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## **The Use of Demonstration-Based Instruction for Enhancing Students Learning: A Case Study of Islamic Studies Class in Secondary School**

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### **Abstract**

This study examined the effect of using demonstration-based instruction for enhancing students learning in Islamic studies subject entitled “Management of Corpses” of the 2<sup>nd</sup> secondary grade students and their attitude toward Islamic studies classes. One of the classes consisting of 18 students was purposely selected to be the research participants from Khuan Don Wittaya School, Khuan Don District, Satun Province, Southern Thailand. The data of students learning were collected through a multiple choice test consisting of 20 objective test items, while their attitudes toward Islamic studies classes by using demonstration-based instruction was examined using a questionnaire survey. The data collected from the students were analyzed by using descriptive statistical analysis and dependent sample *t*-test. It was observed from the results of the *t*-test statistical analysis that the score of pre-test ( $M = 10.61$  and  $S.D = 3.05$ ) and post-test ( $M = 14.56$  and  $S.D = 3.15$ ) were statistically significant difference at 0.05. This implied that the students’ learning in the management of corpse has improved significantly after using demonstration-based instruction. The results of descriptive statistical analysis further showed that overall level of students’ attitude towards Islamic study classes by using the demonstration method was very high ( $M = 2.88$  and  $S.D = .16$ ).

**Keywords:** Demonstration-Based Instruction; Management of Corpses

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## Introduction

Enhancing students learning has been a major concern and agenda of all schools at all-time and their learning enhancement has always been a collective expectation of school stake holders. School activities are generally directed at improving students learning since a school is built to act as a transmitter of knowledge and academic skill as well as to function as an agent for socialization and transmission of cultural norms and values. Among these various functions of school, its function of transmitting knowledge and skills to student is inevitable. Students learning which is reflected in terms of knowledge and skill gained has been always the most important goal of school because its manifestation is an essential indicator of school success. Thus, students learning has become a central focus of a school and it also signifies the success of school curriculum implementation.

Teaching Islamic studies under the present study setting is based on the Islamic studies curriculum, which is based on the national basic education core curriculum of 2008. One of the specific objectives of Islamic education that is set in this curriculum is to have knowledge, understanding and skills in reading the Qur'an and capable to use the evidences from the Islamic teaching to sustain daily life (Ministry of Education, Office of Basic Education Commission, Thailand, 2008). In an effort to attain this development and achievement, the new approach of teaching by using active method of teaching or learning, rather than passive one, would be much desirable. Active participation of students and their approach of learning by doing must be encouraged and applied in the classroom. This method of teaching implies that the teaching should be such students centered instruction which requires students to work together on a

common task, sharing information and supporting one another (Barkley, Cross & Major; 2005).

Demonstration-based instruction is a kind of active method of teaching and learning as after hearing and seeing the step by step of demonstration presented by teachers, students are requested to produce what had been demonstrated whilst it is still fresh in their minds. Mutasa and Wills (1995) propound that the demonstration method involves the teacher showing pupils how to do something while they observe. And pupils' practice will follow the teachers' demonstrations (Iline, 2013). The use of demonstration-based instruction have been proved in previous researches (Umar, Dauda & Mutah, 2016; Parwanda & colleagues, 2014; Rungritpraphakorn, 2009) to be a method of learning that has far reaching consequence on enhancing students learning.

The success of the learning process is determined by the teaching methods used (Haryono, 2015). Accordingly, it can be safely assumed that student learning achievement in one way or another depends on the learning activities carried out in the classroom, and thus it is the role of teachers to provide learning activities that can create conducive and collective learning environment to improve the quality of learning. In the context of Islamic studies subjects, especially *al-Fiqh* (Islamic law) subject, the goals of its teaching are not only to place emphasis on understanding of its contents but also to have a positive attitude toward the subject as well as to practise its contents. From personal observation on *al-Fiqh* teaching specifically the lesson related to practical application of *al-Fiqh* in the school setting under the researcher's capacity as a supervisor of students practice teaching, the researcher found that the teaching method used in teaching *al-Fiqh al-Amali*

(practical application of Islamic law) was less effective because Islamic studies teachers often made incorrect option of what teaching method should be used. This problem was congruent with the survey research on problem of Islamic Studies teachers which was found that one of their problems on curriculum and instruction is the lack pedagogical knowledge (Yala Rajabhat University, 2006).

