

The Effectiveness of Demonstrative Instruction Integrated with Digital Media in Improving Learning Outcomes in Fiqh on Qurban and Aqiqah at MAN Kota Tegal

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ABSTRACT

This study examines the effectiveness of a demonstrative learning model integrated with digital media in improving students' learning outcomes on fiqh topics of qurban and aqiqah at MAN Kota Tegal. Using a quantitative approach, the study employed a quasi-experimental two-group pretest-posttest design with 140 students, comprising a control group (n = 70) and an experimental group (n = 70), implemented over four sessions across two weeks. Descriptive results show that the control group increased from M = 58.39; SD = 6.60 (pretest) to M = 75.37; SD = 9.40 (posttest), while the experimental group increased from M = 56.63; SD = 6.56 to M = 75.06; SD = 10.78. Paired-samples t-tests indicate significant improvements in both groups (control: $t = 19.09$; $p < .001$; experimental: $t = 16.49$; $p < .001$). However, between-group comparisons reveal no statistically significant differences in posttest scores ($p = .854$) or gain scores ($p = .314$), although the experimental group's mean gain (M = 18.43; SD = 9.35) was slightly higher than the control group's (M = 16.99; SD = 7.45). ANCOVA (posttest as the dependent variable, pretest as a covariate) further confirms a non-significant group effect ($b = -1.19$; $p = .409$), while baseline performance significantly predicts posttest ($b = 0.86$; $p < .001$; $R^2 = .311$). These findings suggest that learning outcomes improved substantially in both groups, yet the added value of digital integration within the demonstrative model was not statistically superior to the comparison instruction under the observed context and duration.

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Introduction

Fiqh learning at the senior Islamic high school (madrasah aliyah) level demands comprehensive learning outcomes. Students are expected not only to know definitions and textual evidences (dalil), but also to translate legal rulings into correct worship procedures in real-life situations. In classroom practice, challenges often arise when the material is understood verbally yet not internalized as a practical skill particularly among a generation whose daily life is closely intertwined with digital devices. Therefore, integrating digital media is not merely a pedagogical

variation; it is a strategic approach to enliven learning interactions, strengthen attention, and help students develop a deeper understanding of fiqh concepts (Hasanah & Sapri, 2024).

The instructional content on *qurban* and *aqiqah* in fiqh is inherently procedural and context-dependent, and thus is more readily understood when students can observe the sequence of practices, examine case examples, and engage with concrete visual representations. When instruction relies excessively on lecture based delivery, topics such as slaughtering procedures, eligibility requirements, and implementation stages risk being learned through rote memorization rather than practiced with accuracy. Recent studies indicate that visual media such as animated videos can enhance learners' attention, comprehension, and participation, particularly for *qurban* and *aqiqah* materials that require step by step visualization (Muharmi 'Asyrina, 2025).

From an instructional standpoint, a demonstrative learning model is particularly relevant because it positions demonstration as the core of instruction rather than a supplementary activity. Empirical evidence in fiqh education indicates that demonstrations supported by audiovisual media can produce a gradual improvement in learning outcomes, with the mean score increasing from 71.68 in the pre-cycle phase to 80.8 by the final cycle, accompanied by higher mastery attainment. However, the research context in question remains limited to classroom action research at the elementary school level and has not specifically examined the integration of demonstration with purpose-designed digital media aimed at strengthening both conceptual understanding and practical skills at the *Madrasah Aliyah Negeri* (MAN) level (Wulandari et al., 2024).

On the other hand, the growing trend toward interactive digital media has also been shown to exert a positive impact on learning outcomes in Islamic Religious Education (PAI), particularly when such media facilitate practice, provide rapid feedback, and foster active student engagement. A quasi-experimental quantitative study on the use of Wordwall in PAI and character education reported higher learning outcomes in the experimental group than in the control group, underscoring the added value of interactive digital media in religious instruction. Nevertheless, Wordwall is primarily oriented toward strengthening cognitive practice and does not directly address the procedural demands of fiqh content, which ideally requires hands-on demonstration as the central anchor of learning (Safitri & Halomoan, 2025).

