

FIQH LEARNING WITH DEMONSTRATION METHOD TO FORM STUDENT CHARACTER MA MUHAMMADIYAH 11 MEMORIZATION OF THE QUR'AN KRANJI

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Abstract

This study aims to describe Fiqh learning at MAM 11 Tahfidul Qur'an Kranji, implementation of demonstration method in fiqh learning to shape students' character at MAM 11 Tahfidul Qur'an Kranji and the impact of fiqh learning with demonstration method to shape students' character at MAM 11 Tahfidul Qur'an Kranji. The approach used in this research is a qualitative approach, namely describing and outlining learning using demonstration methods in forming student character with data collection techniques including participant observation of the learning process, in-depth interviews with Fiqh teachers and students, and analysis of documentation related to learning planning and implementation. The research subjects were students of MA Muhammadiyah 11 Tahfidul Qur'an. The research findings show that the implementation of the demonstration method in Fiqh learning provides a significant contribution to the formation of student character, especially in aspects of discipline, accuracy, responsibility, cooperation, empathy, and submission in worship. Educators as demonstrators also play a role as role models in displaying Islamic characters.

Keywords: Fiqh Learning, Demonstration Method, Student Character

Abstrak

Penelitian ini bertujuan untuk mendiskripsikan pembelajaran Fiqh di MAM 11 Tahfidul Qur'an Kranji, implementasi metode demonstrasi dalam pembelajaran fikih untuk membentuk karakter siswa di MAM 11 Tahfidul Qur'an Kranji dan dampak pembelajaran fikih dengan metode demonstrasi untuk membentuk karakter siswa di MAM 11 Tahfidul Qur'an Kranji. Pendekatan yang digunakan dalam penelitian dengan pendekatan kualitatif yaitu mendiskripsikan dan menguraikan tentang pembelajaran dengan metode demonstrasi dalam membentuk karakter siswa dengan teknik pengumpulan data meliputi observasi partisipan terhadap proses pembelajaran, wawancara mendalam dengan guru Fiqh dan siswa, serta analisis dokumentasi terkait perencanaan dan pelaksanaan pembelajaran. Subjek penelitian adalah siswa MA Muhammadiyah 11 Tahfidul Qur'an. Temuan penelitian menunjukkan bahwa implementasi metode demonstrasi dalam pembelajaran Fiqh memberikan kontribusi signifikan terhadap pembentukan karakter siswa, terutama dalam aspek kedisiplinan, ketelitian, tanggung jawab, kerja sama, empati, dan ketundukan dalam beribadah. Pendidik sebagai pendemonstrasi juga berperan sebagai teladan dalam menampilkan karakter-karakter Islami.

Kata Kunci: Pembelajaran Fiqh, Metode Demonstrasi, Karakter Siswa



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INTRODUCTION

Educators play a crucial role as transmitters of values that support the development of students' character and morals, as well as facilitators in educational interactions that actively involve students. Education is literally a conscious effort made by educators towards students to achieve changes in behavior, character, skills, and intelligence intellectually, emotionally, and spiritually.¹ One important aspect of this education is religious education, which aims to form good moral and ethical character in students.²

Islam emphasizes character education as part of the effort to develop good, honest, responsible, and noble individuals. Fiqh learning encompasses many aspects that can instill values in students, such as discipline, honesty, cleanliness, and respect for time. Using the demonstration method, teachers can directly demonstrate how to perform prayers and fiqh activities, so that students not only understand the theory but also imitate and apply it in their lives.

As explained in Law Number 20 of 2023 concerning the National Education System, Article 3 states that national education functions to develop and shape the character and civilization of a dignified nation in order to educate the nation's life. The demonstration method in improving fiqh learning aims to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.³

This study aims to gain a deep understanding of the Demonstration method in Fiqh learning at MAM 11 Tahfidzul Qur'an Kranji, Lamongan Regency, to what extent the use of the demonstration method in Fiqh learning is to shape students' character.

