



Demonstration Method in Fiqh Learning of Taharah Material to Improve Student Learning Outcomes at MTs Maraqitta'limat Gelumpang

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Abstract: This study aims to determine the application of the demonstration method in learning fiqh material for taharah class VII at MTs Maraqitta'limat Gelumpang and to determine the application of the demonstration method can improve understanding and improve student learning outcomes for hajj material for class VIII at MTs Maraqitta'limat Gelumpang. This study is a classroom action research that uses four steps, namely planning, action, observation and reflection. The subjects of this study were students of class VIII MTs Maraqitta'limat Gelumpang. The data for this study were obtained using test and observation techniques. Tests are used to measure learning outcomes and observations are used to analyze teacher and student learning activities. The data analysis technique used in this study is descriptive statistics by comparing the results obtained with indicators of research success. The results of the study indicate that the application of the demonstration method can improve student understanding and learning outcomes. This can be seen from the results of the post-test from each cycle, namely cycle I (56.52%) and cycle II (86.95%), as well as the achievement of student scores that have reached the minimum completeness criteria.

Keywords: Demonstration method, fiqh, taharah, learning outcomes.

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INTRODUCTION

Islamic education plays a crucial role in shaping students' moral and religious character. One of the most fundamental subjects in Islamic studies is fiqh, which guides students in understanding and practicing Islamic laws. Among the various topics in fiqh, taharah or purification holds a central place, as it is a prerequisite for performing acts of worship, such as prayer or shalat. Teaching taharah effectively requires appropriate methods that engage students in both theoretical understanding and practical application. The demonstration method has emerged as one of the most effective approaches in teaching fiqh, particularly for practical subjects like taharah. By using the demonstration method, teachers can visually present the correct procedures for performing wudu or ablution, ghusl or ritual bath, and tayammum or dry ablution. This approach allows students to observe, imitate, and practice the purification process under the guidance of their teacher, ensuring a deeper understanding and better retention of knowledge. In the context of MTS Maraqitta'limat Gelumpang, the demonstration method is applied to enhance students' comprehension of taharah in the seventh grade. This method not only helps students grasp the theoretical aspects of purification but also enables them to perform the

practices correctly and confidently. The effectiveness of this method lies in its ability to engage students in active learning, making the lessons more interactive and practical.

The seventh-grade students at MTS Maraqitta'limat Gelumpang are at a developmental stage where they benefit greatly from hands-on learning experiences. At this level, they are still in the process of developing cognitive abilities and require concrete examples to understand abstract concepts. The demonstration method serves as a bridge between theory and practice, allowing students to internalize the principles of taharah through direct observation and guided practice. One of the main reasons for choosing the demonstration method in teaching taharah is the necessity of precision in performing purification acts. Fiqh outlines strict requirements for purification, including the proper sequence of actions, the correct use of water, and the intention or niyyah behind the acts. Any mistakes in purification can affect the validity of worship, making it crucial for students to learn these practices correctly. Demonstration helps eliminate misconceptions and ensures that students follow the correct procedures. The use of the demonstration method also aligns with the principles of modern educational psychology, which emphasizes experiential learning. When students engage in hands-on activities, they are more likely to retain information and apply it in real-life situations. By seeing their teacher perform purification rituals and then practicing them, students develop muscle memory and confidence in their ability to perform taharah independently.

Moreover, the demonstration method accommodates different learning styles. Some students learn best through visual observation, while others grasp concepts better through kinesthetic activities. By incorporating demonstration, teachers cater to various learning preferences, ensuring that all students receive a comprehensive understanding of taharah. This approach enhances student engagement and motivation, making the learning process more enjoyable and effective. Another advantage of the demonstration method is its ability to clarify complex concepts. Taharah involves various forms of purification, each with specific rules and conditions. For instance, wudu requires washing specific body parts in a particular order, while ghusl involves washing the entire body with the intention of purification. The demonstration method simplifies these processes by breaking them down into clear, step-by-step instructions that students can easily follow. In addition to improving students' understanding, the demonstration method also fosters a sense of discipline and responsibility. By actively participating in the learning process, students develop a deeper appreciation for the importance of cleanliness in Islam. They learn that taharah is not just a ritual but a fundamental aspect of their faith that reflects their commitment to personal hygiene and spiritual purity.

