action conducted to enhance the rational abilities from the actions performed by teachers to improve the learning conditions implemented. The purpose of this CAR is to improve and enhance teaching performance in addressing students' difficulties in learning (Mustafa et al., 2020).

As previously mentioned, CAR progresses through cycles in a spiral form, each consisting of four stages that continuously iterate and improve. These stages include (1) planning action research/reflection, (2) implementing and executing planned actions, (3) conducting observation and data collection on implemented actions, and (4) reflecting on the actions taken, including analysis, interpretation, and evaluation of the implemented actions to identify successful strategies and areas needing further improvement for the next cycle (Meesuk et al., 2020).

The subjects of this research are eighth-grade students of Madrasah Tsanawiyah Al-Wahid and educators of the same school. The general procedure of CAR includes (Prof. Dr. Sugiyono, 2023):

1. Development/Establishment of Research Focus:

- a. Clarification of research questions related to CAR must genuinely stem from issues experienced by teachers in their teaching practices, not externally imposed, but also may arise from students, teachers, curriculum, learning outcomes, and interactions within teaching practices.
- b. Identification of Issues: It is crucial to identify the critical issues to resolve and recognize the actual conditions experienced by teachers in classrooms.

This involves collating various data sources and holding discussions to improve accuracy.

- c. Analysis of Issues: After identifying the focus, the next step is to analyze the issues critically to determine the urgency of addressing them, which may lead to problem formulation.

## 2. Formulation of Action:

- a. Formulation of potential solutions in the form of action hypotheses.
- b. Analysis of Viability of Action Hypotheses: This involves critically evaluating several hypotheses from real-world conditions and ideal situations, with empirical testing necessary to ensure the implemented actions and the results obtained are comprehended by teachers and researchers alike.
- c. Planning Action: Necessary steps include creating a teaching scenario, preparing the required facilities/resources, informing stakeholders, and conducting a rehearsal of action demonstration if needed.

## 3. Implementation and Observation of Action:

- a. Implementation of Action: Once all preparatory work is completed, the planned action is executed within the classroom context. This is the central stage in the CAR cycle, accompanied by observation and interpretation, as well as reflection.
- b. Observation and Interpretation: Observation records the events/actions during the implemented action to provide insights that will be discussed during the subsequent reflection.
- c. Post-Action Discussion: Observations provide valuable feedback for post-action discussions, crucial for revising strategies based on documented data.

## 4. Analysis and Reflection:

- a. Data Analysis: Involves selecting, focusing, organizing, abstracting, and categorizing data systematically and rationally to present relevant information concisely.

b. Reflection: Reflective practice allows for the examination of what has occurred and what hasn't, what has been successful and what needs improvement. The results of this analysis and reflection guide further steps in achieving research goals.

The results of the analysis and reflection determine whether the action taken has effectively addressed the research issues or if further action is required. The number of cycles in CAR is determined based on the resolution of research issues and the achievement of research goals.

### **3. RESULTS AND DISCUSSION**

#### **3.1 Action Steps**

##### **a. Identification of Teaching Problems**

Before initiating the research process, the researcher conducted observations in October 2022. Based on the observation, it was noted that during the teaching process, some students were disengaged, lacked motivation, and struggled with the material provided by the teacher. Consequently, the students' learning outcomes remained low, as they had not yet met the Minimum Mastery Criteria (KKM) set by the school.

##### **b. Action Planning**

To conduct the research, a clear action plan needed to be developed within the teaching process. This plan involved considering methods like demonstration to enhance student engagement with the learning material and achieve the intended learning objectives. Typically, this research involves identifying teaching problems that arise from students' varying levels of ability, which are then addressed by the teacher through explanation and sourcing relevant resources. Throughout the teaching process, the teacher continuously adjusts teaching objectives, provides guidance to students, evaluates their performance, and explains the learning material.

In executing this teaching plan, the teacher acts not only as a facilitator but also as a coordinator and consultant to support student learning. Additionally,

students are expected to take a more active role in analyzing problems and taking responsibility for their learning.

### 3.2 Action Implementation

This research is conducted over three cycles/sessions, with each cycle comprising two meetings. Thus, the entire research process spans six meetings. Each cycle consists of action planning, action implementation, observation, and reflection.

#### a. Cycle I

- a) Action Planning
- b) Action Implementation
- c) Observation

In the initial meeting, the teacher had not yet gained insight into the students' perceptions. While the teacher explained the teaching material according to the planned outline, they had not effectively managed the teaching process, resulting in some students still engaging in off-task conversations.

