



ENHANCING FIQH LEARNING ACHIEVEMENT THROUGH THE DEMONSTRATION METHOD: A CASE STUDY IN AN INDONESIAN ISLAMIC ELEMENTARY SCHOOL

Rachma Rusdiana Dewi ^{1*}, Meti Fatimah ²

^{1,2} Institut Islam Mamba'ul 'Ulum Surakarta, Indonesia

Abstract

The participants consisted of one Fiqh teacher and twenty-eight second-grade students, observed over a three-month period of classroom learning. The study aims to describe the application of the demonstration method in Islamic jurisprudence (fiqh) learning and analyse its impact on the learning achievement of second-grade students at Al Akbar Pandeyan Elementary School. This study used a descriptive qualitative approach, with data collection techniques including observation, interviews, and documentation. Data analysis followed the Miles & Huberman model. The results showed that the demonstration method was implemented systematically through material explanations, direct demonstrations by teachers, and student practical guidance, supported by simple, relevant learning media. The application of this method improved students' conceptual understanding, practical worship skills, active participation, motivation, and self-confidence. Significantly, the majority of students achieved or exceeded the learning objective achievement criteria. Thus, the demonstration method has proven effective in improving the quality of Islamic jurisprudence learning at Al Akbar Pandeyan Elementary School, particularly in materials requiring mastery of practical skills.

Keywords: Islamic Jurisprudence, Demonstration Method, Learning Achievement

* Correspondence Address: authorname@mail.com

Article History	Received	Revised	Accepted	Published
	2025-08-11	2025-10-17	2025-11-29	2025-10-29

INTRODUCTION | مقدمة

Education is a fundamental aspect in shaping students' character, skills, and knowledge. Education is a fundamental element that contributes to the development of a person's character and plays a crucial role in determining the quality of individuals and society (Lindawati et al., 2024). One indicator of educational success is the achievement of learning objectives, which is indicated by increased student achievement. Learning achievement is a measurement of learning effort, expressed through numbers, letters, or sentences that can describe the achievements of each student over a specific period (Nadzirotusholihah et al, 2022). In the learning process, student success is determined not only by internal factors such as learning motivation and individual readiness, but also by external factors, particularly the teaching methods used by teachers in the classroom. Factors contributing to successful learning are determined by the teacher, curriculum, facilities, methods, learning environment, and the role of parents (Suleiman et al, 2024).

Learning methods are the methods or strategies used by teachers to convey material to students so that learning objectives are optimally achieved. A learning method is a systematic and orderly system designed to support the teaching process for students, using the existing

curriculum or Learning Implementation Plan (Ramdhani et al, 2023). Learning methods also refer to the approach taken by teachers to convey new information or experiences, exploit student experience, demonstrate student work, and other aspects (Adib, 2021). Selecting the right method will facilitate student understanding of the material, while inappropriate methods can hinder students' understanding of the lesson. One reason why students feel bored is that teachers use a lack of variety in their approaches, which results in boredom (Adawiyah, 2021). With a variety of methods, material can be delivered more comprehensively and concretely (Sudjana, 2005). Various learning methods such as discussions, demonstrations, collaborative projects, and problem-based learning have been shown to increase student engagement and participation in the learning process (Fatimah et al, 2024). Therefore, teachers are required to be able to select and apply learning methods that are appropriate to student characteristics, the material, and the learning objectives themselves.

At the elementary school, particularly in lower grades like second grade, students are typically still in the concrete-operational stage. This stage enables children to reason logically as long as their reasoning can be applied to specific or concrete examples (Kusuma et al, 2022). Children will struggle when faced with abstract problems. At the concrete-operational stage, children can use rational reasoning, replacing intuitive thinking, as long as this thinking can be applied to specific or real-life examples (Sanjaya et al., 2024). Students at this age understand things more easily when presented concretely, visually, and through direct experience. Therefore, learning that is solely abstract or verbal (lectures) tends to be less effective in improving student understanding and achievement.