Initial observations conducted by researchers at MAM 11 Tahfidzul Qur'an Kranji, the previous fiqh teacher, revealed that the conventional learning model, characterized by lectures, assignments, discussions, and questions and answers, did not provide a meaningful (significant) impact on students. This failure was evident from students often forgetting previous lessons when teachers tried to repeat the substance of the material from the previous meeting. In addition, children quickly became bored and sleepy if they often used lectures, presentations, and discussions. Therefore, teachers must be creative in using learning methods because learning methods play a very important role in achieving educational goals.

¹ Asmiatin and Tobroni, "Model Pembelajaran PAI Interdisipliner Di Sekolah (Interdisciplinary Islamic Religious Education Learning Model in Schools)," *JICN: Jurnal Intelek Dan Cendekiawan Nusantara* 1, no. 6 (2024): 9236–45.

² Qurrotul Ainiyah and Dewi Rahayu, "Dampak Implementasi Pembelajaran Fiqih Terhadap Kedisiplinan Sholat Siswa MTs Ar-Rahman Nglaban Diwek Jombang," *IRSYADUNA: Jurnal Studi Kemahasiswaan* 3, no. 3 (2023), <https://doi.org/https://doi.org/10.54437/irsyaduna.v3i3.1348>.

³ Rahmi Dewanti and A Fajriwati, "Metode Demonstrasi Dalam Peningkatan Pembelajaran Fiqih," *JURNAL PILAR: Jurnal Kajian Islam Kontemporer* 11, no. 1 (2020): 88–98.

Furthermore, observations obtained from the teacher in charge of fiqh lessons at MAM 11 Tahfidzul Qur'an Kranji require varied learning methods and the appropriate method used in fiqh learning is the demonstration method. This method involves a teaching process where the teacher shows how a concept or practice is carried out so that students can see directly and understand the steps required so that students can apply them in everyday life because in general the fiqh material includes (Fiqh of worship and Fiqh of Mu'amalah).

Based on observations, the demonstration method of Islamic jurisprudence learning at MAM 11 Tahfidzul Qur'an Kranji is running well and effectively. Its application in daily activities, such as cultivating a clean lifestyle (Fiqh Ibadah) and instilling the values of politeness and mutual assistance, both towards teachers and friends (Fiqh Muamalah), has shown positive results.

During the teaching and learning process, students are expected to create an engaging atmosphere. However, in reality, teachers often become the primary source of knowledge, while students merely act as listeners, note-takers, and memorizers as the teacher delivers the material. This leads to students being less active and less interested in learning.⁴

This research shows the importance of learning methods that can improve skills so that teachers must be skilled in mastering several learning methods, especially religious learning including fiqh which is not monotonous with lecture methods alone but with several methods, more precisely with demonstration methods, can increase student involvement in the learning process which can shape student character.

The demonstration method can increase student involvement in the learning process, fiqh learning includes practical aspects in everyday life. More specifically, fiqh learning with the demonstration method can make a significant contribution to improving the quality of Islamic Religious Education in shaping students' character.

Given the importance of instilling character values through Islamic teachings and culture, researchers are seeking to develop these values through empirical Islamic jurisprudence studies in educational institutions. Research related to character formation needs to be conducted at MAM 11 Tahfidzul Qur'an, Kranji.

RESEARCH METHODS

Research Approaches and Types

The approach used in this research is a qualitative approach, namely describing and outlining learning using demonstration methods in shaping student character. Qualitative research

⁴ Ina Safitri, "Efektivitas Penggunaan Metode Demonstrasi Pada Materi Ajar Dalam Meningkatkan Hasil Belajar Siswa Di SMK Muhammadiyah 1 Klaten Utara Tahun Pelajaran 2018/2019" (Universitas Muhammadiyah Surakarta, 2019).

is a research procedure that produces descriptive data in the form of written or spoken words from people or observable behavior.⁵

The data used include primary and secondary data obtained through interviews, observation, and documentation. Primary data in this study include interviews with the Fiqh teacher, the principal, parents, and students of Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an Kranji. Secondary data were obtained from information from school employees related to Fiqh learning and other relevant documents.

Research Location

This research was conducted at the Muhammadiyah 11 Tahfidzul Qur'an Islamic Senior High School in Kranji Village, Paciran District, Lamongan Regency. The researchers chose this institution because it is considered to have implemented demonstration learning methods through its Fiqh study program, which then shapes students' character.