Other studies have shown that audiovisual media, in and of itself, can have a statistically significant effect on students' achievement in fiqh, thereby reinforcing the argument that visually oriented instruction is particularly appropriate for content that is complex and sequential. While these findings are important, they still leave a clear scholarly space, strong media does not automatically resolve questions of instructional design, because effectiveness often depends on how the media is embedded within demonstrative steps, guided practice, and assessment procedures that measure both conceptual understanding and procedural accuracy. In other words, the critical gap is not simply whether media is used, but how digital media is systematically integrated into demonstration-based instruction (Rahayu, 2025).

At MAN Tegal, instruction on *qurban* and *aqiqah* in fiqh still faces challenges that are characteristic of procedural content. Students are often able to restate definitions and basic provisions. However, when asked to explain the sequence of implementation, organize the steps coherently, or distinguish between conditions that invalidate and those that permit the practice, their responses are inconsistent and tend to rely on rote memorization. At the same time, teachers generally strive to provide explanations and examples, yet limited face to face instructional time and constraints in teaching aids mean that demonstrations cannot always be conducted fully and repeatedly. This situation points to a clear pedagogical need instruction should incorporate more

systematic demonstration, supported by digital media that enables repetition, visualization, and more structured procedural practice, so that students' understanding does not remain text-bound but develops into operational competence.

The research gap that makes this topic worthy of investigation lies in the fact that many studies in Islamic Religious Education (PAI) or fiqh discuss either digital-media innovation or demonstrative methods in isolation, while relatively few have examined their integration as a single instructional intervention designed specifically for procedural fiqh topics such as *qurban* and *aqiqah*. Methodologically, a number of prior studies also tend to stop at claims of improvement or descriptive reporting, without rigorous quantitative testing that measures and compares learning gains between a treatment group and a comparison group. Accordingly, a quantitative approach employing a quasi experimental design is well suited to address the need for stronger evidence namely, to evaluate objectively whether demonstrative instruction integrated with digital media yields significant improvements in learning outcomes that are demonstrably different from those produced by a comparison condition.

In essence, some students continue to require more concrete support through clear demonstrations, digital materials that can be easily replayed, and structured practice activities. This framework is consistent with findings that the use of digital media when supported by adequate school facilities can strengthen student engagement and understanding of fiqh content, provided that its implementation goes beyond merely playing the media and is instead integrated as a deliberate component of the learning scenario (Hasanah & Sapri, 2024). Based on the foregoing discussion, the research problem may be formulated as the need to test whether demonstrative instruction integrated with digital media is indeed more effective in improving learning outcomes in the fiqh topics of *qurban* and *aqiqah*, particularly across two dimensions that are seldom examined simultaneously conceptual understanding and practical skills. The objective of this quantitative study is to estimate changes in learning outcomes before and after instruction and to compare these changes across instructional groups, so that the conclusions rest not merely on what appears pedagogically appealing but on measurable indicators of effectiveness. Its scholarly contribution lies in empirically testing the integration of an instructional model and digital media for procedural fiqh content at the MAN level, while also clarifying which instructional design is most impactful for strengthening fiqh literacy in both conceptual and applied terms.

Method

This study employs a quantitative approach with a quasi-experimental design to examine the effectiveness of demonstrative instruction integrated with digital media in improving learning outcomes in the fiqh topics of *qurban* and *aqiqah* (Sugiyono, 2021). The design implemented involves two groups with pretest–posttest measurements an experimental class (demonstrative instruction integrated with digital media) and a control class (a comparison condition reflecting regular classroom practice). The study was conducted at MAN Kota Tegal in two equivalent classes at the same grade level. The instructional content, teaching materials, and time allocation were standardized to ensure comparability across groups. The study population comprised all students in the target grade level for the selected content (the two classes under investigation), yielding a total population and therefore sample of 140 students, divided into 70 students in the experimental group and 70 students in the control group. The instructional intervention was delivered over four sessions within a two-week period, with each session lasting 2×45 minutes. Thus, the total duration of the learning intervention was equivalent to eight instructional hours for each group.