In Islamic Studies class, symbolic demonstration was widely used due to its uncomplicatedness and it does not require teachers to make much preparation especially in terms of instructional materials. This is because this technique is carried out by showing unmoved pictures that depict *al-Fiqh al-Amali*. Symbolic demonstration is likely to lead students to be passive learners rather than active ones. If this method is regularly used, students' ability to practice the lesson taught is left questionable as the technique emphasizes watching pictures presented in the class with the absent of live presentation which can lend itself to a more interactive communication between a teacher and learners. Topics on *al-Fiqh al-Amali* such as perform *Wudu* (ablution), perform *Tayammum* (the Islamic act of performing dry ablution by using dust or purified sand), management of corpses and etc., were still taught by using symbolic demonstration instead of using live demonstration in which the latter should be encouraged and used.

Live demonstration enables students to observe direct physical movement of teachers and have opportunity to interact with them while simulating each step of demonstration made by teachers. By live demonstration, students can easily simulate each step of demonstration shown and thus the technique allows students to actively participate in learning by observing and

practicing the lesson concurrently. Whenever knowledge attainment of students is followed by its practices, knowledge retention of the lesson taught is likely to occur and students become more proficient. Shakhshiri (2011) remarks that demonstrations lead to greater understanding of concepts (as cited in Price, 2011) and Iline (2013) affirms that demonstration gives the opportunity to the pupils to become proficient.

*al-Fiqh al-Amali* is concerned with a practical subject. The subject which was taught by lecturing and showing unmoved pictures would not be effective if students were not given chance to simulate what is learned. In this circumstance, the teaching become less active and students might become bored and less motivated in learning if they were not given opportunity to practice or simulate the practical contents taught concomitantly. Therefore, teachers need to make a well plan to facilitate demonstration by making plan for each demonstration, setting the sequence of talking points, making pace by not rushing through the demonstration and making repetition of outstanding talking points of the demonstration. In this study, live demonstration was highly used as a teaching method since the subject of this study is about the management of corpses" which is a practical subject in nature. For Gwarinda (1993), demonstration method enhances translation of theory into practice and Iline (2013) advocates that demonstration should be used to show procedure, impart skills and teach or learn practical subjects.

In our review of previous researches, we found researchers used demonstration-based instruction as a teaching method to teach students on subjects related to skills, procedures, and practices as to enhance students learning. Umar, Dauda and Mutah (2016)

conducted a comparative study between the effectiveness of lecture and demonstration methods in learning concept in economics among secondary school students in Borno State, Nigeria and they found out that demonstration method was more effective than lecture method in learning concepts in economics among students. Parwanda and her colleagues (2014) examined one of their study objectives which is the effect of demonstration method on female practice regarding nursing procedure on urinary catheterization and it was found that the mean post-test practice score was significantly increased after the demonstration method was used. Another study was conducted by Rungritpraphakorn (2009) who studied the effect of teaching by demonstration on learning achievement of making artificial flowers before and after teaching. And the findings of this study showed that students' achievement score was significantly higher in the post-test. Roykrong (2012) examined the effect of demonstration teaching with cooperative methods on learning achievement in a spreadsheet application course of second year students and her research finding showed that students learning achievement in the subject after being taught by demonstration teaching with cooperative method was significant higher than before being taught by the same method. And many other relevant researchers (e.g., Almohareb, 2016; Siewsakul, 2010; Chaiyasena, 2010; Hayes, Hodges, Scott, Horn, & Williams, 2006) conducted a research to improve students learning by applying demonstration and found similar significant results.

### **Demonstration-based instruction**

Various methods of teaching can be used and the choice of methods to use is affected by many components such

content, time, group size, students' ability and teachers' personal preference. As this study concerned with a practical subject which is about the management of corpses, demonstration-based instruction is the most appropriate method to be used. For Petty (2004), this method is recommended for teaching skill because it enables covering of all the necessary steps in a process. Gwarinda (1993) affirms that demonstration involves teaching pupils how a specific skill is executed. Therefore, the demonstration method should be opted for teaching a topic that is concerned with psychomotor domain.

