AL-ADABIYAH: Jurnal Pendidikan Agama Islam
http://al-adabiyah.uinkhas.ac.id/

Demonstration Method and Students' Practical Skill Development in Islamic Funeral Management: A Qualitative Study

Oki Asra Said,[1*] M.Yemmardotillah[2]
[1,2] Universitas Negeri Padang, Indonesia
*okiasrasaidoki@gmail.com

Abstract

This study aims to examine the implementation of the demonstration method in enhancing students' practical skills in Islamic funeral management, to analyze students' responses toward its application, and to identify the supporting and inhibiting factors influencing its effectiveness in Islamic Religious Education. Although demonstration-based learning has been widely discussed in previous studies, research specifically addressing its comprehensive application in *fiqh al-janāzah* remains limited. This study employed a qualitative approach with a case study design, involving 30 participants selected through purposive sampling. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing. To ensure data validity, triangulation and member checking were applied. The findings reveal that the demonstration method significantly improves students' practical skills across cognitive, affective, and psychomotor domains. The method facilitates experiential learning by enabling students to directly observe and practice procedural stages, thereby enhancing understanding, engagement, and skill accuracy. Students demonstrated positive responses, including increased motivation, active participation, and deeper conceptual comprehension. However, the effectiveness of the method is influenced by several factors, including teacher competence, availability of learning resources, student readiness, time constraints, and psychological aspects. The novelty of this study lies in its holistic analysis of demonstration-based learning in Islamic funeral management, covering all procedural stages while integrating students' responses and contextual factors. Unlike previous studies that focus primarily on cognitive outcomes or partial aspects of religious practices, this research highlights the integration of cognitive, affective, and psychomotor domains within a constructivist and experiential learning framework in a religious education context. This study contributes theoretically by strengthening constructivist and experiential learning perspectives in Islamic Religious Education and expanding their application to practice-based religious learning. Practically, it provides insights for educators in designing interactive, structured, and practice-oriented instructional strategies that enhance students' engagement and skills. The findings also offer implications for curriculum development and encourage further research on innovative and adaptive learning models in religious education.

Keywords:
Demonstration Method; Islamic Religious Education; Practical Skills; Islamic Funeral Management; Experiential Learning

Introduction

Education is a continuous and transformative process aimed at developing students' knowledge, skills, and attitudes to enable them to adapt to social and religious life. In the context of Islamic Religious Education, learning is not only oriented toward cognitive achievement but also emphasizes the integration of affective and psychomotor domains, particularly in mastering religious practices applicable to daily life. This holistic orientation is essential in responding to the demands of contemporary education, which requires students to develop comprehensive competencies that combine knowledge, skills, and character (Yemmardotillah et al., 2024). Furthermore, innovation in assessment and instructional strategies is necessary to improve the quality of learning, supported by teachers' professional, social, and personal competencies (Yaumas et al., 2023; Yemmardotillah & Rahmi, 2024).

One important component of Islamic Religious Education is *fiqh al-janāzah*, which refers to the management of funeral rites, including washing, shrouding, praying for, and burying the deceased. This material is categorized as a communal religious obligation or *farḍ kifāyah*, which requires not only conceptual understanding but also procedural accuracy and ethical awareness. However, in practice, the teaching of such practical religious content often encounters several challenges, including the dominance of teacher-centered approaches, limited student participation, and low levels of students' practical competence. These conditions indicate that improving students' practical skills in learning funeral management remains a critical issue in Islamic Religious Education (Sarni et al., 2024; Rizkiana et al., 2023).

To address these challenges, it is necessary to implement instructional methods that actively engage students and facilitate the development of practical skills. One of the most relevant approaches is the demonstration method, which emphasizes direct visualization of processes so that students can observe, understand, and replicate procedures accurately. This method is particularly effective for practice-based learning because it simultaneously engages cognitive, affective, and psychomotor domains (Rahmawati & Putra, 2020; Khofifah & Kristin, 2023). From a theoretical perspective, this approach is closely aligned with constructivist learning theory, which posits that knowledge is constructed through active engagement and direct experience (Vygotsky, 1978; Kolb, 1984).

Previous studies have examined the application of the demonstration method in Islamic Religious Education. Yusril (2023) found that demonstration-based instruction improves students' understanding of funeral prayer practices, while Safi'i et al. (2024) reported its effectiveness in enhancing students' comprehension of corpse management procedures. Similarly, Sarni et al. (2024) demonstrated that the demonstration method contributes to improved learning outcomes. However, these studies tend to focus primarily on cognitive understanding or on specific aspects of funeral rites, such as prayer, rather than examining students' comprehensive practical skills across all stages of *fiqh al-janāzah*. This indicates a significant gap in the literature, particularly in understanding how demonstration-based

learning can holistically develop students' procedural competence in integrated religious practices at the secondary education level.