Data were collected using a learning achievement test developed based on competency indicators for the fiqh topics of *qurban* and *aqiqah*. The test was administered before the intervention (pretest) and after the intervention (posttest) to both groups. Test scores were computed as an overall learning outcome score if the instrument is structured into two domains, the scores can also be disaggregated into conceptual and practical components in accordance with the assessment blueprint. Data analysis proceeded in stages, beginning with descriptive statistics (mean, standard deviation, minimum, and maximum values) to describe achievement tendencies in each group, followed by within group gain testing using a paired-samples t-test (comparing pretest and posttest scores) (Capili, 2024). Between group differences were examined using an independent-samples t-test on posttest scores and/or gain scores (posttest minus pretest). To strengthen the estimation of the treatment effect by controlling for baseline differences in prior ability, the primary analysis was also complemented with ANCOVA. Specifically, posttest scores were modeled as the dependent variable, group membership as the main predictor, and pretest scores as a covariate. This approach yields a more robust inference of instructional effectiveness and reduces bias attributable to initial ability differences between classes (Field, 2024).

Result

This study is a quantitative investigation employing a quasi-experimental design, conducted at MAN Kota Tegal in two equivalent classes: an experimental group that received demonstrative instruction integrated with digital media and a control group that received a comparison condition consistent with regular classroom practice. A total of 140 students participated, comprising 70 students in the experimental group and 70 students in the control group. Measurements were administered twice: a pretest prior to the intervention and a posttest after the intervention. The instructional treatment was implemented over four sessions within a two-week period, with each session lasting 2×45 minutes (a total of eight instructional hours) for each group. Descriptively, both groups exhibited an increase in scores from pretest to posttest. To evaluate effectiveness more rigorously, the descriptive results should be interpreted in conjunction with inferential analyses, including within-group improvement tests and between-group comparison tests.

Table 1. Descriptive Statistics for the Pretest

Group	n	Mean Pre	SD Pre	Min Pre	Max Pre
Control	70	58.39	6.60	44	72
Eksperimen	70	56.63	6.56	41	70

Table 2. Descriptive Statistics for the Posttest

Group	Mean Post	SD Post	Min Post	Max Post
Control	75.37	9.40	60	95
Eksperimen	75.06	10.78	58	96

Table 3. Descriptive Statistics for Gain Scores (Posttest – Pretest)

Group	Mean Gain	SD Gain	Min Gain	Max Gain
Control	16.99	7.45	9	31
Eksperimen	18.43	9.35	8	37

The pretest and posttest means of both groups were relatively close. The experimental group demonstrated a slightly higher mean gain; however, this descriptive difference needs to be

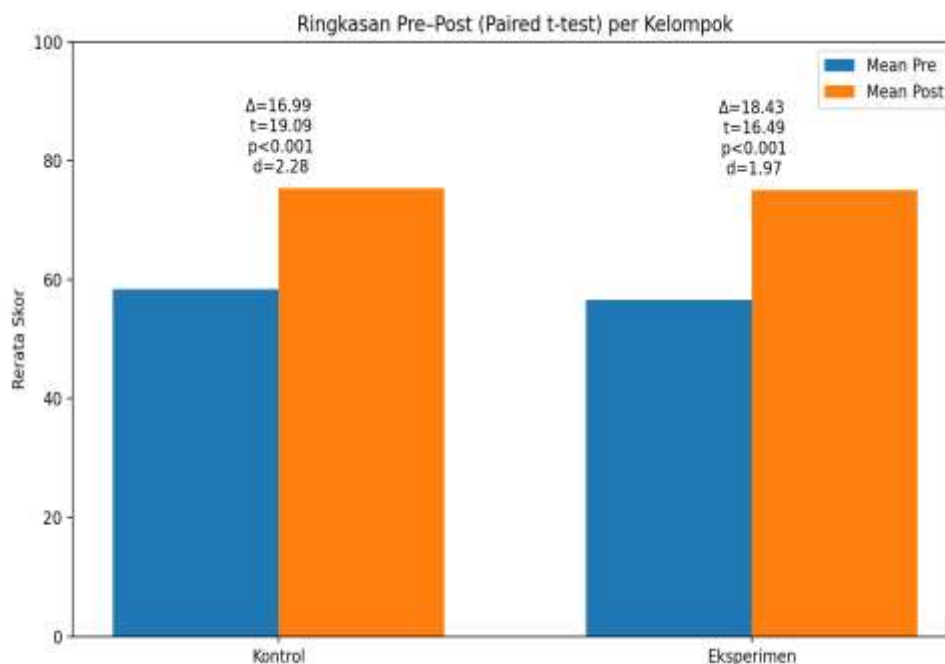
confirmed through statistical testing. Data analysis was carried out in three main stages. First, within-group improvement was tested using a paired-samples t-test to compare pretest and posttest scores in each group. Second, between-group differences were examined using an independent-samples t-test (Welch's t-test) on pretest, posttest, and gain scores. Third, ANCOVA was conducted to test posttest differences between groups while controlling for pretest scores as a covariate.