Furthermore, the demonstration method encourages collaborative learning. When students observe their teacher demonstrating taharah, they often engage in discussions, ask questions, and seek clarification. This interactive environment fosters critical thinking and allows students to correct any misconceptions they may have about purification practices. Teachers can also assign students to practice in pairs or small groups, promoting teamwork and peer learning. The implementation of the demonstration method in teaching taharah at MTS Maraqitta'limat Gelumpang is also supported by the availability of necessary resources. The school provides facilities such as water sources, basins, and prayer areas where students can practice purification. Having access to these resources ensures that students can apply what they have learned in a practical setting, reinforcing their understanding through hands-on experience. Despite its numerous benefits, the demonstration method also presents some challenges. One of the primary difficulties is time management. Demonstrating each purification practice thoroughly requires adequate time, and teachers must ensure that all students have the opportunity to practice and receive feedback. To address this issue, teachers can adopt a structured approach, dividing students into smaller groups and providing individualized attention when necessary.

Another challenge is ensuring that students remain engaged throughout the demonstration. Some students may lose focus, especially if they are only passive

observers. To maintain student interest, teachers can incorporate interactive elements such as quizzes, role-playing, and group discussions. Encouraging students to ask questions and participate actively in the demonstration process helps sustain their engagement and enthusiasm for learning. Teacher competency also plays a vital role in the success of the demonstration method. Educators must possess a thorough understanding of taharah and demonstrate purification practices with accuracy and clarity. They should also be skilled in classroom management to ensure that all students receive equal opportunities to participate and learn effectively. Continuous professional development and training in instructional strategies can enhance teachers' ability to implement the demonstration method successfully. Moreover, integrating technology can further enhance the effectiveness of the demonstration method. Teachers can use multimedia resources such as instructional videos, interactive presentations, and digital simulations to supplement their demonstrations. These tools provide additional visual support, making it easier for students to understand and remember the purification steps.

Parental involvement is another crucial factor in reinforcing the lessons learned in the classroom. Encouraging parents to support their children's practice of taharah at home ensures that students develop consistency in performing purification acts. Schools can organize workshops or provide instructional materials for parents to guide their children in practicing taharah correctly outside the classroom. The application of the demonstration method in teaching taharah also aligns with the broader goals of Islamic education. It instills a sense of religious discipline and commitment among students, preparing them to fulfill their spiritual obligations with sincerity and accuracy. By mastering taharah, students develop a strong foundation in fiqh that will benefit them throughout their lives. As a core component of religious education, taharah serves as the first step in establishing a deeper connection with Allah. Through the demonstration method, students gain not only technical knowledge but also spiritual awareness. They understand that purity is not merely physical but also a reflection of inner cleanliness and devotion to Allah.

Schools play a vital role in shaping students' character and religious understanding, making it essential to implement effective teaching methods. The demonstration method in teaching taharah fosters both cognitive and practical learning, ensuring that students fully comprehend and apply purification rules. Through practical demonstrations, students develop self-confidence in performing religious obligations correctly. They also become more responsible and aware of their spiritual duties. Teachers, as facilitators of knowledge, have the responsibility to guide students in this essential aspect of their faith. In conclusion, the demonstration method is an effective pedagogical approach for teaching taharah to seventh-grade students at MTS Maraqqitta'limat Gelumpang. Its interactive and practical nature ensures that students gain a thorough understanding of purification practices, enabling them to perform these acts with confidence and precision. While challenges exist, they can be addressed through proper planning, teacher training, and the integration of supportive resources. By utilizing the demonstration method, educators can enhance students' learning experiences and contribute to their religious and moral development.