Data source

The data source in this study was the teacher in charge of the subject of Islamic jurisprudence, who played a role is crucial in designing, implementing, and evaluating learning. Data from teacher informants provides insight into practices, strategies, and challenges in implementing demonstration-based learning. Furthermore, students, who are the primary participants in the learning process, data from student informants reveals the extent to which Fiqh learning using demonstration methods contributes to the development of students' critical thinking skills.

Data Collection Technique

This research used observation, interviews, and documentation as data collection techniques. These techniques were applied to observe the implementation of Fiqh learning using the demonstration method in developing student character. The goal was to obtain data that facilitated analysis and description in the research results.

Data Validity Test

Data validity is a crucial aspect of research. This technique is a method used by researchers to measure the level of trustworthiness in the data collection process through various techniques, including source triangulation, technical triangulation, and time triangulation.

⁵ Muhammad Yusuf, Romelah, and Nurul Humaidi, "Pendidikan Islam Anak Usia Dini Berbasis Al Qur'an," *Jurnal Panrita* 5, no. 1 (2024): 49–63.

Researchers used technical triangulation, a technique for testing data reliability by comparing data from the same source using different data collection techniques. Examples include data verification through interviews, observation, and documentation.

Data Analysis Techniques

Data analysis is one of the important aspects of qualitative research methods, namely careful data analysis. This includes the process of organizing, grouping, and interpreting the collected data. Qualitative data analysis involves identifying key themes, coding the data, forming categories, and searching for relationships and patterns within the data.⁶ The data analysis steps used in this study are data condensation, data display, and conclusions.

RESULTS AND DISCUSSION

Research Result

1. Learning Fiqh with the Demonstration Method

Observations on October 23, 2024, showed that students at the Muhammadiyah Tafidzul Qur'an Islamic Senior High School who participated in Islamic jurisprudence (Fiqh) learning using the demonstration method had a better understanding of concepts than those who used the conventional method. For example, students better understood the procedures for ablution, prayer, zakat, or hajj after witnessing live demonstrations and practicing them in the mosque hall or the madrasah environment. Through demonstrations of ablution, prayer, and other acts of worship, students learned the correct sequence and procedures. This can instill discipline in carrying out worship.

The subject of Jurisprudence is part of Islamic Religious Education which examines the procedures for worship, starting from the pillars of Islam (taharah, prayer, fasting, zakat, to the Hajj), provisions for food and drink, circumcision, sacrifice, as well as buying and selling and lending and borrowing.

In Madrasah Aliyah, the scope of Fiqh includes the principles of worship and Islamic law; Islamic law on zakat, hajj, sacrifice, akikah, funeral arrangements, ownership, Islamic economics, disposal and change of property, wakalah, sulhu, daman, kafaalah, usury, banking, insurance, criminal law (jinaayah), sanctions (huduud), justice, family, inheritance,

⁶ Y. Rifa'i, "Analisis Metodologi Penelitian Kualitatif Dalam Pengumpulan Data Di Penelitian Ilmiah Pada Penyusunan Mini Riset," *Cendekia Inov Dan Berbudaya* 1, no. 1 (2023): 31–37, <https://doi.org/10.59996/cendib.v1i1.155>.

Islamic politics (siyaasah syar'iyah), sources of Islamic law, taklifi law, the basis of istinbath, the rules of ushul fiqh, and their application.⁷

The appropriate method used in learning Islamic jurisprudence is the demonstration method. This demonstration method involves direct practice in applying Islamic jurisprudence laws to show how to carry out worship and other actions in accordance with Islamic law.

Presentation from the Fiqh subject teacher:

"This demonstration method is very relevant for use in learning Islamic jurisprudence because it is often associated with direct application in daily life, such as prayer, ablution, and other forms of worship. This means that learning Islamic jurisprudence requires direct practice to reduce confusion and provide direct explanations of errors that occur in practice."(W/GM/ 23-10-2024).

Presentation from one of the MAM 11 Tahfidzul Qur'an students:

"We were very enthusiastic about participating in the Fiqh lesson, which demonstrated the funeral prayer. This was because we not only memorized the recitations but also practiced them directly, following our own memorization. We listened reverently and attentively as the teacher demonstrated the movements and recitations of the funeral prayer before being asked to form groups to practice. We all demonstrated enthusiasm, concern, passion, and mutual cooperation."(W/STUDENT/ 10-23-2024).