Demonstration can be defined as "visualized explanation of facts, concepts and procedures" (Parwanda & colleagues, 2014, p. 13). Chikuni (2003) states that demonstration is where a teacher shows how something is done by actually doing it. The role of students is to imitate what is shown by the teacher. According to Child (1988), a child learns better through imitating. The demonstration method can be carried out through either symbolic model of demonstration (i.e., using unmoved pictures to demonstrate the contents), perception model of demonstration (i.e., using video to demonstrate the contents) and live model of demonstration (i.e., using human to demonstrate the contents).

The demonstration method is one of the strategies used in the Qur'an for teaching some basic values related to faith or religious practice. For example, the story of Prophet Ibrahim when he asked Allah *Subhanahu Wa Ta'ala* (Glory to Him, the Exalted) how He will resurrect the dead. Allah *Subhanahu Wa Ta'ala* asked him to get four birds, kill them, scatter their parts in the mountains and then call them; with Allah *Subhanahu Wa Ta'ala*'s permission every part was rejoined to its body (Abdul Kabir, 2013). This incident is reported in *Surah*

(chapter) *al-Baqarah*, Ayat (Verse) 260. Allah *Subhanahu Wa Ta'ala* also revealed prayer (*Salah*) to the Prophet Muhammad *Salla Llahu 'Alay-hi Wa-sallam* (Peace be upon him) by commanding *Jibril* (angel) to demonstrate how to perform *Salah* for him. Thought these examples, the questions related to faith and religious practice are resolved as the message is conveyed by way of demonstration. Thus the use of this method will be of a great importance to the students because human beings understand better what is practically demonstrated than what is verbally expressed (Abdul Kabir, 2013).

The present study focuses on the use of live demonstration as the method allows more interactive communication between teacher and learners while the demonstration process is being carried out. Along the step by step demonstration, students can ask questions and teacher can pause the demonstration and make pace for repetitive show the important talking point. Besides, pictures and video presentation were cooperatively used from time to time as to strengthen students' understanding of the lesson taught.

### Management of Corpses (Dead Bodies)

Management of corpses in this study include bathing, wrapping, *Salah al-Jinazah* (funeral prayer) and burial. Management of corpses in Islam is an obligatory duty for other living Muslim members of the society. In Islam the entire funeral process is the duty and responsibility of every local Muslim community. It is an obligatory act for at least one member of the community to perform this duty which is referred to *Fardu Kifayah* (an obligation which if performed by one member of the community, then the entire community absolved from the responsibility, and if not then the entire community is sinful and accountable for this omission) (Iqbal

Sultan, n.d.). Thus, at least one or some of Muslims, if not all, have to manage the corpses from bathing and ended with burial (al-Din al-Albani, 1992). Islam stresses that dead bodies must be treated with respect and the step by step of bathing and wrapping the corpses must be carried out cautiously and gently.

### Objective of the Study

The objective of this study is to examine the effects of using demonstration-based instruction on students learning in the management of corpses of the 2<sup>nd</sup> secondary grade students and investigate their attitude toward the Islamic Studies class using demonstration-based instruction in a public secondary school, Satun Province, Southern Thailand.

### Methods

*Participants:* the participants used for this pre-experimental research were students in the 2<sup>nd</sup> secondary grade level in Khuan Don Wittaya School, Khuan Don District, Satun Province, Southern Thailand. The 18 Islamic studies students of semester 1, academic year 2016 were purposely selected to be the research participants.

*Experimental procedure:* This classroom action research (CAR) using demonstration-based instruction is pre-experimental research with one group pre-test and post-test design. The important relevant steps in the process of applying this method and the collection of research data are presented as below;

1. The research participants were purposively selected and the detailed information about the participants was prescribed under section of participants of the study.

#### *For the 1<sup>st</sup> hour*

2. Teacher informed students (participants) about the contents of the

management of corpses which includes bathing, wrapping, *Salah al-Jinazah* and burial.

3. Teacher explained students the purposes of applying demonstration-based instruction, teaching and learning activities, class evaluation and the scope of contents.
4. Participants were given a pre-test with 20 multiple choice items on the management of corpses. After completing the pre-testing exam, a teacher made conversation with students about their experience on the management of corpses in order to familiarize students with the topic and to impart basic knowledge of corpse management to students.
5. Teacher informed students the next class topic which is about bathing the corpses. Students were requested to divide into 4 groups and also to prepare the instructional materials to be used for demonstrating the management of corpses, which include human figure toy, piece of clothes, water bowl, rope, etc.

