

Learning Methods to Improve Students' Understanding of Islamic Religious Education Lessons on Ablution Material

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Abstract: *Wudhu is a necessary condition for the validity of prayer for Muslims, so Wudhu plays an important role in making prayer valid according to religion. The main challenge in learning about wudhu is the lack of understanding of concepts and practical skills among students, which is caused by teaching methods that are not diverse and less relevant. This research aims to examine various learning methods that have been used to improve student learning outcomes in Islamic Religious Education, particularly regarding the topic of wudhu. This study uses a literature review method by analyzing national and international scientific articles from the period 2004-2024, as well as various books relevant to the research content. This study evaluates various sources, such as academic journals, educational articles, and textbooks, to identify effective learning techniques, including demonstration methods, practice-based learning, visual approaches, and the use of educational technology. The findings of this study indicate that active methods involving participation, especially those integrating hands-on practice and audiovisual media, can enhance students' learning outcomes in understanding and performing ablution.*

Keywords: *learning methods, learning outcomes, Islamic Religious Education, wudhu*

Abstrak: Wudlu adalah satu syarat sah dalam sholat bagi umat Islam, jadi wudlu memegang peran penting sholat itu sah menurut agama, tantangan utama dalam belajar tentang wudlu adalah kurangnya pemahaman konsep dan keterampilan praktis di kalangan siswa, yang disebabkan oleh metode pengajaran yang tidak beragam dan kurang relevan. Penelitian ini bertujuan untuk meneliti berbagai metode belajar yang telah digunakan untuk meningkatkan hasil belajar siswa dalam mata pelajaran Agama Islam, khususnya mengenai materi wudlu, Penelitian ini menggunakan metode literature review dengan menganalisis artikel-artikel ilmiah nasional dan internasional rentang waktu 2004-2024, serta berbagai buku yang relevan dengan isi penelitian. Studi ini mengevaluasi berbagai sumber, seperti jurnal akademik, artikel pendidikan, dan buku pelajaran, untuk menemukan teknik pembelajaran yang efektif, termasuk metode demonstrasi, pembelajaran berbasis praktik, pendekatan visual, dan penggunaan teknologi pendidikan. Temuan dari kajian ini menunjukkan bahwa metode yang aktif dan melibatkan partisipasi, terutama yang mengintegrasikan praktik langsung dan media audiovisual, dapat meningkatkan hasil belajar siswa dalam memahami dan melaksanakan wudlu.

Kata kunci: metode belajar, hasil belajar, pendidikan Agama Islam, wudlu

Introduction

Ablution is one of the requirements for performing prayer, which is the second pillar of Islam after the shahada. Without performing ablution correctly and validly, one's prayer will not be accepted according to the Shari'a. Therefore, it is important to teach students about the method, requirements, and pillars of ablution from an early age, especially in Islamic Religious Education (PAI) learning at the elementary and secondary levels.

In Islam, ablution is more than just washing certain body parts; it also has a deep spiritual meaning. Ablution serves as a way to purify oneself physically and mentally before praying to Allah SWT in prayer. This is emphasized in QS. Al-Ma'idah verse 6 which advises believers to perform ablution before performing prayer. Therefore, knowledge about ablution needs to be taught in a way that is not only theoretical but also through practice and its spiritual aspects.

Islamic Religious Education (PAI) has an important role in developing students' character and spirituality from the start. One of the main topics in Islamic Religious Education is ablution, which is how to cleanse oneself before performing prayer. Understanding and mastering this topic requires not only theory but also practical skills. However, the reality is that many students still have difficulty understanding and performing ablution correctly, which results in their low achievement in this subject.

This problem is usually caused by the lack of variety of teaching methods applied by teachers in the classroom. The lecture method is still dominant, does not involve students actively and contextually, so that learning becomes less meaningful (Djamarah, 1997). Therefore, more interactive learning methods are needed, such as demonstration methods, simulations, or the use of audiovisual media, which can increase student involvement in the learning process.

According to Hamalik (2004), the right learning method will affect the effectiveness of achieving learning objectives because "the use of appropriate methods can increase student motivation, attention, and learning outcomes" (p. 75). This is reinforced by the results of Noor's research (2018), which shows that the use of the demonstration method when teaching ablution can significantly improve students' ability to understand the correct sequence and method of ablution.