In the first meeting, not all students were able to practice activities as planned in the classroom due to the lack of readiness at that time. The observation results from the first meeting are presented in the following table:

Table 1 Student engagement in activities during the first meeting, Cycle I

Observed Aspect	F	%
1. List the movements about Hajj material practiced by using demonstration	4	13,33
2. Modeling movements to students about the Hajj material that is being practiced.	6	20
3. Giving examples of Hajj movements to the teacher about the Hajj material being practiced.	6	20
4. Students practice how to perform the Hajj.	14	46,67
5. Students practice how to perform the Hajj in sequence.	19	63,33

#### b. Cycle II

- a) Planning of activities
- b) Implementation of activities
- c) Observation

In this third meeting, the teacher has already gained insights. The teacher has started to conduct teaching according to the planned arrangements. The teacher has been able to identify and formulate problems, the teacher has been able to guide and facilitate the learning process of the students. The teacher in this third meeting did not conclude and provide sufficient guidance at the right time. At the end of this meeting, the teacher encouraged the students to study more at home so that in the next meeting they would be more active again in learning.

Indicators of student activities were observed if students were able to mention, distinguish, provide examples of activities and able to perform activities correctly and sequentially, students were observed to be able to understand the matter. The observation results from this third meeting are shown in the following table:

Table 2. Students' activities during the third meeting, Cycle II.

Observed aspect	F	%
1. List the movements about Hajj material practiced by using demonstration	4	13,33
2. Modeling movements to students about the Hajj material that is being practiced.	5	16,67
3. Giving examples of Hajj movements to the teacher about the Hajj material being practiced.	25	83,33
4. Students practice how to perform the Hajj.	26	86,67

5. Students practice how to perform the Hajj in sequence.	26	86,67
---	----	-------

The table indicates that stating generalizations about the material being practiced through the demonstration method was done by 4 students (13.33%), providing examples of generalizations by other students about the material being practiced through the demonstration method was done by 5 students (16.67%), providing examples of generalizations by the teacher about the material being practiced through the demonstration method was done by 25 students (83.33%), executing tasks correctly by 26 students (86.67%), and executing tasks correctly sequentially by 26 students (86.67%).

Furthermore, a comparison of the average scores between Cycle I and Cycle II reveals an improvement in the average score between Cycle I and Cycle II.

Average scores for Cycle I: 6.57

Average scores for Cycle II: 7.57

### 3.3 Reflection

- b. Cycle II
  - a) Planning of teaching
  - b) Implementation of teaching
  - c) Observation

In the third meeting, the teacher has gained insight. The teacher has successfully conducted teaching in accordance with the predetermined plan. The teacher has been able to identify and solve problems, guide the teaching process of students, and provide feedback. In this third meeting, the teacher did not conclude and provide sufficient guidance in time. At the end of this meeting, the teacher encouraged the students to be more active in learning by providing explanations and motivating everyone who actively participated to be given additional scores.

Based on the reflection results of Cycle II, it is expected that in Cycle III, students will be more active in learning and create a conducive learning atmosphere, and finally, the teacher should provide conclusions about the learning activities that have been given.

c. Cycle III

1. Planning of teaching

- a) Increase learning outcomes significantly by using the demonstration method.
- b) Improvement of learning outcomes using the demonstration method is evidenced by comparing the average test scores at the end of Cycle II with the average test scores at the end of Cycle III.

2. Implementation of teaching

- a) Formulate clear objectives regarding the learning outcomes to be achieved by students.
- b) Provide media related to the material.
- c) Practice the material using the demonstration method.
- d) Establish indicators of learning outcomes.
- e) Calculate/determine the allocation of time.

In the final session, the teacher summarizes the presentation and gives the opportunity for students to clarify any misunderstandings about the material taught. Some students express their misunderstandings, then the teacher explains again clearly. After the teacher and students interact, the teacher then concludes the teaching session while motivating the students to be more active in solving their tasks in the next meeting.

3. Observation

Throughout the session, observations are continuously made directly on the students' activities in learning. In the first meeting, the number of students who attended was 30 students (100%). The students' learning outcomes in this fifth meeting have shown improvement. In this meeting, active participation is seen among the students who are actively involved in learning activities. The students

show enthusiasm and responsibility in completing each assigned task. The students' work is neat in this meeting. The observation results in this fifth meeting are summarized in the following table:

Table 3 Students' activities in the fifth meeting, Cycle III, with a total of 30 students.

Observed to aspect	F	%
1. List the movements about the Hajj material practiced using the demonstration method	6	20
2. Modeling movements to students about the Hajj material that is being practiced.	3	10
3. Giving the teacher examples of Hajj movements practiced using the demonstration method.	25	83,33
4. Students practice how to perform the Hajj.	28	93,66
5. Students practice how to perform Hajj in sequence using the demonstration method.	30	100

The table below shows that the students mentioning generalities about the taught material using the demonstration method were 6 students (20%). Providing examples of generalities to other students about the taught material using the demonstration method were 3 students (10%). Giving examples of generalities directly to the teacher about the taught material using the demonstration method were 25 students (83.33%). Successfully performing tasks correctly were 28 students (93.33%), and performing tasks correctly sequentially were 30 students (100%).