Table 2. Paired-Samples t-Test (Pretest vs. Posttest) by Group

Group	Mean Pre	Mean Post	Mean Selisih	t (paired)	p	Cohen d (within)
Control	58.39	75.37	16.99	19.09	<0.001	2.28
Eksperimen	56.63	75.06	18.43	16.49	<0.001	1.97

Both groups showed a statistically significant improvement from pretest to posttest. The within group effect sizes were very large, indicating substantial gains in learning outcomes following instruction in each class.

Figure 1. Pre-Post Diagram (Paired t-Test) by Group



The diagram shows that the mean posttest scores in both groups are well above the mean pretest scores, indicating improved learning outcomes after instruction in both the control and experimental classes. In the control group, the mean increased from 58.39 to 75.37 (a difference of 16.99), whereas in the experimental group it rose from 56.63 to 75.06 (a difference of 18.43). The statistical information displayed on each bar indicates that the gains in both classes were significant based on paired-samples t-tests (control: $t = 19.09$, $p < 0.001$; experimental: $t = 16.49$, $p < 0.001$). The within-group effect sizes were also very large, as reflected in Cohen's d (within) of 2.28 for the control class and 1.97 for the experimental class, suggesting strong score changes from pre- to post-instruction. Overall, the diagram supports the conclusion that instruction in both classes effectively improved learning outcomes, although the magnitude of improvement was relatively similar across groups.

Demonstrative instruction integrated with digital media was associated with improved learning outcomes in the experimental group from pretest to posttest. However, because the control group also showed similarly strong gains, this figure should be interpreted primarily as evidence that instruction on this procedural content was effective in general, rather than as definitive proof that the digital-media integration was superior. In other words, the findings support the claim of “improving learning outcomes,” but they are not sufficient to conclude “more effective than the comparison condition” without examining between-group difference tests. Practically, digital media appears to function as a reinforcement for demonstrative instruction, while its comparative advantage depends on the precision of the treatment design and the consistency of implementation.

Table 4. Independent-Samples t-Test (Welch) Between the Experimental and Control Classes

Variable	t (Welch)	p	Cohen's d (between)
Pretest	-1.58	0.116	-0.27
Posttest	-0.18	0.854	-0.03
Gain	1.01	0.314	0.17

No statistically significant differences were found between the experimental and control classes on the pretest, posttest, or gain scores. The between-group effect sizes were small; therefore, the comparative advantage of the experimental class is not statistically supported by these data.

Table 5. ANCOVA Results

Parameter	Coefficient	p
Intercept	26.562	< 0.001
Group: Control (vs. Experimental)	-1.190	0.409
Pretest	0.856	< 0.001

Pretest scores were strongly associated with posttest scores ($p < 0.001$), whereas the group effect was not significant. The model explained approximately 0.311 of the variance in posttest scores (Adjusted $R^2 = 0.301$).