Furthermore, Hildah (2020) In the study conducted, it was found that the demonstration method helps students not only in understanding the material practically, but also encourages them to be more active and confident in the learning process. Therefore, the use of the right method greatly influences the improvement of student learning achievement, especially in PAI learning regarding ablution material. According to Zuhairini et al. (1994), "religious teaching that is not accompanied by habituation and practice will become empty knowledge that does not form attitudes and behavior" (p. 102). In this situation, if ablution learning only uses lectures without direct practice, students will have difficulty understanding properly.

Research results by Gurmansyah (2022) Implementing the demonstration method in teaching ablution has been proven to significantly increase student understanding. This happens because students participate directly in the learning process and can imitate the correct movements. "Students find it easier to understand ablution material when they see directly the steps taken by the teacher, then practice them repeatedly" (Gurmansyah, 2022, p. 77).

In addition, knowing ablution correctly is also closely related to the development of religious character in students. Through good knowledge of how to perform ablution, students are trained to maintain cleanliness, have discipline, and increase spiritual awareness. That way, the material about ablution is more than just a lesson, but also becomes part of the formation of the morals and personality of a Muslim.

In other words, the importance of understanding ablution material is not only found in the cognitive aspect of students, but is also related to the affective and psychomotor aspects in Islamic education. Therefore, it is important to apply the right learning method so that students not only "understand" how to perform ablution, but also "can and are accustomed to" performing ablution correctly.

Islamic Religious Education (PAI) plays an important role in the formation of students' religious character, one of which is through understanding and practicing correct worship, including ablution. However, based on previous observations and research, many students still do not understand the procedures for ablution, both in theory and practice. Low achievement in this subject indicates an urgent need to review the learning methods applied in the classroom.

Therefore, this study aims to find and analyze effective learning methods in improving student achievement, especially in ablution material. The focus of this study is to explore various approaches and learning strategies that have been used in the context of religious education, and to emphasize how these methods can contribute to improving students' understanding and practical abilities.

The main objectives of this study are: 1. Analyze the teaching methods that have been applied in learning about ablution. 2. Assess how effective various methods are, such as demonstrations, simulations, use of audiovisual media, and direct practice. 3. Determine the most appropriate and applicable method to improve students' understanding, skills, and learning outcomes regarding ablution.

Research Method

The purpose of this study is to find and analyze various teaching methods that can improve student learning outcomes in Islamic Religious Education (PAI), especially on the topic of ablution. The type of research used in this study is a literature review. In this method, the author reviews various published literature to deepen understanding of the topic being discussed. The author also aims to find important information that can be the basis for designing more efficient learning strategies.

Research with the type of literature review is a research method that analyzes and assesses various available sources, such as books, academic articles, and scientific journals. This research does not involve experiments or primary data collection, but rather prioritizes analysis of previous works and existing literature. The main goal of this type of research is to compile a synthesis of various existing findings, as well as provide a deeper understanding of the topic being studied. According to Creswell (2014), "literature review is an important step in research to identify, evaluate, and synthesize findings in relevant literature, which are then used to develop a theoretical framework for research" (p. 27). Therefore, this approach is very important for studies that aim to assess various teaching methods applied in teaching Islamic Religious Education, especially on the topic of ablution.

By using a literature review approach, this study collects and analyzes information from various academic sources to gain a comprehensive understanding of the most efficient teaching methods. It is hoped that the results of this study can provide practical suggestions for Islamic Religious Education teachers in improving learning methods that are more interesting, interactive, and have a direct positive influence on improving student learning outcomes.

Data Sources

Data for this study were obtained from a number of relevant literature sources, including scientific journals, books, and academic articles related to Islamic Religious Education (PAI) as well as teaching techniques used in the ablution learning process. The literature provides knowledge about methods that have been tested and proven successful in improving students' understanding and skills in ablution material.

For example, scientific journals that discuss the demonstration method in Islamic religious studies, one can understand how to use this method to teach practical skills, such as ablution. Books on active learning strategies can provide explanations of various methods such as discussions and role plays that can increase student participation in the learning process. In addition, academic articles discussing the application of multimedia in education also provide insight into how technology, including video and audio-visual materials, can improve students' understanding of ablution material.

References such as those suggested by Creswell (2014), who stated that "collecting valid and reliable data sources from scientific journals, books, and academic articles is a basic step in conducting a literature review to produce a valid and comprehensive synthesis" (p. 37), also serve as a guide in selecting relevant and quality literature.