Based on the description, the research results concluded that the use of the demonstration method in the teaching process effectively improves students'

learning outcomes in Class VIII of MTs Pondok Pesantren Al-Wahid Palpokal Platen Sidrap.

The research aimed at improving students' learning outcomes was conducted over 3 cycles within 6 meetings, with each cycle consisting of 2 meetings. This research was conducted from October to November in the Academic Year 2021/2022. Overall, the research results are summarized in the table below:

Table 4 Average scores of students' learning outcomes in Cycles I, II, III.

Observed Aspect	Siklus I (%)	Siklus II (%)	Siklus III (%)
1. List the movements about the Hajj material practiced using the demonstration method	16,67	10	25
2. Modeling movements to students about the Hajj material that is being practiced.	21,67	13,34	18,34
3. Giving the teacher examples of Hajj movements practiced using the demonstration method.	16,67	66,67	78,33
4. Students practice how to perform the Hajj.	66,67	86,67	96,67
5. Students practice how to perform Hajj in sequence using the demonstration method.	81,67	86,67	100

From the percentage results, it is evident that all items in Cycle III showed improvement.

At the end of each cycle, a test was conducted to determine the extent to which the demonstration method influenced students' learning outcomes. Subsequently, the average test scores per cycle were calculated. The average test scores for Cycles I, II, and III are as follows:

Table 5 Comparison of average test scores for Cycles I, II, and III.

Siklus I	Siklus II	Siklus III
6,57	7,57	8,33

From the table, it is observed that the average score values have increased, namely in Cycle I, with a score of 6.57, in Cycle II with a score of 7.57, and in Cycle III with a score of 8.33.

Students' learning outcomes in the instructional process are also influenced by their activities during the learning process. Thus, in addition to monitoring the students' progress, researchers also monitored the teachers' activities in the classroom. The teachers endeavored to create a conducive learning environment. This improvement was noticeable in the performance of teachers in every session, especially in Sessions 5 and 6, where the teachers were deemed more proficient. However, in Sessions 1 to 3, there were instances where some teachers failed to emerge (were not conducted), such as asking questions to students. This was due to the teacher's forgetfulness at times. Moreover, the teachers' activities were deemed insufficient.

Students engaged in self-study by practicing individually. Their goal was to be more active and creative in their learning without being guided by the teacher beforehand, although the teacher still directed and guided them when necessary. Meanwhile, in Cycle III, the method used was demonstration and presentation, resulting in better outcomes compared to previous cycles.

The results of the study and analysis indicate that the use of the demonstration method to improve the learning outcomes of Grade VIII students at MTs Pondok Pesantren Al-Wahid Palpe Kalbupalten Sidralp has been successful. This is evidenced by the results of the average scores in each cycle, namely 6.57 in Cycle I, 7.57 in Cycle II, and 8.33 in Cycle III. Thus, improvement was observed in each cycle.

Although the hypothesis in this study was that the use of the demonstration method would improve the learning outcomes of the Fiqh subject for Grade VIII students at MTs Pondok Pesantren Al-Wahid Palpe Kalbupalten Sidralp, it has been proven to be true.

#### 4. CONCLUSION

Students' learning outcomes in the subject of Fiqh at Grade VIII of MTs Pondok Pesantren Al-Wahid Palpe Sidralp have been observed in the teaching process in Cycle I, obtaining an average score of 6.57. To improve the learning outcomes of Grade VIII students at MTs Pondok Pesantren Al-Wahid Palpe Sidralp, the demonstration method was employed. In Cycle I, the teaching process was conducted using audiovisual media, while in Cycle II, the demonstration method was utilized. In Cycle III, the demonstration method was employed, followed by presentation and practicum. The improvement in learning outcomes with the use of the demonstration method resulted in an increase in the average scores in each cycle. In Cycle I, the average score obtained was 6.57, in Cycle II, there was an improvement to 7.57, and further improvement was observed in Cycle III, with an average score of 8.33.

### References:

Aisah, A. (2021). The Effect of Using the Demonstration Method on Students' Skills in Practicing Wudhu. *Interdisciplinary Social Studies*, 1(1). <https://doi.org/10.55324/iss.v1i1.2>

Endayani, T., Rina, C., & Agustina, M. (2020). Metode Demonstrasi Untuk Meningkatkan Hasil Belajar Siswa. *Al - Azkiya : Jurnal Ilmiah Pendidikan MI/SD*, 5(2). <https://doi.org/10.32505/al-azkiya.v5i2.2155>

Fatan, A. F., Dofira, G., & Budiawan, R. (2020). LET'S HAJJ APPLICATION: AR- BASED HAJJ GUIDANCE FOR ELEMENTARY STUDENT. *E- Proceeding of Applied Science*, 6(2).