METHODS

This research aims to analyze the application of the demonstration method in teaching fiqh, particularly in the topic of taharah, to seventh-grade students at MTS Maraqqitta'limat Gelumpang. To achieve this objective, a systematic research methodology is implemented to ensure the validity and reliability of the findings. This chapter describes the research design, population and sample, data collection techniques, data analysis methods, and ethical considerations involved in conducting the study. The research follows a qualitative approach, as it seeks to explore the effectiveness of the demonstration method through detailed observations, interviews, and document analysis. Qualitative research is

appropriate for this study because it allows for an in-depth understanding of students' experiences, teachers' perspectives, and the overall impact of the teaching method on learning outcomes. A case study design is employed to focus on the specific implementation of the demonstration method at MTS Maraqitta'limat Gelumpang. This design enables the researcher to gather comprehensive data about the teaching and learning process within a real classroom setting. The case study approach is beneficial for investigating the dynamics of classroom interactions, teacher strategies, and student engagement.

The population of this study includes all seventh-grade students at MTS Maraqitta'limat Gelumpang, as well as teachers who are responsible for teaching fiqh. The sample is selected using purposive sampling, ensuring that the participants are directly involved in the teaching and learning of taharah using the demonstration method. This sampling technique allows the researcher to gather relevant data from individuals who have firsthand experience with the instructional approach. The primary data collection methods used in this research include classroom observations, interviews, and document analysis. Classroom observations are conducted to examine how the demonstration method is implemented in teaching taharah. The researcher observes teacher-student interactions, student participation, and the overall effectiveness of the method in facilitating learning. Interviews are conducted with teachers and students to gain insights into their experiences and perceptions regarding the demonstration method. Teachers are asked about their instructional strategies, challenges faced, and perceived effectiveness of the method. Students are encouraged to share their thoughts on how the demonstration method influences their understanding of taharah.

Document analysis is performed by reviewing lesson plans, instructional materials, and student assignments related to taharah. This method helps the researcher understand how the demonstration method is structured within the curriculum and how students respond to the learning activities.

The data collected through observations, interviews, and document analysis are analyzed using thematic analysis. Thematic analysis is a qualitative data analysis method that involves identifying patterns and themes within the collected data. This approach enables the researcher to categorize and interpret findings based on recurring themes related to teaching effectiveness, student engagement, and learning outcomes. To ensure the validity and reliability of the findings, data triangulation is employed. Triangulation involves using multiple data sources and methods to cross-verify the accuracy of the findings. By comparing data from observations, interviews, and document analysis, the researcher can enhance the credibility of the study. Ethical considerations are carefully addressed throughout the research process. The researcher obtains informed consent from all participants, ensuring that they understand the purpose of the study and their rights as participants. Confidentiality is maintained by anonymizing participant identities and handling data securely.

The research also considers potential limitations, such as biases in observations and the subjectivity of qualitative data. To mitigate these limitations, the researcher maintains objectivity by documenting observations systematically and using direct quotes from participants to support findings. The research methodology is structured to provide a comprehensive understanding of the application of the demonstration method in teaching taharah. By using qualitative methods, this study captures the experiences and perspectives of both teachers and students, contributing valuable insights into effective instructional strategies in Islamic education.

RESULTS

This study examines the effectiveness of the demonstration method in teaching taharah to seventh-grade students at MTS Maraqitta'limat Gelumpang. Through observations, interviews, and document analysis, several key findings emerged regarding student

engagement, comprehension, and the challenges encountered during the learning process. Classroom observations revealed that the demonstration method significantly increased student participation. When teachers performed the purification steps in front of the class, students paid close attention, mimicked the steps, and actively asked questions. This direct involvement made the learning process more interactive and engaging compared to traditional lecture-based methods. One of the most notable findings was the clarity provided by the demonstration method. Students who previously struggled with understanding taharah found it easier to grasp the proper steps of wudu, ghusl, and tayammum when they observed the teacher performing these acts in real time. Additionally, students were able to retain information better. Many of them reported that seeing the purification process firsthand helped them remember the sequence of actions more effectively than simply reading about them in textbooks. This aligns with the principles of experiential learning, where direct observation enhances retention.