Recent studies in Islamic education also emphasize the importance of integrating practical religious learning with character development and contextual pedagogy. For example, Fauzi et al. (2022) highlight that the development of teacher competence, commitment, and motivation plays a crucial role in facilitating meaningful and practice-oriented learning in Islamic educational settings. In addition, Subaidi et al. (2024) demonstrate that integrating religious practices into learning activities can strengthen students' character formation and engagement. These findings reinforce the importance of instructional approaches that combine experiential learning with value internalization, making the demonstration method highly relevant for teaching practice-based religious content.

Based on the identified gap, this study offers novelty by examining the implementation of the demonstration method in a comprehensive manner to enhance students' practical skills in Islamic funeral management. Unlike previous studies, this research adopts a holistic perspective by analyzing all stages of funeral management practices while also exploring students' responses and identifying supporting and inhibiting factors in the learning process. Grounded in constructivist learning theory, this study positions students as active participants who construct knowledge through direct engagement in authentic learning experiences.

Therefore, this study aims to analyze the implementation of the demonstration method in improving students' practical skills in Islamic funeral management, to examine students' responses to the application of this method, and to identify the supporting and inhibiting factors influencing its implementation. This research is expected to contribute both theoretically, by enriching the discourse on constructivist and practice-based learning in Islamic Religious Education, and practically, by providing insights for educators in designing more effective and interactive instructional strategies.

Method

This study employed a qualitative approach using a descriptive case study design to explore in depth the implementation of the demonstration method in improving students' practical skills in Islamic funeral management. A qualitative case study was selected because it enables an intensive, holistic, and context-bound understanding of a particular phenomenon within its real-life setting, especially in examining instructional processes and their impact on students' practical competencies (Creswell, 2014; Yin, 2018). This approach is particularly relevant for capturing the complexity of classroom interactions, teacher practices, and students' experiential learning processes. In this study, the focus was directed toward how the demonstration method was implemented, how students engaged with the learning process, and how it influenced the development of their procedural skills in *fiqh al-janāzah*.

The research was conducted at SMP Negeri 43 Padang, located in Koto Tangah District, Padang City, West Sumatra, Indonesia. The site was purposively selected based on its relevance to the research focus, namely the implementation of demonstration-based learning in Islamic Religious Education, particularly in practice-oriented topics. The study was carried out over a defined period from November 2025 to February 2026 to ensure sufficient time for data collection, observation of learning processes, and in-depth exploration of participants' experiences.

The participants of this study consisted of one Islamic Religious Education teacher and 30 eighth-grade students who were directly involved in the learning process. Participants were selected using purposive sampling, which allows researchers to identify individuals who possess relevant knowledge and experience related to the phenomenon under investigation (Patton, 2015). The inclusion criteria were based on students' active participation in demonstration-based learning activities and the teacher's role in designing and implementing instructional practices.

Data sources in this study were divided into primary and secondary data. Primary data were obtained directly from participants through classroom observations, semi-structured interviews, and direct interaction during learning activities (Sulung & Muspawi, 2024; Herdi, 2023). The teacher provided information regarding instructional design, teaching strategies, and evaluation processes, while students shared their learning experiences, responses, and perceived improvements in practical skills. Secondary data were collected from relevant documents, including lesson plans, instructional materials, and supporting literature such as books and scholarly articles (Jabnabillah et al., 2023).

Data collection techniques included observation, interviews, and documentation. Observations were conducted in a non-participant manner to systematically record students' behaviors, engagement, and performance during demonstration-based learning activities (Mataji et al., 2023). Semi-structured interviews were used to gain deeper insights into participants' perceptions, experiences, and challenges related to the implementation of the demonstration method (Suryani et al., 2021). Documentation techniques were employed to support and validate the findings through the collection of photographs, field notes, and relevant instructional records (Saleh, 2017).

Data analysis in this study followed an interactive model involving data condensation, data display, and conclusion drawing, as proposed by Miles, Huberman, and Saldaña (2014). The analysis process began with organizing and coding the data obtained from observations, interviews, and documentation. Subsequently, the data were categorized into themes related to instructional implementation, students' responses, and influencing factors. The findings were then interpreted to identify patterns, relationships, and key insights that explain how the demonstration method contributes to students' practical skill development.

To ensure the trustworthiness of the data, this study applied several validation strategies, including credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was achieved through triangulation of data sources and techniques, comparing findings from observations, interviews, and documentation. Member checking was also conducted by confirming the accuracy of the data with participants. Transferability was ensured by providing detailed descriptions of the research context, participants, and procedures, allowing readers to determine the applicability of the findings to other settings. Dependability was maintained through a clear audit trail of the research process, while confirmability was ensured by minimizing researcher bias and maintaining objectivity throughout data analysis.