Discussion

The findings of this study can be summarized in three points. First, both groups demonstrated statistically significant improvements in learning outcomes after instruction. Second, the between-group comparisons did not yield significant differences in either final scores or gain scores; thus, the comparative effectiveness of demonstrative instruction integrated with digital media over the comparison condition was not supported under the implementation and intervention duration used in this study. Third, controlling for baseline ability through ANCOVA strengthens the conclusion that differences in final scores are explained more by students' initial ability than by differences in instructional treatment between classes.

The fiqh topics of qurban and aqiqah are procedural in nature, requiring students to understand sequences of actions, conditions for validity, and critical points in practice. For this reason, demonstrative instruction is a plausible core strategy: students observe a concrete example, imitate the procedure, and receive correction on erroneous steps. Digital media support

is also pedagogically relevant because visual and audio representations, as well as worked examples, can be replayed, making complex procedures more memorable. Prior classroom action research on qurban and aqiqah suggests that combining collaborative activities with audiovisual media can increase engagement and learning outcomes when initial instruction is dominated by lecture. More specifically, the use of animated videos for qurban and aqiqah has been reported to support students' attention and understanding by presenting procedural steps more vividly. This rationale provides a sound theoretical basis for testing the integration of demonstration and digital media using a quantitative approach (Satori & Komariah, 2011)

However, recent literature also suggests that "digital media" is often positioned primarily as a trigger for student interest rather than as an intervention that is rigorously tested against a comparison condition. For instance, studies on Canva-based animated videos for *qurban* and *aqiqah* emphasize gains in attention, comprehension, and participation, yet their qualitative designs are not intended to estimate comparative causal effects between groups. Within the R&D strand, the development of board games for *qurban* and *aqiqah* likewise tends to highlight media feasibility and students' responses rather than to demonstrate superiority over alternative instructional models. In other words, the existing evidence is strong for the claim that "digital media can be beneficial," but it does not consistently address the question of "how much more effective it is than established classroom practice." At this point, the present study helps "close the gap" by examining comparative effects within a two-group framework, rather than merely describing students' perceptions or reactions. Accordingly, this research is grounded in a sharper question relative effectiveness rather than in the appeal of innovation alone (Juliawati & Jasiah, 2025).

Your study's primary finding "no statistically significant difference between groups" should be interpreted as scientific evidence rather than as a failure. In educational research, non-significant results often indicate that both approaches are effective, or that the practical difference between treatments in real classrooms is not large enough to produce a measurable achievement gap. A sound interpretation is to examine whether both classes improved and then to assess whether those gains plausibly stem from strong instructional practices in each class. If the control class is not "weak," the additional benefit of digital integration can indeed shrink statistically. This pattern differs from comparative studies that pit highly interactive digital media against relatively passive media, where the treatment contrast is sharper. A comparison such as Wordwall versus Google Forms, for example, tends to yield more readily "visible" differences when the learning activities afforded by each medium are substantially different (Sifa, 2025).

The first and most plausible explanation is that the instructional quality in the control class was already sufficiently effective, making the marginal gain from digital integration relatively small. In fiqh instruction, demonstration itself can be the primary engine of improvement because students practice procedures and receive immediate correction at points of error. Classroom action research in fiqh has shown that applying demonstration methods can increase mastery and learning motivation from one cycle to the next when practical routines are made tangible in class. If your control class also included strong elements of demonstration, clear teacher explanations, and structured practice, then it already contained effective mechanisms for procedural learning. Under such conditions, digital media is more likely to function as reinforcement rather than as a dramatic differentiator. Consequently, between-group differences may remain small even though both groups improve (Tawabie & Herawati, 2025).

A second explanation concerns the relatively short duration of the intervention, which may not have allowed habits of learning to form. The advantages of digital media typically become more

pronounced when students actually use it to revisit content outside class, check procedural steps, and engage in independent practice supported by clear feedback. Studies implementing animated videos for *qurban* and *aqiqah* acknowledge technical constraints and practical limitations that can disrupt consistent media use, implying that more stable effects require time and careful management. If the intervention lasted only a few sessions, students may have been “helped” in the moment but not long enough to establish a measurable routine of repeated access. In this context, demonstration-based classroom instruction can still be effective, while the added value of digital media has not yet reached a level that differentiates groups statistically. This helps explain why non-significant results remain compatible with the pedagogical rationale underpinning your study (Muharmi ‘Asyrina, 2025).