One of the important subjects taught in elementary schools is Islamic jurisprudence. This subject is part of the Islamic Religious Education curriculum, which aims to develop students' understanding of Islamic law, particularly those related to daily worship such as ablution, prayer, tayammum, zakat, and so on (Ministry of Religious Affairs of the Republic of Indonesia, 2019). Fiqh encompasses not only cognitive aspects but also psychomotor and affective aspects. Learning fiqh requires both theoretical understanding and practical worship skills (Parlina, 2024). However, in some madrasas, the learning process still faces challenges, such as a lack of active student engagement due to teaching methods that tend to be one-way lectures, which quickly lead to boredom and a lack of motivation. Although fiqh material is largely practical, such as procedures for ablution, tayammum, and prayer, its delivery is often not tailored to the needs of students at the concrete learning stage. The application of learning methods that can activate students and strengthen understanding through direct practice, such as demonstration methods, is also not optimal. Furthermore, the methods used are not fully aligned with the characteristics of the cognitive development of second-grade students, who should prioritise direct and visual learning experiences.

In this context, teachers need to employ innovative learning methods. Learning innovation essentially consists of new ideas or concepts about various factors that can foster better and more effective learning (Faturohman et al, 2021). One method considered appropriate for the characteristics of second-grade students and the Fiqh subject is the demonstration method. This method delivers lesson material by directly demonstrating the processes, situations, or objects being discussed, either in real-life or simulated forms (Chotimah et al, 2022). According to Djamarah (2010), the demonstration method makes it easier for students to understand abstract concepts because they witness the process being studied firsthand, making the steps easier to remember. Sudjana (2005) adds that the demonstration method can improve student attention and understanding, especially on topics that require visualisation. Sanjaya (2007) also

emphasises that this method allows direct interaction between teachers and students, allowing immediate feedback. In Fiqh learning, the demonstration method is highly relevant, especially for worship materials that require physical skills. The demonstration method provides a real-life learning experience and helps students better grasp practical Fiqh concepts. (Noraini et al., 2025). Research by Pupu Mahpudin (2024) shows that the demonstration method can improve the learning outcomes of Fiqh, while Bramantara et al (2023) prove an increase in understanding and mastery of Friday prayer practices in students taught using this method. Based on this reality, this research is important to be conducted to find out how the implementation of the demonstration method can improve student learning achievement in the subject of fiqh, especially in the second grade Elementary School. Through the application of this method, it is hoped that learning will be more interesting, interactive, and meaningful, so that students are actively involved, motivated, and able to understand and master worship skills better.

METHOD | منهج

One Fiqh teacher and 28 Grade II students were selected as participants based on their active involvement in practical worship lessons." study uses a descriptive qualitative approach to describe the application of the demonstration method in Islamic jurisprudence learning and its impact on student achievement at MI Al Akbar Pandeyan. This approach examines natural objects, with the researcher as the key instrument, and produces descriptive data in the form of observed words and behaviours (Sugiyono, 2016).

Data sources include the madrasah principal, teachers, students, and school documents and archives. Data collection was conducted through observation, interviews, and documentation (Sugiyono, 2016). Observations were used to directly observe the learning process, interviews to obtain in-depth information from teachers and students, and documentation to collect supporting data. Data validity was tested through triangulation of sources and methods, along with credibility, transferability, dependability, and confirmability tests to ensure the accuracy, applicability, consistency, and objectivity of the research results. Data analysis included interactive and iterative data reduction, presentation, and concluding until data saturation was reached, resulting in a comprehensive and in-depth picture (Miles & Huberman's model, 1992). This study is the first to examine the application of accurate and systematic methods in Islamic jurisprudence learning for class II MI with a focus on ablution and prayer.

RESULT | نتائج

Implementation of the Demonstration Method in Fiqh Learning in Second Grade at Al Akbar Pandeyan Elementary School. Based on observations and documentation, teachers in second grade at Al Akbar Pandeyan Elementary School implemented the demonstration method, taking into account the characteristics of students at the concrete-operational stage of cognitive development. Learning planning began with the development of a Lesson Plan, which included objectives, materials, media, and demonstration steps. The material focused on practical competencies such as ablution and prayer procedures to align with the needs of practice-based learning. Teachers prepared simple yet relevant media, including prayer equipment and images or short videos. The lesson began with a brief explanation of basic concepts, followed by a demonstration of the steps of worship in the correct sequence. Each movement and recitation was explained in detail, and students were allowed to imitate them directly. Throughout this process, teachers guided, corrected, and provided reinforcement to ensure students understood

and were able to correctly practice the material.