The demonstration of the body-embalming process took place in the hall of Madrasah Aliyah Muhammadiyah 11, complete with photographic documentation. Students were actively involved in the collaboration, for example, when preparing the props and materials needed for the body-embalming. Held in the hall of Madrasah Aliyah Muhammadiyah 11, students participated in collaborative activities, such as preparing tools and materials and helping friends experiencing difficulties. This fostered a spirit of mutual cooperation and mutual care. These character values can be a focus of the demonstration method. Students not only understood the procedures but also internalized their meaning and wisdom in their daily lives.

2. Implementation of the Demonstration Method in the Fiqh Subject

Based on the researcher's observations on November 1, 2024 in implementing the demonstration method in the Fiqh subject at Madrasah Aliyah Muhammadiyah 11 Tahfidzul

⁷ Warsinah, "Pelaksanaan Metode Demonstrasi Bidang Studi Fikih Materi Shalat Jenazah Kelas XI MA Pondok Pesantren Abinur Al-Islami Panyabungan Kecamatan Panyabungan Utara Kabupaten Mandailing Natal" (Institut Agama Islam Negeri Padangsidimpuan, 2017).

Qur'an Kranji, the Fiqh teacher, Aini Yunianingtias, implemented the following steps of the recitation method: first, greeting and praying, then providing motivation and asking for students' attendance. The teacher reminded students about the concepts that had been learned related to the new material to be studied. The teacher asked students to first read the chapter to be studied, namely the Embalming of the Body, then the teacher explained about the Embalming of the Body. Students were welcome to ask questions about procedures and other things that were not yet understood before the teacher asked students to try the practice of embalming the body starting from bathing, shrouding and praying in the courtyard of the Madrasah Mosque.

In its application, the demonstration method needs to be designed carefully. Strategic planning is essential for effective implementation. Teachers need to plan the demonstration stages well, starting with theoretical explanations and direct demonstrations, and then providing students with opportunities to practice independently. Furthermore, teachers need to use relevant learning media, such as videos or simulations, to support the learning process.⁸ According to one of the MAM 11 Tahfidzul Qur'an students:

"With the demonstration method, students experience the direct application of theory. Understanding of often abstract Islamic jurisprudence concepts becomes clearer and more applicable. This method encourages students to be more active in learning, not just passively receiving information but also engaging directly in practice, such as simulating worship. However, time is limited. Demonstrations require more explanation and practice, which takes longer than lectures.." (W/STUDENT/23-10-2024).

The implementation of the demonstration method in Fiqh learning at MAM 11 Tahfidzul Qur'an Kranji aims to integrate the material with the values and norms adopted by the audience, as well as being the initial step for further development and research. Herdiana explained that the demonstration technique is a teaching method in which a teacher or student is asked to demonstrate or show a process to the entire class.⁹

Documentation of the Implementation of the Demonstration Method in the Fiqh Subject in the Practice of Embalming the Body. Based on the results of the researcher's observations at MA Muhammadiyah Tahfidzul Qur'an Kranji, it appears that students are very enthusiastic and eager to learn the material on Embalming the Body with the

⁸ Ilal Fajri et al., "Implementasi Strategis Metode Demonstrasi Untuk Meningkatkan Pemahaman Materi Wudhu Dalam Pembelajaran Fiqih," *Edu Society: Jurnal Pendidikan Ilmu Sosial Dan Pengabdian Kepada Masyarakat* 4, no. 3 (2024).

⁹ R. Br Herdiana and H. R. Setiawan, "Implementasi Pembelajaran Fiqih Dengan Menggunakan Metode Demonstrasi Di Betong Junior Khalifah School," *Jurnal UINSU*, 2022.

demonstration method applied by the teacher. Through the demonstration carried out by the teacher and one of the students, their memory regarding the procedures for caring for and praying the body is strengthened. The material taught becomes stronger. This is reflected in the respective semester grades, which are above the Minimum Completion Criteria (KKM). Thus, it can be concluded that the demonstration method is indeed effective in Fiqh.