Analysis Technique

The analysis technique used in this study is content analysis. Content analysis is a method used to evaluate, understand, and organize information contained in related texts. In this study, content analysis was carried out to assess various teaching techniques that have been discussed in the literature, as well as to

find the advantages and disadvantages of each technique in improving student achievement in ablution material.

According to Krippendorff (2004), "content analysis is a technique used to assess the content of communication in a systematic and objective manner, with the aim of making conclusions that can be accounted for" (p. 108). In this study, a content analysis was conducted on the literature covering various teaching methods, such as lectures, demonstrations, role-plays, discussions, and the use of visual media, in order to determine how each method can improve student achievement in ablution learning. In addition, the preparation of a synthesis of findings is an important part of the analysis. The synthesis of findings is carried out by collecting information from various relevant sources to clarify the impact of various techniques on student performance. By compiling a synthesis, researchers can reach more comprehensive conclusions and provide useful suggestions for the development of more efficient teaching methods. The findings from the literature that have been collected into certain themes that are in accordance with the focus of the study.

Results and Discussion

The results of the study indicate that the application of the practice method in Islamic Religious Education (PAI) learning of ablution material can strengthen students' understanding. This study also identified that student involvement increased when they were given the opportunity to practice ablution directly correctly. In addition, fast and constructive feedback from educators through this practice also contributed to increasing students' motivation and understanding of the PAI material being taught. The findings from previous studies can be grouped into the following five main themes:

Fiqh of Ablution

In terms of language, ablution means cleaning oneself before performing prayer by washing the face, washing hands, wiping the head, and washing the feet. The term ablution in Arabic comes from the word al-Wadha'ah which means good or goodness, and has another meaning, namely an-Nadzafah which means cleanliness.

The evidence for the obligation of ablution is based on the Qur'an, hadith (sunnah), and ijmak (consensus) of scholars. The evidence of the Qur'an can be seen in the letter Al Ma'idah verse 6:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قُمْتُمْ إِلَى الصَّلَاةِ فَاغْسِلُوا وُجُوهَكُمْ وَأَيْدِيَكُمْ إِلَى الْمَرَافِقِ وَامْسَحُوا بِرُءُوسِكُمْ
وَأَرْجُلَكُمْ إِلَى الْكَعْبَيْنِ

Meaning: "O you who believe, when you want to pray, wash your face and hands up to the elbows. Then sweep your heads and wash your feet up to the ankles." (Al – Maidah: 6)

Several other scholars argue that the meaning of this verse is broader than the two previous interpretations. This verse shows that this command must be followed by people who have hadas, while for pure people, following this command is sunnah. There is also a view that at the beginning of Islam, performing ablution before each prayer was an obligation, but later this rule was changed to sunnah, in accordance with Umar's desire to always perform ablution before prayer. This shows that ablution before each prayer, for those without hadas, is sunnah according to the majority of ulama.

In carrying out ablution, there are pillars that must be carried out with complete perfection. If one pillar is not performed or missed, then the ablution is not considered valid according to Sharia law. The following are the pillars contained in ablution: 1. Intention. Intention, according to Yusuf al-Qardhawi (2006: 199), is a goal in the heart regarding something that is carried out. The intention to perform ablution means a decision in the heart to perform ablution as a form of carrying out Allah's command. 2. Wash your face. According to Yusuf al-Qardhawi (2006: 200), washing the face means flowing water. Therefore, washing the face is flowing water over the entire face area. The length of the face starts from the top of the forehead to the chin, while the width of the face is from the edge of the right ear to the edge of the left ear. 3. Washing hands, Hands are a part of the body from the fingertips to the elbow. The elbow is the first part of the arm that is connected to the wrist. Therefore, washing up to the elbow is mandatory.

The way to wash both hands up to the elbow starts from the fingers of the right hand, cleaning between the fingers, then rubbing the arms up to the elbow. After finishing washing the right hand three times, do the same on the left hand, 4. Wiping the head, Wiping the head according to Yusuf al-Qardhawi (2006: 201) means simply touching the water without flowing by placing wet hands on the head. The obligation to wipe the head is based on the letter al-Maidah verse 6 and the Mughirah hadith which states that when performing ablution, the Prophet Muhammad SAW wiped the crown of his head, his turban and wiped the two khuf, 5. Washing both feet up to the ankles. The two ankles (ka'bain) according to Yusuf al-Qardhawi (2006: 202) are two bones that are visible on the side, located at the joints of the calf and sole of the foot. Washing feet is an obligation in accordance with the ijma' of the people based on the texts of the Qur'an and Hadith, 6. Orderly, orderly according to Yusuf al-Qardhawi (2006: 203) is doing something in a predetermined order. In terms of ablution, Allah SWT has mentioned the pillars of ablution in His word in surah al-Maidah verse 6 in sequence: starting from washing the face, then both hands, then wiping the head, and ending with washing the feet.