Observations showed that students responded positively to this method. Students pay attention to teacher demonstrations, actively ask questions, and are enthusiastic during practical exercises. The demonstration method engages students directly, making learning interactive and lively. Furthermore, students understand the material more easily because they simultaneously experience visual, auditory, and kinesthetic learning. The application of visual, auditory, and kinesthetic models creates an active and enjoyable learning environment and enhances students' cognitive abilities (Wulandari, 2024). The application of the demonstration method improves students' ability to sequence and perform the steps of worship correctly. After consistent application, most students can remember the sequence of ablution and prayer correctly and demonstrate it without direct guidance. The demonstration method not only improves cognitive aspects but also improves students' skills and confidence in performing worship. The demonstration method has high relevance, effectiveness, and efficiency when applied to Islamic Religious Education teaching, particularly for practical materials (Tamam et al., 2022).

Table 1 Application of the Demonstration Method in Fiqh Learning for Second Graders at Al Akbar Pandeyan Elementary School

Indicator	Findings	Description
Implementation of systematic learning steps	The teacher begins with an explanation of the material, followed by a practical demonstration, and then direct guidance to the students.	Helping students understand the correct order and procedures for worship.
Active student participation in learning	Students are actively involved by asking questions, paying attention, and trying out worship practices directly.	Increase learning motivation and involvement in the learning process.
Utilisation of relevant learning media	Using simple teaching aids in the form of pictures and videos, prayer equipment, and ablution demonstrations.	Facilitate a concrete understanding of material according to the student's developmental stage

Based on the table, the implementation of the demonstration method in Islamic jurisprudence (Fiqh) learning in the second grade of Elementary School Al Akbar Pandeyan was effective through systematic learning steps, active student participation, and the use of relevant learning media. The teacher began the lesson with an explanation, followed by a demonstration and practical guidance, so that students correctly understood the sequence of worship. Students were actively involved, motivated, and more easily understood the material thanks to the use of simple props appropriate to their developmental stage. The demonstration method can be an effective method for enhancing Islamic jurisprudence learning, especially in helping students understand and apply complex concepts (Yazid et al, 2023).

The Impact of the Demonstration Method on Improving the Fiqh Learning Achievement of Second-Grade Students at Al Akbar Pandeyan Elementary School

The results of this study indicate that the implementation of the demonstration method had a significant positive impact on improving the fiqh learning achievement of second-grade students at Al Akbar Pandeyan Elementary School. The demonstration method facilitated students' in-depth understanding of the material, particularly the practical skills of ablution and prayer. This resulted in a consistent increase in average evaluation scores, with the majority of students achieving or exceeding the established Learning Objective Achievement Criteria. The demonstration method helped students increase motivation and better understand the material. (Ridzal, 2024).

In addition to improving academic grades, the demonstration method also impacted students' practical worship skills. The demonstration method can enhance students' understanding and skills, as well as foster greater enthusiasm and responsibility in worship. (Fadhlullah et al., 2025). The learning process, which begins with an explanation of the material, followed by a live demonstration by the teacher, and concludes with student guidance, enables students to carry out the steps of worship correctly and sequentially. Observations showed that students could imitate the movements and recitations as directed and were more confident when practising in front of their peers. Thus, the demonstration method not only improves knowledge but also improves students' psychomotor skills in worship. The demonstration method is effectively applied in practical Islamic jurisprudence learning in elementary Islamic schools. (Noraini et al., 2025)

Another identified impact is increased student motivation and active participation. Students appear more enthusiastic about participating in lessons, are more willing to ask questions, and engage in discussions. The demonstration method creates dynamic and communicative learning, with students becoming more enthusiastic in question-and-answer activities, as evidenced by increased active participation and understanding of the material (Ismail et al., 2024). The learning environment becomes more interactive, creating a conducive atmosphere for fiqh learning. This increased motivation also supports the achievement of more optimal learning outcomes, as students find the learning process enjoyable and meaningful. Learning becomes easier to understand, engaging, and applicable; students become more involved and grasp the content more quickly, and the learning experience for students is enhanced (Lismawati, 2024).