Overall, this methodological framework provides a rigorous and systematic approach to examining the implementation of demonstration-based learning and its impact on students' practical skills in Islamic funeral management, ensuring that the findings are credible, reliable, and academically robust.

Results and Discussion

Implementation of the Demonstration Method in Enhancing Students' Practical Skills in Islamic Funeral Management

Islamic funeral management, referred to as *fiqh al-janāzah*, represents a critical component of Islamic Religious Education that emphasizes procedural accuracy, ethical sensitivity, and social responsibility as part of *farḍ kifāyah*. Unlike purely theoretical subjects, this material requires the integration of cognitive understanding, psychomotor skills, and affective dispositions. The findings of this study demonstrate that the demonstration method serves as an effective pedagogical bridge that connects these three domains through experiential and practice-oriented learning.

Empirical findings indicate that students who engaged in demonstration-based learning showed a clearer understanding of procedural sequences and reduced errors in performing funeral rites. This supports prior findings that demonstration-based instruction is particularly effective in procedural and skill-based learning because it provides visual and experiential scaffolding (Rahmawati, 2020; Suryani, 2021). From a theoretical standpoint, this aligns with Kolb's experiential learning theory, which posits that knowledge is constructed through a cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984).

More importantly, this study extends previous findings by demonstrating that demonstration-based learning is not only effective in improving procedural accuracy but also in fostering meaningful religious understanding. Students do not merely imitate actions but begin to internalize the values embedded in the practices, which reflects deeper learning processes. This finding resonates with Mayer's cognitive theory of multimedia

learning, which suggests that visual and experiential inputs significantly enhance understanding and retention when properly integrated (Mayer, 2009).

Planning Stage: Instructional Structuring and Pedagogical Readiness

At the planning stage, the teacher systematically prepared instructional tools such as mannequins, shrouds, and supporting materials, while also organizing the sequence of demonstration steps. Classroom arrangements were carefully designed to ensure visibility and engagement.

This finding highlights that effective demonstration-based learning is highly dependent on pedagogical readiness and instructional design. The structured preparation observed in this study reflects the principles of instructional scaffolding, where teachers provide structured guidance to support students' learning processes (Hmelo-Silver et al., 2007). Furthermore, this stage illustrates that demonstration is not merely a spontaneous teaching technique but requires deliberate planning to ensure alignment between learning objectives, materials, and instructional strategies.

The findings also reinforce Nurhayati (2019), who emphasizes that preparation significantly influences the effectiveness of demonstration methods. In a broader context, this aligns with research on instructional design, which asserts that well-structured learning environments enhance student engagement and comprehension (Merrill, 2002).

Implementation Stage: Experiential and Social Constructivist Learning

During the implementation stage, the teacher first provided theoretical explanations before conducting a step-by-step demonstration of funeral management procedures. Students were then divided into groups to practice the demonstrated skills.

Observational data indicate that students were actively engaged in the learning process, demonstrating increased participation, collaboration, and confidence. This finding supports previous studies showing that demonstration-based learning enhances active engagement and practical skill acquisition (Lestari, 2023; Kaisari et al., 2024).

From a theoretical perspective, this stage strongly reflects the principles of social constructivism proposed by Vygotsky (1978), where learning occurs through interaction, observation, and guided participation. The teacher's role as a facilitator aligns with the concept of the *zone of proximal development*, in which students develop higher levels of competence through guided practice.

Furthermore, the group-based practice observed in this study promotes collaborative learning, which has been shown to enhance problem-solving skills, knowledge retention, and social interaction (Johnson & Johnson, 2009). This indicates that demonstration-based learning is not only an individual cognitive process but also a socially mediated activity.

Evaluation Stage: Formative Assessment and Skill Refinement

The evaluation stage involved assessing students' performance across cognitive, affective, and psychomotor domains, with immediate feedback provided by the teacher.

This finding underscores the importance of formative assessment in practice-based learning environments. Continuous feedback allows students to identify errors, reflect on their performance, and improve their skills (Fitriani, 2022). Black and Wiliam (2009) argue that formative assessment is one of the most effective strategies for improving student learning because it provides timely information that guides learning processes.

In this study, feedback was not only corrective but also constructive, helping students build confidence and refine their procedural skills. This reflects a shift from assessment of learning to assessment for learning, which is a key principle in contemporary educational practice.

The findings reveal that the demonstration method offers several advantages, including improved conceptual understanding, increased motivation, enhanced engagement, and better learning outcomes (Muhaimin et al., 2023; Manullang et al., 2024; Khofifah & Kristin, 2023). These results are consistent with Mayer (2009), who emphasizes that visual and experiential learning significantly enhance comprehension and retention.

However, this study also critically identifies several limitations. The method requires extensive preparation, is time-consuming, and depends heavily on teacher competence (Diana et al., 2023). In addition, in large classroom settings, not all students can equally observe demonstrations, which may reduce effectiveness.