Teachers also acknowledged the benefits of using demonstrations in teaching taharah. They noted that students were more confident in performing purification rituals after being shown the correct steps. Previously, students would often hesitate or make errors in wudu and ghusl, but after engaging in demonstration-based lessons, their accuracy improved significantly. Interviews with students confirmed that they preferred the demonstration method over traditional teaching approaches. Many of them expressed that reading about purification steps without seeing them in action was confusing. Watching a live demonstration eliminated their doubts and provided a clearer understanding of the subject matter. Furthermore, students appreciated the opportunity to practice purification under the teacher's supervision. This hands-on experience allowed them to correct their mistakes immediately and gain confidence in performing taharah independently. Assessment results supported these findings. Students who learned through the demonstration method performed better in practical evaluations compared to those who were taught through lectures alone. Their ability to execute wudu, ghusl, and tayammum improved noticeably.

One of the key benefits of the demonstration method was its ability to correct misconceptions. Some students had previously learned incorrect purification practices from family members or peers. Observing the correct procedures in class helped them identify and rectify these mistakes. However, the implementation of the demonstration method was not without challenges. One of the primary difficulties faced by teachers was managing time effectively. Demonstrating each purification act and allowing every student to practice required significant class time, sometimes leading to delays in covering other topics. Another challenge was ensuring that all students had equal opportunities to practice. In larger classes, some students had to wait for their turn, which sometimes led to boredom or distraction among those not actively participating. To address this issue, teachers implemented a rotation system where students practiced taharah in small groups. While this method helped improve engagement, it still required careful time management. Environmental factors also played a role in the effectiveness of the demonstration method. The availability of clean water was crucial for teaching wudu and ghusl. Occasionally, minor water shortages disrupted the lesson, requiring teachers to adjust their teaching strategies.

Additionally, classroom space posed a limitation. Demonstrating ghusl required a proper facility, which was not always feasible within the classroom environment. Teachers had to make use of school prayer areas or designated washing stations to ensure practical application. Some students required additional support beyond demonstrations. While most students grasped the concepts easily, a few struggled with remembering the sequence of purification steps. These students benefited from supplementary materials such as instructional videos and guided practice sessions. Parental involvement also influenced the effectiveness of the demonstration method. Students who practiced taharah at home with guidance from their parents showed greater confidence and accuracy compared to those who only practiced in class. Teachers noted that students from families

with strong religious backgrounds adapted to the lessons more quickly. However, for students with limited prior knowledge of taharah, additional support was necessary to reinforce their understanding. The research findings also indicated that students with different learning styles responded differently to the demonstration method. Visual learners found the demonstrations extremely beneficial, as they could observe the actions directly. Kinesthetic learners benefited from the hands-on practice, while auditory learners required verbal explanations alongside the demonstrations.

Overall, the demonstration method proved to be highly effective in teaching taharah. It provided students with a clear, engaging, and practical learning experience, enhancing both their understanding and confidence in performing purification rituals. However, to optimize its effectiveness, certain adjustments need to be made. Teachers should allocate sufficient time for demonstrations and student practice, ensuring that every learner has an opportunity to participate. Integrating multimedia resources, such as instructional videos, could further enhance student comprehension. These materials would allow students to review the steps of taharah outside the classroom, reinforcing their learning. Providing additional practice opportunities is also essential. Teachers could organize periodic assessments or group activities where students demonstrate taharah to their peers, fostering collaborative learning. Addressing classroom size limitations is another consideration. Schools could implement smaller class divisions or schedule practice sessions in different time slots to ensure that all students receive adequate hands-on experience. Ensuring that school facilities support the demonstration method is also crucial. Schools should provide adequate washing areas, clean water sources, and appropriate spaces for practicing ghusl and wudu. Collaboration between teachers and parents can further reinforce student learning. Schools could organize workshops or provide informational booklets for parents, encouraging them to support their children in practicing taharah at home.