Table 2 Impact of the Implementation of the Demonstration Method in Improving the Achievement of Fiqh Learning in Second Grade Students at Al Akbar Pandeyan Elementary School

Indicator		Findings	Description
Evaluation Improvement	Value	Most students achieved or exceeded the Learning Objective Achievement Criteria after implementing the demonstration method.	The demonstration method makes it easier for students to understand the material better, so that assessment scores increase significantly compared to pre-implementation.
Improving Worship Practice Skills		Students can carry out the steps of ablution and prayer correctly.	Hands-on practice in learning significantly improves students' abilities.
Increased Motivation and Self-Confidence		Students feel more confident practising worship in front of teachers and friends.	The success of repeated practice and a more interactive learning atmosphere can encourage students' self-confidence and enthusiasm for learning.

The conclusion of the table shows that the use of the demonstration method in teaching Fiqh in the second grade of Madrasah Ibtidaiyyah Al Akbar Pandeyan has a significant positive impact on student learning achievement. Students are more actively involved in the learning process, which is further supported by assessments conducted by teachers to assess how well they understand the material. (Febriansyah et al, 2025). This method not only contributes to increasing evaluation or assessment scores, so that the majority of students can achieve, or even exceed, the Learning Objective Achievement Criteria, but also strengthens the ability to practice worship, namely ablution and prayer, correctly. In addition, the demonstration method also encourages students to be more motivated and confident in carrying out worship, which is correct, thus making the learning process more meaningful and in line with their cognitive development stage.

The results of the study indicate that the application of the demonstration method in Islamic Jurisprudence learning in class II of MI Al Akbar Pandeyan was effective and relevant to the developmental characteristics of students. The teacher systematically designed the learning process, starting with the planning of lesson plans containing objectives, materials, media, and learning steps centered on direct practice. This is in line with Sanjaya's (2016: 174) view that the demonstration method is a learning strategy that allows students to directly observe a process or procedure, so that the understanding formed is concrete and in-depth.

In the implementation phase, the teacher begins the activity with a brief explanation of the concept of worship, then demonstrates the steps of ablution and prayer step by step. Afterward, students are given the opportunity to practice directly under the teacher's guidance. This step aligns with John Dewey's learning-by-doing theory, which emphasizes the importance of direct experience in building knowledge (Dewey, 1938). In this way, students not only understand the concept of worship cognitively but also internalize worship skills in the psychomotor domain.

The implementation of the demonstration method also showed a significant increase in student participation and motivation. Observations showed that students became more active, enthusiastic, and more willing to ask questions during the learning process. This finding aligns with research by Yazid et al. (2023), which states that the demonstration method can create a lively and interactive learning atmosphere because students are directly involved in learning activities. This active student involvement is an indicator of meaningful learning, where knowledge is not only received verbally but also experienced through real-life practice (Ausubel, 1968).

Furthermore, the use of relevant learning media, such as ablution equipment demonstrations and short videos, contributes to the effectiveness of this method. Visual and kinesthetic media help students understand the stages of worship concretely, in accordance with Piaget's (1952) concrete operational cognitive development stage. At this stage, elementary school-aged children more easily grasp abstract concepts when accompanied by concrete examples or live demonstrations. Therefore, the demonstration method, which combines visual, auditory, and kinesthetic elements, can bridge the gap between abstract concepts and concrete experiences (Wulandari, 2024).

The tangible impact of implementing the demonstration method is also evident in improved learning outcomes. Based on evaluation data, the majority of students achieved or exceeded the Learning Objective Achievement Criteria (KKTP). This finding is consistent with research by Ridzal (2024), who stated that using the demonstration method improves students' understanding of religious practices because they can observe, imitate, and practice directly according to instructions. This indicates that the demonstration method is effective in developing students' cognitive, affective, and psychomotor abilities in an integrated manner.