3. The Impact of Fiqh Learning with the Demonstration Method

Based on observations conducted on November 1, 2024, at the Muhammadiyah 11 Islamic Senior High School (Madrasah Aliyah) Tahfidzul Qur'an Kranji, researchers found that the application of the demonstration method in Islamic Jurisprudence (Fiqh) learning had a significant positive impact on students' learning process. First, the demonstration method was proven to improve students' skills in practicing worship and transactions in accordance with Islamic Jurisprudence provisions. Students appeared more confident when carrying out the practice, both individually and in groups. This indicates that learning through direct practice can strengthen students' theoretical understanding and application skills. Second, the use of this method also contributes to the formation of students' character. This is reflected in increased accuracy in worship movements, discipline in following procedures, and courage in displaying practice in front of teachers and classmates.

Overall, teaching Islamic jurisprudence using a demonstrative approach is effective in developing students' conceptual understanding, practical skills, and readiness to implement Islamic jurisprudence in everyday life. This approach aligns with the principles of active learning, which emphasize direct student involvement, thus contributing to the formation of religious attitudes and other positive character traits.

Presentation from the Deputy Head of Curriculum:

"With the demonstration method, students can truly experience the application of the theory directly. Because understanding the concept of Fiqh, which is often abstract, becomes clearer and more applicable. This method encourages students to be more active in learning, not only receiving information passively, but also directly involved in practice, such as worship simulations, fiqh debates, or case studies. In addition, students will be faced with real situations or simulations that require critical thinking to solve problems from a fiqh perspective, which will improve analytical and problem-solving skills "(W/WK KUR/A3/23-10-2024).

The application of the demonstration method in Islamic Jurisprudence learning at Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an Kranji shows that the demonstration method has a significant impact on discipline, responsibility, cooperation, and concern among students, both in the madrasah and social environments.

In the context of Islamic jurisprudence (Fiqh) learning, this method significantly helps students internalize the ethical, moral, and moral values inherent in worship. By observing how the concept of worship is applied in everyday life, students are able to understand the importance of honesty, compassion, and integrity, which are core values of Islamic teachings.¹⁰ Thus, this method can shape students' character, including training discipline, accuracy, fostering a sense of responsibility, and fostering cooperation between students.

Based on observations and interviews, researchers recorded and analyzed behavioral changes observed in students after participating in Fiqh (Islamic jurisprudence) lessons using a demonstration method, specifically covering the preparation of corpses, specifically the prayer for the deceased. During the learning process, the teacher demonstrated the steps and prayers for the funeral prayer directly using props in the form of shrouded dolls. In addition, several students were given the opportunity to practice the movements directly in the madrasah mosque. The majority of students were able to practice the prayer movements in the correct order. They appeared more confident during the practice and showed full attention to each stage demonstrated by the teacher. Students' enthusiasm and passion also increased throughout the activity.

The application of the demonstration method in Islamic jurisprudence (Fiqh) instruction, particularly in the topic of funeral preparation, has had a positive impact on students' attitudes and habits. This is evident in the growing awareness of mutual care, increased perseverance, discipline, and sense of responsibility in carrying out daily worship.

Research Discussion

Referring to the research results on the demonstration method in fiqh lessons used by MAM 11 Tahfidzul Qur'an In forming character and its effectiveness, the discussion of this research will refer to three things, namely:

1. Jurisprudence Learning at MAM 11 Tahfidzul Qur'an

Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an, as an Islamic educational institution that has a unique Al-Qur'an memorization program, also integrates Fiqh lessons with demonstration methods. The goal is to facilitate the formation of students' character in accordance with Islamic law. In this context, a teacher who teaches Fiqh through the demonstration method means showing or demonstrating an object, process, event, or

¹⁰ Makhrus Khalim Al Afghani, "Pengaruh Metode Demonstrasi Terhadap Pemahaman Siswa Dalam Pembelajaran Fiqh Konteks Ibadah," *Jurnal Budi Pekerti Agama Islam* 2, no. 1 (2024): 245–50, <https://doi.org/10.61132/jbpai.v2i1.119>.

incident. This is as has been implemented by the Fiqh subject teacher at Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an in an effort to shape student character. The stages of Fiqh learning at Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an Kranji Paciran are as follows:

First, planning involves teachers developing a lesson plan (RPP) or teaching module. Second, the implementation stage involves teachers dividing the lesson into three sessions. The first and second sessions involve the learning process and testing, while the third session involves students practicing or demonstrating material related to the example of corpse handling.