Apart from that, there are sunnahs from Rasulullah SAW which show that he always carried out the pillars of ablution in an orderly and orderly manner.

To improve student learning outcomes in Islamic Religious Education lessons, especially on the topic of ablution, it is important to use learning methods that are based on appropriate educational theories. Learning theory acts as a scientific basis in designing teaching strategies and approaches so that the learning process becomes more effective and meaningful. Three theories that are relevant in this context are 1. cognitive theory, 2. behavioristic theory, and 3. humanistic theory. Cognitive theory emphasizes that learning involves understanding, processing information, and organizing knowledge in students' minds. The main figures of this theory, such as Jean Piaget and Jerome Bruner, suggest that students actively develop their knowledge through experience and interaction with their surroundings.

In ablution learning, cognitive theory invites teachers to design activities that help students discover the concept of ablution independently, understand the sequence of steps, and connect it to the deeper meaning of worship. Bruner (1966) highlighted the importance of learning that allows students to "build their own knowledge structures through enactive, iconic, and symbolic stages."

Behavioristic theory Views learning as the result of the relationship between stimuli and responses that can be measured and observed. Important figures such as B. F. Skinner emphasized that learning can be developed through positive and negative reinforcement.

In the context of Islamic Religious Education learning about ablution, this theory can be applied by providing reinforcement to students' good behavior, for example by giving praise or awards when students succeed in performing ablution correctly. According to Skinner, "behavior that is reinforced tends to be repeated" (in Schunk, 2012). Therefore, repeated practice and direct feedback are effective methods for forming ablution skills.

Humanistic theory More highlights the growth of the individual as a whole and the importance of internal motivation, self-actualization, and positive emotional relationships in the learning process. Figures such as Carl Rogers and Abraham Maslow emphasize that the learning process becomes more efficient when students feel valued, feel safe, and have motivation from within themselves.

In teaching ablution, the humanistic approach requires teachers to create a pleasant learning atmosphere, providing space for students to ask questions, express themselves, and share their spiritual experiences. Rogers (1983) asserted that "teachers act not only as transmitters of information, but also as supporters who encourage students to experience learning that has personal meaning". By understanding and combining these three theories, Islamic Religious Education teachers can choose more effective teaching methods—in terms of cognitive understanding, practical skills, and strengthening spiritual values and motivation. The application of a comprehensive theoretical approach is expected to improve

student achievement in understanding and carrying out the procedures for ablution as a whole.

Learning Islamic Religious Education (PAI), especially about ablution, requires an approach that not only focuses on theory, but also on practical skills that must be mastered by students. Therefore, it is very important to choose the right learning method so that students not only know the basic concepts of ablution, but can also do it correctly. Research on various sources shows several effective learning methods to improve student achievement in ablution material, namely: 1. demonstration method and direct practice, 2. use of visual or audio media, and 3. project-based learning or practical assignments.

The demonstration method and direct practice are very effective approaches in teaching practical skills, such as ablution. In this way, teachers can show the correct steps when performing ablution, and then students are given the opportunity to try it themselves. Demonstrations provide a clear picture of how to carry out a skill, so that students can more easily imitate and master the correct steps.

According to Arends (2012), "demonstrations allow students to learn by seeing and imitating, which is very important for materials that involve practical skills, such as ablution" (p. 49). In this case, this method allows students to see firsthand how to perform ablution correctly, both in class and in more realistic situations, thus reducing the possibility of errors.

After the demonstration session, students are expected to practice it directly in order to master the skill. Direct practice provides real experience, which helps strengthen their understanding of how to perform ablution and improves their motor skills when performing this worship.

Utilization of Visual/Audio Media, Visual and audio media have a significant contribution in helping the learning process, especially for topics that require an understanding of steps or procedures, such as ablution. The use of visual media, such as images or videos, can clarify the various stages that need to be carried out when performing ablution. Meanwhile, audio media can provide a more complete explanation of the meaning and importance of each step in ablution.