Hartini, U. P. (2021). Upaya Meningkatkan Minat Belajar Siswa Pada Mata Pelajaran Fiqih Mwlalui Metode Demonstrasi Kelas VIII Di MTs Miftahussalam. *Kumpulan Karya Ilmiah Mahasiswa Fakultas Agama Islam Dan Humaniora*, 2(02).

Iplih, M. (2018). Implementasi Metode Demonstrasi Haji dan Umrah. *At-Tarbawi: Jurnal Kajian Kependidikan Islam*, 3(2). <https://doi.org/10.22515/attarbawi.v3i2.1316>

Kafa, A. M. (2022). Studi Komparatif Antara Pendekatan Kontekstual Dan Metode

Ceramah Terhadap Kemampuan Ranah Kognitif Pembelajaran Fiqih Materi Haji dan Umrah di MTs Al-Islam Gunungpati. *Jurnal PROGRESS: Wahana Kreativitas Dan Intelektualitas*, 10(1).  
<https://doi.org/10.31942/pgrs.v10i1.4501>

Loiser, P. T., & Endne, W. (2022). Effect of demonstration method on learning success. *International Journal of Curriculum Development, Teaching and Learning Innovation*, 1(1). <https://doi.org/10.35335/curriculum.v1i1.51>

Lukmanul Hakim, M., Devi, S., & Suprayit, A. (2023). Pengaruh Model Pembelajaran Demonstrasi Terhadap Peningkatan Kemampuan Hasil Belajar Bahasa Indonesia Tentang Teks Deskripsi. *Jurnal Ilmiah Wahana Pendidikan*, 9(6).

Mahrum, M., Fahrurrozi, F., & Ramdhani, D. (2023). IMPLEMENTASI PEMBELAJARAN FIQIH IBADAH DALAM MENINGKATKAN KESADARAN IBADAH SHALAT FARDU PESERTA DIDIK (STUDI KASUS DI MTs NW IJOBALIT) KECAMATAN LABUHAN HAJI KABUPATEN LOMBOK TIMUR. *Jurnal Ilmiah Mandala Education*, 9(1). <https://doi.org/10.58258/jime.v9i1.4764>

Meesuk, P., Sramoon, B., & Wongrusa, A. (2020). Classroom Action Research-based Instruction: The Sustainable Teacher Professional Development Strategy. *Journal of Teacher Education for Sustainability*, 22(1). <https://doi.org/10.2478/jtes-2020-0008>

Miftahul Romdon. (2023). Application of the Demonstration Learning Method in Improving Student Learning Achievement in the Eyes Islamic Religious Education Lessons. *Elementaria: Journal of Educational Research*, 1(1). <https://doi.org/10.61166/elm.v1i1.4>

Mustafa, P. S., Gusdiyanto, H., Victoria, A., Masgumelar, N. K., Lestariningsih, N. D., Maslacha, H., Ardiyanto, D., Hutama, H. A., Boru, M. J., Fachrozi, I., Rodriguez, E. I. S., Prasetyo, T. B., & Romadhana, S. (2020). Metodologi Penelitian Kuantitatif, Kualitatif, Dan Penelitian Tindakan Kelas. *Program Studi Pendidikan Olahraga Fakultas Ilmu Keolahragaan Universitas Negeri Malang 2020*, 53(9).

Pangaribuan, B. W., Purba, N., Siahaan, K. W. A., Sidabutar, E. F., Sihombing, V. T., Simamora, D. F., & Matondang, J. R. (2022). The Implementation of Demonstration Method to Increase Learning Outcome in Natural Science Lessons. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4). <https://doi.org/10.31004/obsesi.v6i4.1711>

Prof. Dr. Sugiyono. (2023). *Metode penelitian kuantitatif, kualitatif dan kombinasi (mixed methods)* (2020 Bandung : Alfabeta (ed.); Edisi 2, c). Alfabeta. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=853411>

Rizal, A. E., & Sesmiarni, Z. (2022). Pengembangan Modul Manasik Haji Dalam Mata Kuliah Manajemen Haji Dan Umroh. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 3(1).

Rohmat Umara. (2022). The Effectiveness of the Demonstration Method to Improve Student Learning Outcomes. *East Asian Journal of Multidisciplinary Research*, 1(9). <https://doi.org/10.55927/eajmr.v1i9.1513>

Takwim, Ansar, T., & Musin, Y. (2021). Manajemen Pelayanan Ibadah Haji Kantor Kementerian Agama Kabupaten Konawe, Sulawesi Tenggara. *Intelektiva: Jurnal Ekonomi, Sosial & Humaniora*, 3(1).