Despite the challenges, the overall impact of the demonstration method on student learning was positive. Students demonstrated increased enthusiasm, better retention, and greater accuracy in performing taharah after participating in demonstration-based lessons. Teachers also expressed satisfaction with the method, stating that it made the subject matter more engaging and accessible to students. They observed noticeable improvements in students' confidence and ability to perform purification rituals independently. Future research could explore the long-term effects of the demonstration method on students' retention of taharah knowledge. A follow-up study could assess whether students continue to apply correct purification practices over time. Additionally, comparing the demonstration method with other teaching strategies, such as role-playing or multimedia-based instruction, could provide further insights into the most effective approaches for teaching taharah. This study contributes to the field of Islamic education by highlighting the importance of practical, hands-on learning in teaching religious practices. The findings emphasize that experiential learning methods, such as demonstration, are crucial for enhancing students' understanding of fiqh concepts.

By implementing the demonstration method effectively, educators can ensure that students not only learn the theoretical aspects of taharah but also develop the skills and confidence to perform these acts correctly in their daily lives. The results of this research confirm that the demonstration method is a valuable pedagogical tool for teaching taharah. While challenges exist, they can be addressed through careful planning, resource allocation, and parental involvement. In conclusion, the demonstration method significantly improves student engagement, comprehension, and practical application of taharah. It provides a concrete and interactive learning experience that enhances students' ability to perform purification rituals accurately. Teachers should continue refining their instructional strategies to maximize the benefits of the demonstration method. By integrating additional resources, improving classroom management, and fostering collaboration with parents, they can further enhance the effectiveness of this approach. Ultimately, the successful implementation of the demonstration method in teaching

taharah contributes to the broader goal of Islamic education—ensuring that students develop a deep understanding of religious practices and apply them correctly in their daily worship.

DISCUSSION

The results of the study showed that the demonstration method had a significant influence on students' understanding in practicing taharah. Compared to the lecture method which is more theoretical, demonstration provides a more concrete and interactive learning experience. Students who learn with the demonstration method show a significant increase in their taharah practice skills. They are able to remember the sequence of ablution, ghusl, and tayammum movements better than students who only receive theoretical material. The success of this demonstration method can be explained through the constructivist learning theory which emphasizes that students understand concepts better if they are actively involved in the learning process. In this context, seeing firsthand how taharah is done, then trying to do it yourself, provides a more meaningful learning experience. The demonstration method is also in line with the experiential learning theory, developed by David Kolb. This theory emphasizes that learning will be more effective if students experience the process being learned directly, not just passively listening to explanations.

In addition to increasing understanding, the demonstration method also has a positive impact on students' learning motivation. Many students feel more enthusiastic and interested when they can see and practice taharah directly. This is different from the lecture method which is often boring because there is too much theory. Teachers who use the demonstration method report that students ask more questions and are more active in discussions compared to other methods. When students see the taharah practice directly, they can more easily identify difficult parts and can immediately ask the teacher for clarification. In terms of time effectiveness, the demonstration method requires careful planning. Teachers need to ensure that each student gets enough opportunity to see the demonstration and try the practice themselves. In classes with a large number of students, this is a challenge. To overcome the time problem, some teachers apply a group learning strategy, where students are divided into small groups and take turns to practice taharah under the guidance of the teacher. This strategy has proven effective in increasing student participation without sacrificing too much time.