According to Mayer (2005), "the use of multimedia in education allows students to process information through two channels—visual and verbal—which can strengthen their understanding" (p. 34). In the context of learning ablution, videos can be used to show the correct way to perform ablution and the mistakes that are usually made, so that students can avoid them. The use of this media also adds variety to the teaching method, which can increase student interest and help them understand the topic being taught more easily.

In addition, the use of audio media such as explanatory recordings or podcasts Regarding ablution, this can be an additional learning resource. Students have the opportunity to learn outside of official class hours and increase their own knowledge.

Project-based learning, or practical assignments, is a way that gives students the opportunity to use the skills they have learned in real situations. In learning ablution, this can be done with practical assignments, where students are asked to perform ablution themselves and explain the steps they took. This method not only tests students' practical skills, but also their ability to explain and discuss the process they have gone through.

According to Thomas (2000), "project-based learning allows students to be actively involved in solving real problems and applying their knowledge in related contexts" (p. 66). For the example of ablution, the project could involve direct observation of how ablution is performed in a mosque or other place of worship. Afterwards, students are asked to analyze and prepare a report on the process they observed and provide suggestions for improvement if needed.

This hands-on activity could also include a group simulation of ablution, where students check each other and provide feedback on how to perform ablution correctly. The project-based learning approach provides students with the opportunity to actively learn and develop their social skills, such as working with peers, as well as cognitive skills in explaining and improving the process of worship.

In using successful learning methods, especially in ablution lessons in Islamic Religious Education (PAI), there are many factors that can help or hinder the success of the method. These factors affect the way students understand and receive the information provided. Supporting and inhibiting factors can come from various sides, such as from teachers, students, and the learning environment itself. Supporting Factors for the Implementation of Learning Methods: 1. Teacher Competence and Creativity, One important element that encourages the implementation of learning methods is the ability and innovation of teachers in choosing and using appropriate methods. A teacher who has good pedagogical skills and a thorough understanding of ablution material can use various learning techniques, such as demonstrations, utilization of visual and audio media, and direct practice, to achieve the desired learning objectives.

According to Supriyadi (2017), "teachers who are creative in implementing learning methods can adjust the techniques used to the characteristics of students and the material being taught" (p. 47). Teacher creativity in designing and implementing learning can create a pleasant learning atmosphere and increase students' interest in understanding ablution material. 2. Availability of Learning Media, The use of appropriate learning media is very important to increase the effectiveness of learning about ablution. For example, videos or images that clearly show the steps of ablution, along with sound that provides an explanation of the meaning and benefits of ablution, can help students understand better. In addition, technology such as projectors or other digital tools also make it easier for students to understand the concepts being taught. Arsyad (2014) stated that "the existence and use of appropriate learning media greatly helps students understand the material

better" (p. 55). In this context, visual and audio media are very important to improve learning about ablution. 3. Student Involvement in Active Learning, Students who actively participate in the learning process will more easily understand the material being taught. Techniques that involve students directly, such as role-playing and practice, will increase student involvement in learning.

When students are given the opportunity to perform ablution directly, they will feel more responsible for their own learning. This is in line with Samsudin's (2015) view that "active learning and involving students in practical activities will be more effective in improving their understanding and skills" (p. 102). Inhibiting Factors for Implementing Learning Methods: 1. Limited Time and Resources, One of the things that often becomes an obstacle to implementing good teaching methods is the limited time and resources available. Learning ablution requires sufficient time to demonstrate and practice directly, which is sometimes difficult to do in a short time. In addition, the lack of adequate learning facilities or media, such as projectors, suitable space for ablution practice, and complete teaching aids, can hinder the successful implementation of the method.

Fathoni (2019) stated, "limited time and good facilities can reduce the efficiency of implementing teaching methods that can actually improve the quality of student learning" (p. 85). 2. Lack of Student Understanding, Students who do not fully understand the importance of ablution material, both in terms of theory and practice, will experience difficulties when participating in learning. This may be due to the lack of motivation or interest of students in Islamic Religious Education lessons in general. To overcome this problem, it is important for teachers to create an interesting and relevant environment, and explain the significance of ablution material in everyday life.