The implementation of the actions in this study was carried out in accordance with the learning steps implemented by the teacher through three stages of activity: initial activities, core activities, and final activities. By directly witnessing an action, students not only hear theory but also see how it is applied in practice. This helps reduce confusion and improves information retention because students have a concrete picture that they can remember and apply in real life.¹¹

2. Implementation of the Demonstration Method in Fiqh Subjects to Form Student Character.

The implementation of the demonstration method in the Fiqh subject at the Muhammadiyah 11 Islamic Senior High School (Madrasah Aliyah Muhammadiyah 11 Tahfidzul Qur'an) to shape students' character is a learning approach that utilizes demonstrations to illustrate concepts, worship procedures, or muamalah practices. The goal is not only to improve cognitive understanding but also to instill positive character values in students. The goal is to test the application of the demonstration method and conduct an evaluation.¹²

In madrasah implementation, character can be developed through exemplary teacher modeling, demonstrating Islamic traits such as patience, thoroughness, sincerity, and noble character. Moral and ethical values are then emphasized. Demonstrations are typically followed by hands-on practice by students, who become accustomed to them through practice. Furthermore, empathy and caring are fostered. Demonstrations significantly develop individual and group responsibility, instill discipline, and foster critical and analytical thinking.

¹¹ Achmad Choirur Ridzal and Dhevin MQ Agus W Puspita, "Penggunaan Metode Demonstrasi Pada Pembelajaran Fiqh Dalam Meningkatkan Motivasi Belajar Siswa Di MA Nurussolawat Yosowilangun," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 4 (2024), <https://doi.org/10.53299/jppi.v4i4.726>.

¹² A. Saskia, Rahmi Ulva, and Murmahdi, "Penerapan Metode Demonstrasi Untuk Meningkatkan Pemahaman Siswa Kelas XII Pada Mata Pelajaran PAI Di SMAN 1 Kec Payakumbuh," *CENDEKIA: Jurnal Ilmu Sosial Bahasa Dan Pendidik* 3, no. 1 (2022), <https://doi.org/10.55606/cendekia.v3i1.631>.

3. The Impact of Fiqh Learning with the Demonstration Method on Shaping Student Character

Learning fiqh through demonstration methods has a significant positive impact on students' personality development. Through direct observation and involvement in religious practices and the application of fiqh laws, students not only gain theoretical understanding but also experience the application of religious values in their daily lives.

This demonstration method also significantly enhances integration into daily life, particularly with Islamic values. The concept of Islamic jurisprudence, particularly in the context of worship, can be seen, enabling students to live their lives in accordance with Islamic teachings.¹³

Student characters formed through the demonstration method include:

1. Cultivating Discipline: Students learn to obey the correct sequence of movements and procedures for worship, thus practicing discipline in carrying out religious commands.
2. Increased Accuracy: Attention to detail during demonstrations helps students become more accurate in performing worship and other tasks.
3. Cultivating Responsibility: When students are appointed to demonstrate, they learn to take responsibility for the assigned task.
4. Teamwork Training: Demonstrations and practices conducted in groups teach students to work together and respect the role of each member.
5. Increased Empathy and Caring: Demonstrations involving social interaction, such as simulations of helping others, foster a sense of empathy and caring for others.
6. Developing Submission and Reverence: In worship demonstrations, students learn to model an attitude of submission and reverence in worship.
7. Strengthening Understanding of Moral Values: Teachers explicitly link actions in demonstrations with Islamic moral values, such as honesty and trustworthiness.
8. Cultivating Critical Attitudes: Through observation and discussion after the demonstration, students are encouraged to think critically about the reasons behind each action and provision in Fiqh.
9. Increasing Learning Motivation: The demonstration method makes learning more interesting and interactive, thereby increasing students' motivation to study Fiqh.
10. Providing Practical Experience: Students not only memorize theory, but also witness and practice it directly, so that their understanding and practice of character values becomes deeper.