#### ***For the 2<sup>nd</sup> hour***

6. Students were requested to show the assigned instructional materials and put them in front of the class. Teacher explained them how each instructional materials to be used along the step by step of demonstration.
7. Teacher presented PowerPoint and discussed about bathing the corpses and let students to watch a short video of 10 minutes on step by step of bathing the corpses.
8. Teacher made live demonstration by showing step by step of bathing the corpses using toy as human figure and let every students see each step of demonstration and encouraged them to question teacher straightaway while teacher were demonstrating topic of the study. At the end of the lesson,

teacher asked questions and made conclusion of the lesson. And teacher requested students to prepare instructional materials for the next class topic which are to be used for demonstrating steps of wrapping the corpses.

#### ***For the 3<sup>rd</sup> hour***

9. Teacher revised the previous topic about bathing and made introduction to a new class topic which is about wrapping the corpses by asking several related questions.
10. Teacher presented PowerPoint and discussed about wrapping the corpses and let students to observe live demonstration of step by step of wrapping the corpses. At the end of the lesson, teacher asked questions and made conclusion of the lesson as well as informed a next class topic which is about *Salah al-Jinazah*

#### ***For the 4<sup>th</sup> hour***

11. Teacher revised previous topic on wrapping the corpses and introduced a new topic on *Salah al-Jinazah* (funeral prayer) and asked students about their experiences of performing *Salah al-Jinazah* and let them share their experience to the whole classmates.
12. Teacher presented PowerPoint to discuss about *Salah al-Jinazah* and it was then followed by demonstrating each step of *Salah al-Jinazah* from the beginning to the end incorporated with prayer recitation. And students' followed and simulated the teachers' live demonstrations concurrently.
13. Teacher selected few students randomly to demonstrate *Salah al-Jinazah* in front of the class. At the end the class, teacher made the conclusion of the lesson and open the

question and answer session to the students.

**For the 5<sup>th</sup> hour**

14. Teacher revised the step of *Salah al-Jinazah* and introduced a new topic which was about burial of corpses. Pictures of burial of the corpses were shown to students and then students and teacher collaboratively discussed the pictures shown and made conclusion on burial methods. At the end of the lesson, teacher asked questions and made conclusion of the lesson.

**For the 6<sup>th</sup> hour**

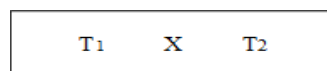
15. Teacher revised all previous lesson and divided students into 4 groups to make demonstration of the 4 previous topics taught, namely, bathing, wrapping, *Salah al-Jinazah* and burial. At the end of the class, students were given a post-test with 20 multiple choice items on the management of corpses and they were also to complete a questionnaire regarding their perception toward the use of demonstration-based instruction.

The above learning activities was carried out on participants/students in semester 1, academic year 2016 for 6 weeks. The students from 2<sup>nd</sup> secondary grade whose teacher is the student practice teaching under the supervisor of the researcher himself were purposely selected. Students in Islamic studies class were taught by applying demonstration-based instruction to enhance their learning and positive attitude toward the subject.

**Instrumentation:** The 20 objective test items were developed to test students learning in the management of corpses. The index of Item Objective Congruence (IOC) was tested on the test items as to examine item validity. The

results revealed the values of IOC of 20 items were higher than 0.50, signified that the items were congruent with the lesson objectives. The attitude questionnaire survey was examined for face validity by experts and it was shown as an acceptable instrument to be used for exploring students' attitude toward teaching of Islamic studies subject, title "Management of Corpses" by using demonstration-based instruction. Sample items were asked in this questionnaire survey are "I have better understanding of contents after learning with demonstration-based instruction", "I feel satisfied with instructional materials used", and "the demonstration method used enhances my learning".

**Research design:** Since the data collected for this classroom action research was non-randomization and thus this research was grouped under pre-experimental design. Specifically, this research used one group pre-test and post-test design that can be presented in the following chart;



T1 = Pre-test

X = Teaching by applying  
demonstration-based  
instruction

T2 = Post-test

The collected data was analyzed using descriptive statistics (i.e. mean and standard deviation) and dependent sample *t*-test (pair sample *t*-test). The hypothesis of this research was that the students learning in the management of corpses by using demonstration-based instruction was higher than before they were being experimented. And their attitude toward

the lesson after being taught by this method was assumed to be positive.