Miftahul Jannah (2016) stated that "students' lack of interest and understanding of Islamic Religious Education materials, especially ablution, can prevent them from mastering the material well" (p. 103). 3. Influence of School Environment and Culture, The environment in schools plays a very important role in helping or hindering the implementation of learning methods. If the school environment does not support the use of methods that involve practice, such as ablution, then the method may not work well. For example, if there is no proper area for ablution or if students are not exposed to such worship activities in their homes, they will have difficulty applying the knowledge they have learned. Limited facilities, such as inadequate ablution places in schools, can be a major barrier to effective learning

Teaching ablution in Islamic Religious Education (PAI) lessons requires teachers to not only provide theory, but also to ensure that students truly understand and can practice the correct way of ablution. Thus, it is very important for PAI teachers to use appropriate and contextual learning methods so that learning objectives can be achieved properly. Here are some practical guidelines that can be used by PAI teachers when teaching ablution material, namely: 1. Integrating

Theory and Practice Learning PAI teachers need to combine cognitive aspects, namely knowledge of the laws, requirements, and pillars of ablution, with psychomotor aspects, which include the ability to practice ablution. Learning is not only sufficient through lectures or explanations, but must also be accompanied by demonstration and direct practice.

According to Mulyasa (2013), "religious education is not just about conveying normative concepts, but must also be able to form worship habits through directed and repeated practice" (p. 144). Therefore, teachers need to provide special time in the learning process to practice ablution directly, either through simulations in the classroom or using existing school facilities. 2. Utilization of Varied Learning Media, To make it easier for students to understand, teachers can utilize various learning tools such as videos, images, infographics, or animations that make the steps of ablution clear.

These tools are very useful for students who learn by seeing or hearing to understand information. According to Arsyad (2014), "appropriate media in the learning process can increase students' enthusiasm and memory" (p. 73). In addition, media can help overcome the problem of limited time or place, especially if the facilities for practice are inadequate. 3. Application of Participatory and Contextual Methods, Islamic Religious Education teachers should not only function as sources of information, but also support students to be actively involved in learning.

Approaches such as discussions, role-playing, case studies, or project-based learning can be used to increase student participation. For example, students can be asked to make a video about how to perform ablution or act as mentors for their classmates. Sudjana (2005) argues that "learning will be more meaningful when students are directly involved in finding the knowledge and skills they need" (p. 78). 4. Adjusting Methods to Student Characteristics, Teachers need to adjust their teaching methods to the age, abilities, and backgrounds of students. For children in elementary school, it is highly recommended to use fun and practical methods, such as educational games or Islamic songs that discuss ablution. On the other hand, for older students, learning methods can be introduced through critical discussions and comparing schools of thought.

As mentioned by Zuhairini et al. (1994), "religious education must be in accordance with the stage of psychological development of children, so that it can be understood well and has meaning" (p. 92). 5. Comprehensive Evaluation, Assessment of mastery of ablution material should include three important aspects: cognitive or conceptual understanding, affective related to attitudes towards worship, and psychomotor which shows practical abilities. Teachers must design a clear assessment rubric for ablution practices, for example sequence, intention, and conformity to the sunnah. Not only once, assessment should be carried out continuously so that students have the opportunity to correct mistakes made. Bloom

(1956) stated that “effective assessment involves evaluating all aspects of learning to gain a comprehensive understanding of student progress.”

Conclusion

Based on the findings of the study on the application of various teaching techniques to improve student performance in Islamic Religious Education subjects, especially on ablution material, it can be concluded that active, interactive, and relevant learning techniques have a major impact on improving student understanding and learning outcomes. Demonstration and direct learning techniques have been shown to be more effective in helping students understand the steps of ablution when compared to traditional lecture methods. Students who participate directly in the learning process show increased interest, involvement, and better grade achievement.

Of all the methods used, the demonstration and direct practice method is considered the most successful in teaching ablution. This method gives students the opportunity to see and directly perform the movements and steps of ablution according to religious teachings, so that learning becomes more meaningful and can be applied. Combining this method with group discussions also helps students understand better because there is interaction and joint reflection.

Suggestions

For Teachers: It is recommended that Islamic Religious Education teachers use demonstration and practice methods more routinely when teaching applicable content such as ablution. Teachers must also create a fun learning environment and actively involve students, so that the material can be more easily understood and applied. For Schools: It is expected that schools support the use of innovative learning methods by providing helpful facilities, such as adequate areas for practicing ablution, and holding training for teachers on variations of effective learning methods. For Further Researchers: Future research can conduct studies on the application of this method to various other Islamic Religious Education materials and evaluate its long-term impact on students' worship behavior. Researchers can also expand the focus of the study to various levels of education to gain a more comprehensive understanding.

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