¹³ Makhrus Khalim Al Afghani, "Pengaruh Metode Demonstrasi Terhadap Pemahaman Siswa Dalam Pembelajaran Fiqh Konteks Ibadah."

This demonstration method can foster positive emotions and students' full attention to the material being taught, which ultimately increases students' learning motivation.¹⁴ The demonstration method in education involves practicing teaching materials directly in front of students and has proven to be an effective strategy for increasing students' intrinsic motivation. Intrinsic motivation itself refers to the desire to learn based on personal satisfaction and a deep interest in the material, rather than on external factors such as rewards or punishments.¹⁵

The use of demonstration techniques not only generates motivation but also allows students to immediately focus their attention on what is being explained, thus avoiding verbal expressions during the learning process.¹⁶ This supports the development of students' character, which includes discipline, social awareness, responsibility, perseverance, and high self-confidence. These values are crucial in developing individuals who are not only religious but also beneficial to their surrounding communities.

CONCLUSION

1. Fiqh learning at MA Muhammadiyah 11 Tahfidzul Qur'an Kranji is designed to provide a deep understanding of Fiqh, covering various aspects of worship, muamalah, and morals, and integrating the values of the Quran into every material taught. Fiqh learning using the demonstration method has proven effective in shaping students' character. This method not only facilitates students' understanding of the concepts and procedures for practicing worship and muamalah visually and concretely, but also significantly contributes to the internalization of Islamic character values.
2. Specifically, the implementation of the demonstration method successfully instilled and enhanced aspects of students' character, such as discipline through adherence to sequence and procedures, accuracy through detailed observation, responsibility through demonstration and practical assignments, cooperation through group activities, empathy and concern through social interaction simulations, submission and devotion in modeling worship, and understanding of moral values through explicit emphasis by the teacher. In addition, this method also fostered a critical attitude and increased students' motivation to learn about Islamic

¹⁴ Ilal Fajri, Ahmad Jamiat, and Asmaiwyat Arief, "Implementasi Strategis Metode Demonstrasi Untuk Meningkatkan Pemahaman Materi Wudhu Dalam Pembelajaran Fiqh Strategic Implementation of Demonstration Methods to Improve Understanding of Ablution Material in Fiqh Learning" 4, no. 3 (2024): 1656–66.

¹⁵ Ridzal and W Puspita, "Penggunaan Metode Demonstrasi Pada Pembelajaran Fiqh Dalam Meningkatkan Motivasi Belajar Siswa Di MA Nurul Sholah Yosowilangun."

¹⁶ Tika Syafya Ananda et al., "Pengaruh Penggunaan Metode Demonstrasi Pada Topik Bahasan Berbasis Psikomotor Terhadap Hasil Belajar Fiqh Siswa Kelas X Di Man 2 Kota Payakumbuh," *Sinar Dunia J. Ris. Sos. Hum. Dan Ilmu Pendidik* 2, no. 1 (2020): 87–103.

jurisprudence. Direct student involvement through the demonstration method helped them internalize Islamic teachings in their daily lives and strengthened religious character that reflects Islamic values. However, the implementation of the demonstration method needs to consider time constraints and the variety of students' learning styles for optimal implementation.

3. The impact of fiqh learning through demonstration methods allows students to emulate positive behaviors from their teachers and classmates, such as thoroughness, patience, discipline, and responsibility in performing religious duties. This helps shape students' character in line with Islamic values.

SUGGESTION and RECOMMENDATIONS

Based on the research on Fiqh learning with demonstration method in MAM 11 Tahfidzul Qur'an, the researcher conveys suggestions and recommendations, namely: First, the results of the study can be used as consideration for schools in taking steps and actions to improve the quality of education in MAM 11 Tahfidzul Qur'an Kranji. Second, the results of the study can be used as a reference for teachers in educating to improve the results of Fiqh learning of MAM 11 Tahfidzul Qur'an Kranji students. Third, it is hoped that students can improve their learning outcomes through the application of demonstration methods and have high motivation in learning, especially in Fiqh subjects. Finally, it is hoped that further researchers can expand their findings and apply them to actual teaching and learning activities (KBM) by using demonstration techniques to shape the character of students in MAM 11 Tahfidzul Qur'an.

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