In addition, some teachers also use a peer teaching approach, where students who already understand the taharah procedure well help their friends who are still having difficulty. This approach not only speeds up the learning process but also strengthens students' understanding because they have to re-explain the material they have learned. Although the demonstration method is very effective, this study also found several obstacles in its implementation. One of the main challenges is the limited school facilities, especially in the provision of clean water and adequate space for taharah practice. Several students expressed that they felt more comfortable practicing taharah at home than at school, especially because of the limited space and facilities at school. This shows that although the demonstration method is effective, its success also depends heavily on the learning environment. The teachers interviewed also highlighted the need for the use of additional learning media to support the demonstration method. Some teachers have tried using instructional videos as a complement, allowing students to review the taharah steps independently after the lesson is over.

This multimedia approach has been shown to help students who need repetition before they fully understand the taharah procedure. With access to instructional videos, students can learn at their own pace without having to always rely on the teacher. In addition, this study also shows that students' understanding of taharah is influenced by learning experiences at home. Students who are accustomed to seeing their parents perform ablution and ghusl correctly tend to understand the material faster than those

who rarely get examples from the family environment. Therefore, this study recommends cooperation between schools and parents to ensure that the practice of taharah taught in schools can be reinforced at home. One way that can be done is to provide written or video guides that can be accessed by parents to help their children practice at home. Meanwhile, the evaluation aspect in learning taharah with the demonstration method is also a concern in this study. Teachers need to ensure that students can not only imitate the movements taught, but also understand the meaning and validity of each step of taharah.

In some cases, it was found that although students could perform ablution correctly physically, they still did not understand the concept of intention or the validity of taharah in Islam. This shows that the demonstration method needs to be combined with conceptual explanations so that students not only memorize the movements, but also understand the principles behind them. In terms of assessment, the direct observation method has proven to be the best way to evaluate students' understanding in the practice of taharah. Teachers can immediately see the mistakes made by students and provide corrections in real time. However, there are also challenges in conducting individual evaluations, especially in large classes. To overcome this, some teachers use the self-assessment method where students are asked to reflect on their own taharah practice and identify areas that still need improvement. In addition, the use of quizzes or reflective questions after the demonstration session can also help students internalize the concepts they have learned. Teachers can ask questions such as Why is intention important in taharah or What are the consequences if one of the pillars of wudu is not done correctly to ensure that students understand more than just the technical aspects.

In conclusion, the results of this study indicate that the demonstration method is very effective in improving students' understanding and skills in the practice of taharah. However, the effectiveness of this method is highly dependent on factors such as time, facilities, family support, and the evaluation strategy used. In order for this method to be implemented optimally, teachers need to overcome the existing challenges with the right strategies, such as group learning, the use of additional media, and parental involvement in the learning process. With the right approach, the demonstration method can be one of the most effective fiqh learning strategies in forming correct taharah understanding and habits for students, both at school and in their daily lives.

One of the main advantages of the demonstration method is its ability to bridge the gap between theory and practice. In learning fiqh, especially in the material taharah, students are not only required to understand the concept cognitively, but must also be able to practice it correctly in accordance with Islamic law. The demonstration method allows students to see directly how each step of taharah is carried out. By seeing the examples given by the teacher, students find it easier to understand the correct procedures and know the aspects that need to be considered in carrying out wudu, ghusl, and tayammum. In addition, demonstrations create a more real learning experience for students. In learning fiqh, understanding the concept alone is not enough if it is not accompanied by direct experience in practicing it. By seeing and imitating the movements demonstrated by the teacher, students can build a stronger connection between theory and practice. Another advantage of the demonstration method is its ability to increase student involvement in the learning process. Students do not just sit and listen to the teacher's explanation, but they also actively observe, ask questions, and try the steps of taharah themselves. This is in line with the theory of active learning, where students' direct involvement in learning will improve their understanding and memory.