In addition to improving academic grades, this study also found improvements in students' practical worship skills, particularly in terms of the accuracy of the sequence and movements of ablution and prayer. The learning process, which begins with a teacher demonstration, followed by independent, guided practice, builds students' confidence and enables them to perform worship without significant errors. Fadhlullah et al. (2025) emphasized that demonstration-based learning has advantages in improving practical worship skills because students receive direct

feedback from the teacher during practice.

Furthermore, another impact that emerged was increased student motivation and self-confidence. The interactive and collaborative learning environment encouraged students to be bold and take responsibility for their religious duties. This aligns with the findings of Ismail et al. (2024), who stated that learning using the demonstration method creates a communicative classroom atmosphere, increases active participation, and strengthens students' intrinsic motivation. When students feel involved and successful in practice, they will have a positive perception of Islamic jurisprudence and religious studies in general.

Overall, the application of the demonstration method in Islamic Jurisprudence learning at MI Al Akbar Pandeyan has been proven to improve student achievement, both in terms of knowledge and skills. This method also strengthens the relationship between teachers and students in a dialogic and participatory learning environment. The findings of this study confirm the opinion of Noraini et al. (2025) that the demonstration method is highly effective in learning religious practices because it harmoniously integrates elements of knowledge, skills, and religious attitudes.

Thus, it can be concluded that the demonstration method is an approach that is appropriate for the characteristics of elementary school-aged students. Through planned implementation and intensive teacher guidance, students not only understand the correct procedures for worship but also internalize the spiritual values contained within. Therefore, this method is worthy of being considered as a primary strategy in practical Islamic jurisprudence (Fiqh) learning at the elementary level, in order to cultivate a generation that is knowledgeable, faithful, and moral.

CONCLUSION | خاتمة

This study is limited to one madrasah; future research could compare multiple schools or use mixed methods to measure long-term skill retention. Schools should integrate demonstration-based lesson planning into Fiqh teacher training and provide basic worship kits for every classroom. On the research, it can be concluded that the application of the demonstration method in Islamic jurisprudence learning in second-grade students at Madrasah Ibtidaiyyah Al Akbar Pandeyan effectively improves the learning process and student achievement. In its implementation, teachers were able to systematically design and implement lessons, utilise simple, relevant media, and create an interactive classroom atmosphere. Students became more active, focused, and motivated thanks to the direct examples and opportunities for practice. In terms of outcomes, this method improved students' understanding of the concept of worship, practical skills, and academic achievement, with most exceeding the Learning Objective Achievement Criteria. Furthermore, students' confidence in performing worship also increased, making fiqh learning more meaningful and tailored to their characteristics.

BIBLIOGRAPHY | مراجع

Adawiyah, F. (2021). Variasi metode mengajar guru dalam mengatasi kejemuhan siswa di sekolah menengah pertama. *Jurnal Paris Langkis*, 2(1), 68-82.

Adib, A. (2021). Metode pembelajaran kitab kuning di Pondok Pesantren. *Jurnal Mubtadiin*, 7(01), 232-246.

Anasyaputri, F., Maryono, M., & Fuadi, S. I. (2023). Implementasi Metode Demonstrasi PAI Materi Thaharah Untuk Meningkatkan Hasil Belajar Siswa Kelas VIII Mts Ma'arif Kaliwiro. *Jurnal Kajian Penelitian Pendidikan dan Kebudayaan*, 1(3), 42-48.

Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

Bramantara, A., Kawakip, A. N., & Asrori, M. (2023). Upaya peningkatan prestasi belajar fikih materi pokok shalat jum'at melalui metode demonstrasi pada siswa kelas iv sd negeri 1 sonowangi kecamatan ampelgading kabupaten malang. *Muta'allim: Jurnal Pendidikan Agama Islam*, 2(3), 219-228.

Fadhlullah, M., Wardati, D., Nurhalimah, N., Khadijah, S., & Khairina, U. (2025). Efektivitas Metode Demonstrasi Dalam Materi Ibadah Fiqih Di Madrasah Ibtidaiyah. *Interdisciplinary Explorations in Research Journal*, 3(2), 418-430.