A third explanation is the possibility of contamination between classes because the study took place in the same school and students interacted outside instructional hours. In typical school settings, sharing materials, discussing classroom activities, or even exchanging links to digital resources can expose the control group informally to elements of the treatment. Methodologically, this would “pull” the control group’s performance closer to the experimental group, shrinking differences even if the treatment itself is beneficial. Quasi experimental methodology emphasizes the importance of maintaining separation between conditions or, at minimum, measuring unplanned exposure so that effect estimates are not biased toward zero. If contamination was not measured, a non significant result may reflect implementation constraints rather than the absence of pedagogical value. A fair interpretation, therefore, is to view your results as a realistic portrait of a school ecosystem rather than a sterile laboratory environment an interpretation that aligns with internal validity considerations in quasi experimental educational research (Creswell, 2022).

When compared with other studies in Islamic Religious Education contexts, differences in outcomes often track the “sharpness” of the treatment contrast. Research comparing Wordwall with Google Forms, for instance, tends to find advantages when digital media does not merely change presentation but alters how students interact, respond, and receive reinforcement, thereby creating a more active learning experience. If, in your study, the control class still incorporated rich demonstration, practice, and explanation, then the experiential gap between groups would be narrower than in studies where the comparison condition is far more passive. Conversely, studies on *qurban* and *aqiqah* that use audiovisual or animated video often report improvements, yet these designs are frequently classroom action research or qualitative studies and therefore do not always test strict comparative differences. This is precisely why your “no significant difference” finding remains valuable: it indicates that in a given school context, high quality teaching and methodical practice may match the incremental benefits of digital media. In other words, digital integration is not automatically superior when baseline teaching quality is already high. This logic makes your discussion more candid and more useful for school decision makers (Virdaus, 2023).

The strongest scholarly contribution of these findings is a refinement of practical theory for procedural learning in Islamic Religious Education demonstration functions as the primary mechanism, whereas digital media tends to operate as a conditional amplifier. Evidence from fiqh instruction suggests that demonstration is effective when practice, correction, and classroom management are executed well, but its success also depends on preparedness of teaching aids and careful time orchestration. Your findings extend this understanding by indicating that digital integration becomes a comparative differentiator only when the activity design truly changes students’ patterns of practice, repetition, and feedback. Operationally, the implications are clear: the intervention duration should be sufficient; repeated access to digital materials should be

actively utilized and measured; and the treatment must be meaningfully distinct from routine instruction so that the effect signal can emerge. In this way, your study does more than add to the general claim that “digital media is good”, it clarifies when and why digital media may fail to produce a measurable comparative advantage when the comparison condition is already strong. This argument is consistent with prior findings on demonstration in fiqh and with quasi experimental design principles that require a substantive and observable contrast between conditions.

Conclusion

This study shows that fiqh instruction on *qurban* and *aqiqah* at MAN Kota Tegal yielded meaningful improvements in learning outcomes in both the experimental group (demonstrative instruction integrated with digital media) and the control group (the comparison condition). Therefore, the research question concerning whether learning outcomes improve after instruction can be answered unequivocally students’ achievement increased after the instructional intervention in both groups, indicating that the implemented teaching learning process was effective in promoting improved outcomes for this procedural content.

However, if effectiveness is defined as the experimental group’s comparative advantage over the control group, the findings do not demonstrate a statistically significant difference between the two groups in either final scores or gain scores. The implication is that, under the duration and implementation pattern used in this study, integrating digital media into a demonstrative model is better understood as an instructional reinforcement. Its incremental impact is highly contingent on the sharpness of the treatment contrast, students’ actual use of the materials for repeated access outside class, and the consistency of feedback provided during practice.

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