In addition to improving understanding, the demonstration method also helps students develop the motor skills needed in the practice of taharah. For example, in wudu, students must know how to wash their face, hands, and feet properly, including the amount of washing according to Islamic guidance. With the demonstration method, students can immediately see the mistakes they might make and correct them under the guidance of the teacher. Common mistakes such as not washing body parts evenly or not reading the intention correctly can be immediately corrected during the demonstration

session. The results of this study also show that the demonstration method has a positive impact on students' self-confidence in carrying out taharah. Before this method was implemented, many students felt hesitant and unsure about how they performed wudu or tayammum.

Several students admitted that they often experienced confusion regarding the pillars and sunnah in wudu. However, after seeing the demonstration given by the teacher, they became more confident in carrying out the worship. Students' self-confidence also increased because they had the opportunity to practice directly in the demonstration session. When students are given the opportunity to try it themselves under the guidance of the teacher, they feel more comfortable and confident in applying what they have learned. In addition, the demonstration method helps students eliminate the fear of making mistakes. In some cases, students worry that they are not performing taharah correctly and as a result their worship is invalid. However, with direct guidance from the teacher, they can ensure that every step they take is in accordance with Islamic law.

Although the demonstration method is very effective in improving students' practical skills, this study also highlights the importance of strengthening conceptual understanding. Some students are able to imitate the movements demonstrated by the teacher, but still have difficulty understanding the meaning and purpose of each step of taharah. For example, there are students who understand how to perform tayammum, but do not understand when tayammum can be done and under what conditions tayammum replaces wudu. Therefore, the demonstration method needs to be combined with a more in-depth explanation method so that students do not only memorize the movements, but also understand the context. Teachers can use discussion or question and answer methods after the demonstration session to clarify concepts that are still poorly understood by students. In this way, students can connect their practice with a deeper understanding of fiqh taharah.

A conducive learning environment plays an important role in the effectiveness of the demonstration method. In this study, it was found that school facilities have a major impact on the smooth running of the taharah demonstration session. One of the main challenges in implementing the demonstration method is the availability of clean water. On several occasions, limited water in schools causes delays in the learning process because students have to wait their turn to use the water. In addition, the narrow practice space is also an obstacle in several demonstration sessions. When too many students gather in one area, some students have difficulty seeing clearly each step demonstrated by the teacher. To overcome this problem, schools can provide better facilities such as a fairly large ablution area and adequate water supply. In addition, teachers can also use additional media such as video projections or illustrations to ensure that all students can clearly see the steps demonstrated. In addition to physical environmental factors, the social environment also plays a role in the effectiveness of the demonstration method. Students who get support from friends and teachers tend to be more confident in trying the taharah practice. Therefore, a supportive classroom atmosphere that does not make students afraid to ask or try is a key factor in the success of this method. Combination of Learning Methods to Increase Effectiveness

Although the demonstration method is very effective in teaching taharah, this study suggests that this method be combined with other approaches for more optimal results. One method that can be used as a complement is the role-playing or simulation method. In this method, students are asked to act as teachers and demonstrate taharah to their classmates. This technique not only strengthens students' understanding, but also improves their communication skills and self-confidence. In addition, the use of technology such as video tutorials can also be an alternative for students who want to repeat the material at home. With access to digital learning resources, students can repeat the taharah steps whenever they feel the need. The blended learning approach, which combines the demonstration method with digital media, has been proven effective in

various educational studies. With a variety of learning methods, students can learn in a way that best suits their respective learning styles.

CONCLUSION

The results of this study confirm that the demonstration method is a very effective approach in learning fiqh on taharah material. This method not only helps students understand the taharah procedure more clearly, but also improves their skills in practicing it correctly. However, the success of the demonstration method is highly dependent on various factors such as support for facilities, learning environment, and combination with other learning methods that support students' conceptual understanding. With improvements and innovations in the application of the demonstration method, fiqh learning can be more effective, interactive, and provide a more meaningful learning experience for students. This will help them in practicing taharah correctly, not only in the context of school, but also in their daily lives as Muslims.

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