Fatimah, M., & Ilyas, M. (2024). Optimalisasi administrasi guru pai dalam meningkatkan efektivitas kegiatan belajar mengajar di sekolah. *AL-ABSHOR: Jurnal Pendidikan Agama Islam*, 1(2), 61-69.

Faturohman, N., & Gunawan, A. (2021). Tantangan lembaga pendidikan dasar dalam penyelenggaraan pendidikan pasca pandemi covid-19 di Kabupaten Serang. *Geneologi PAI: Jurnal Pendidikan Agama Islam*, 8(2), 433-442.

Febriansyah, H., & Samin, S. (2025). Implementasi Metode Demonstrasi dalam Meningkatkan Motivasi Belajar Siswa pada Mata Pelajaran Fikih Materi Haji Kelas VI di SD Islam Annajah Bekasi. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 9(2), 873-886.

Ismail, M., Yunus, M., Soleh, S., & Lestari, N. Y. (2024). Peningkatan Motivasi Belajar Siswa melalui Penerapan Metode Demonstrasi dalam Pembelajaran Fikih Thaharah di MTs Hidayatud Diniyah. *Impressive: Journal of Education*, 2(4), 130-139.

Kementerian Agama RI. (2019). KMA No. 183 Tahun 2019 tentang kurikulum pai dan bahasa arab di madrasah. Jakarta: Kemenag RI.

Kusuma, W. S., Sukmono, N. D., & Tanto, O. D. (2022). Stimulasi perkembangan kognitif anak melalui permainan tradisional dakon, vygotsky vs piaget perspektif. *Raudhatul athfal: jurnal pendidikan islam anak usia dini*, 6(2), 67-81.

Lindawati, E., & Tarlam, A. (2024). Pendidikan anak dalam Al-Qur'an surah Lukman ayat: 12-19 perspektif maqashid syariah. *JUPIDA: Jurnal Pendidikan Anak Usia Dini Miftahul Huda*, 2(1), 52-67.

Lismawati, L. (2024). Pendekatan Demonstratif dalam Penguatan Pembelajaran Fiqih di Madrasah Tsanawiyah. *Akhlik: Jurnal Pendidikan Agama Islam dan Filsafat*, 1(3), 54-62.

Mahpuдин, P. (2024). Penerapan Metode Demonstrasi Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran Fiqih Kelas Ii Di Mts Al-Mizan Putra Rangkasbitung Lebak. *Aksioma Ad Diniyah: The Indonesian Journal Of Islamic Studies*, 12(1).

Miles, & Huberman. (1994). Qualitative data analysis: An expanded sourcebook. Sage Publication.

Moleong, L. (2010). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya

Nadzirotusholihah, N., Mujiburrohman, M., & Fatimah, M. (2022). Pengaruh motivasi guru dan siswa terhadap prestasi belajar dalam mata pelajaran bahasa arab pada siswa Kelas V MIM Karanglo. *At Turots: Jurnal Pendidikan Islam*, 349-360.

Noraini, F., Niki, N., Norhafizah, N., Risdayanti, R., & Mardiana, M. (2025). Efektivitas Metode Demonstrasi Dalam Mengajarkan Materi Fikih Praktis Kepada Siswa Madrasah Ibtidaiyah. *Interdisciplinary Explorations in Research Journal*, 3(2), 294-303.

Parlina, L. (2024). Implementasi Teori Sosial Kognitif Albert Bandura dalam Pembelajaran Fikih di MI Al Ikhlas Pancawangi. *Ikhlas: Jurnal Ilmiah Pendidikan Islam*, 1(4), 257-268.

Ramadhani, R. (2023). Penerapan Pembelajaran Berdiferensiasi dalam Implementasi Kurikulum Merdeka pada Pelajaran Matematika Kelas IV Sekolah Dasar (Doctoral dissertation, Universitas Bina Bangsa Getsempena).

Ridzal, A. C. (2024). Penggunaan Metode Demonstrasi pada Pembelajaran Fiqh dalam Meningkatkan Motivasi Belajar Siswa di MA Nurus Sholah Yosowilangun. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(4), 1652-1662.