### Results of the Study

The results of the dependent sample *t*-test analysis using statistical software package found significant difference between pre-test scores and

post-test scores as presented in Table 1. The students had higher overall improvement in learning in the management of corpses in post-test than pre-test after they were being experimented with demonstration-based instruction.

**Table 1:** *The Comparative Result of Students Learning in the Management of Corpses between before and after Using Demonstration-Based Instruction*

Experiment	Number of Students	Before		After		T-Dependent	Sig.
		M	S.D.	M	S.D.		
Teaching by using demonstration-based instruction	18	10.61	3.05	14.56	3.15	- 4.69	P < .05

The results of comparison of students' learning achievement in the management of corpses in table 1 shows that there was a significant difference in the learning achievement scores before students were being experimented with demonstration-based instruction (M = 10.61, S.D. = 3.05) and the scores after they were being experimented (M =

14.56, S.D. = 3.15) with the value of dependent sample *t*-test of -4.69 ( $t = -4.69$ ),  $p < 0.05$ . The survey of their attitude toward Islamic studies class using demonstration-based instruction (as presented in Table 2) showed that overall level was very high with mean score of 2.88 of 3.00 (or 96 %).

**Table 2:** *Students' Attitude toward Islamic Studies Class Using Demonstration-Based Instruction*

Attitude toward Islamic Study Class Using Demonstration Method	M	S.D	Level of Attitude
1. I have better understanding of contents after learning with demonstration-based instruction.	2.83	.38	Very High
2. The demonstration method used is congruent with the contents being taught.	2.89	.32	Very High
3. I feel easy to use instructional materials in my class.	2.78	.43	Very High
4. I feel satisfied with instructional material used.	2.72	.46	Very High
5. The demonstration method used enhances my learning.	3.00	.00	Very High
6. The demonstration method motivates me for further learning.	3.00	.00	Very High
7. The contents taught using demonstration-based instruction helps build a positive perception about learning.	2.94	.24	Very High
<b>Total</b>	<b>2.88</b>	<b>.16</b>	<b>Very High</b>



## **Discussion**

The students learning in the management of corpses after they were treated by using demonstration-based instruction was higher than before its use. This experimental result is consistent with previous studies that the students who were experimented with this method significantly outperformed than the students who are not treated with this teaching method (Umar, Dauda & Mutah, 2016; Parwanda & colleagues, 2014; anfang Rungritpraphakorn, 2009). The reason for the fact that students learning enhanced after demonstration-based instruction were exploited is may be attributed to the fact that after practical contents of the subject was taught to students, they were then encouraged to interactively imitate the live demonstration made by teachers concurrently. This study also showed that students' overall attitude toward Islamic Studies class using demonstration method was very high. This means that the demonstration-based instruction helps build a positive attitude toward their learning and it also provides enjoyment, encouragement and fulfillment. This is because in the process of simulating teachers' demonstration, they may feel like they were joining physical education class as their physical movement in simulating step by step of the management of corpse was instantly corrected by their teacher and colleagues

and they enjoyed to learn from making mistake. Umar, Dauda and Mutah (2016) made conclusion of their study that all the students who exposed to demonstration method showed interest in the study and they became enthusiastic and even wanted to continue with the study after completion of the course.

## **Conclusion**

Classroom action research exploiting demonstration-based instruction in teaching the management of corpses, a practical topic, is imperative to help improve students learning. Moreover, the demonstration-based instruction used helps capturing the attention and interest of the students. Consequently, a positive attitude toward Islamic Studies class was built.

The multisensory motor used during demonstration process helps make a better understanding of the subject taught as students scored higher in the post-test as compared to the pre-test. In addition, during the demonstration method was being used in the class, students regularly showed their feeling of enjoyment and fulfillment. Thus, it is recommended that the approach used in this study be applied to other subjects for improving students' understanding of the subject taught and building a positive attitude toward learning. In addition, it may be recommended that the effect of the demonstration-based instruction should be examined in the future research from multi- domains of success such as knowledge retention and social, and psychological outcomes.

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