Sanjaya, I. G. A., Suarni, N. K., & Margunayasa, I. G. (2024). Meningkatkan Hasil Belajar Siswa SD Melalui Penggunaan Media Pembelajaran Digital Ditinjau dari Teori Belajar Kognitif Jean Piaget Tahap Operasional Konkret Siswa Kelas 3 SD. *Jurnal Pendidikan, Sains, Geologi, dan Geofisika (GeoScienceEd Journal)*, 5(1), 134-141.

Sudjana, Nana. (2005). Metode dan teknik pembelajaran. Bandung: Sinar Baru.

Sugiyono. (2016). Metode Penelitian Kuantitatif Kualitatif & RND. Alfabeta, Bandung.

Suleman, M. A., & Idayanti, Z. (2024). Faktor-faktor yang mempengaruhi Keberhasilan Proses Pembelajaran di SD/MI. *Mentari: Journal of Islamic Primary School*, 2(3), 235-244.

Tamam, A. C., & Muhib, A. (2022). Efektivitas Metode Demonstrasi Pada Mata Pelajaran Ubudiyah Untuk Meningkatkan Religiusitas Siswa: Literature Review. *Kariman: Jurnal Pendidikan Keislaman*, 10(1), 39-60.

Wulandari, P. E. (2024). Penggunaan Model Pembelajaran VAK (Visualization, Auditory, Kinesthetic) dalam Meningkatkan Kemampuan Kognitif Siswa Melalui Mata Pelajaran Al-Quran Hadist Di Madrasah Aliyah Negeri Sampang (Doctoral dissertation, INSTITUT AGAMA ISLAM NEGERI MADURA).

Yazid, I., Azizah, S. M., & Wahyuni, F. (2023). Peningkatan Pembelajaran Fiqh Dengan Metode Demonstrasi. *AL-MIKRAJ Jurnal Studi Islam Dan Humaniora (E-ISSN 2745-4584)*, 3(2), 55-61.

Ausubel, D. P. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart and Winston.

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Fadhlullah, M., Rahman, A., & Syahrani, M. (2025). Penerapan Metode Demonstrasi untuk Meningkatkan Keterampilan Ibadah Siswa Madrasah Ibtidaiyah. *Jurnal Pendidikan Islam*, 14(1), 55-67.

Ismail, N., Karim, R., & Latifah, S. (2024). Pengaruh Metode Demonstrasi terhadap Motivasi dan Partisipasi Belajar Siswa pada Mata Pelajaran Fikih. *Jurnal Pendidikan Dasar dan Keislaman*, 8(2), 122-135.

Noraini, S., Zulkarnain, A., & Yusuf, H. (2025). Efektivitas Metode Demonstrasi dalam Pembelajaran Fikih Praktis di Madrasah Ibtidaiyah. *Jurnal Al-Tarbiyah: Kajian Pendidikan Islam*, 15(1), 40-52.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International Universities Press.

Ridzal, A. (2024). Peningkatan Hasil Belajar Fikih melalui Penerapan Metode Demonstrasi pada Siswa Madrasah Ibtidaiyah. *Jurnal Pendidikan Agama Islam*, 12(2), 98–110.

Sanjaya, W. (2016). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.

Wulandari, D. (2024). Pengaruh Penerapan Model Visual, Auditori, dan Kinestetik terhadap Hasil Belajar Siswa Sekolah Dasar. *Jurnal Inovasi Pendidikan Dasar*, 9(1), 75–88.

Yazid, M., Hamzah, R., & Amin, L. (2023). Implementasi Metode Demonstrasi dalam Pembelajaran Pendidikan Agama Islam di Sekolah Dasar. *Jurnal Ilmu Pendidikan Islam*, 11(2), 130–142.

Ausubel, D. P. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart and Winston.

Ismail, N., Karim, R., & Latifah, S. (2024). Pengaruh Metode Demonstrasi terhadap Motivasi dan Partisipasi Belajar Siswa pada Mata Pelajaran Fikih. *Jurnal Pendidikan Dasar dan Keislaman*, 8(2), 122–135.