Importantly, this study adds a new insight by showing that demonstration-based learning may lead to passive observation if not followed by active practice. This highlights the necessity of integrating demonstration with participatory strategies to ensure meaningful learning.

Students' Responses: Motivation, Engagement, and Experiential Understanding

Interview data indicate that students responded positively to the demonstration method. They reported increased motivation, better understanding, and greater engagement compared to traditional lecture-based instruction.

Students emphasized that direct observation and practice allowed them to understand the material more concretely. This finding aligns with constructivist theory, which emphasizes that learning is most effective when students actively engage in the learning process (Vygotsky, 1978).

However, the study also identifies challenges such as unequal participation, lack of discipline, and insufficient preparation among some students. These findings suggest that student-related factors play a significant role in determining the effectiveness of demonstration-based learning (Fitriani, 2022).

Supporting and Inhibiting Factors: A Systemic Analysis

The findings reveal that the effectiveness of the demonstration method is influenced by a combination of internal and external factors.

Supporting Factors

Key supporting factors include teacher competence, availability of resources, student motivation, institutional support, and collaborative learning environments. These factors create a conducive learning environment that facilitates skill development.

Teacher competence is particularly crucial, as teachers serve as models in demonstrating procedures (Rahmawati, 2022). Adequate learning resources also enhance students' ability to understand and practice the material (Hidayat, 2020).

Inhibiting Factors

Inhibiting factors include limited instructional time, insufficient resources, differences in students' abilities, lack of discipline, psychological barriers, and parental concerns.

Time constraints and resource limitations reduce opportunities for practice, while psychological factors such as lack of confidence affect students' performance (Aminah, 2021). Parental concerns highlight the importance of communication between schools and families in supporting experiential learning (Nugroho, 2023).

Theoretical and Practical Contributions

This study makes a significant contribution to the existing body of knowledge by demonstrating that demonstration-based learning is not merely an instructional technique for improving procedural accuracy, but also a pedagogical approach that facilitates experiential, contextual, and value-oriented learning within Islamic Religious Education. The findings extend prior research by showing that the effectiveness of demonstration-based learning lies not only in enabling students to replicate procedural steps, but also in supporting deeper cognitive processing, reflective engagement, and the internalization of religious values embedded in *fiqh al-janāzah*. In this regard, learning becomes not only skill-oriented but also meaning-oriented, bridging the gap between technical competence and spiritual understanding.

From a theoretical perspective, this study reinforces and extends constructivist learning theory by providing empirical evidence that knowledge construction in religious education occurs through active participation, guided practice, and contextual experience. The findings specifically support Vygotsky's notion of socially mediated learning, where interaction between teacher and students, as well as peer collaboration, plays a central role in developing higher-order competencies. Furthermore, this study enriches Kolb's experiential learning framework by illustrating how concrete experience in practicing religious rituals can lead to reflective understanding and conceptual integration in a faith-based educational context. Unlike many prior studies that focus on general or secular subjects, this research contributes to

the theoretical discourse by situating constructivist and experiential learning within the domain of religious practice, thereby expanding its applicability to value-laden and spiritually oriented learning environments.

In addition, this study offers a conceptual contribution by highlighting the integration of cognitive, affective, and psychomotor domains as an essential foundation for effective religious learning. The findings suggest that demonstration-based learning operates as a holistic instructional model that simultaneously engages these three domains, which is particularly relevant for subjects requiring procedural mastery and ethical sensitivity. This integrative perspective provides a more comprehensive understanding of how learning processes function in Islamic Religious Education, moving beyond fragmented approaches that treat knowledge, skills, and attitudes separately.

From a practical standpoint, this study provides actionable insights for educators, curriculum developers, and educational institutions. First, it emphasizes the importance of designing structured and well-prepared demonstration-based instruction, including the alignment of learning objectives, materials, and assessment strategies. Second, it highlights the need to integrate demonstration with active student participation, such as group-based practice, to prevent passive learning and maximize engagement. Third, the findings underscore the importance of continuous formative assessment and feedback in refining students' practical skills and ensuring procedural accuracy.

Moreover, this study suggests that effective implementation of demonstration-based learning requires institutional support, including adequate learning resources, teacher training, and supportive policies that encourage practice-based instruction. It also points to the necessity of fostering students' psychological readiness, such as confidence and responsibility, as these factors significantly influence learning outcomes.

Importantly, the study offers implications for the development of innovative pedagogical models in Islamic Religious Education. By demonstrating how experiential and constructivist principles can be effectively integrated into religious practice-based learning, this research provides a foundation for future instructional innovations that are more interactive, student-centered, and contextually relevant.

In sum, this study contributes both theoretically and practically by advancing the understanding of demonstration-based learning as a holistic, experiential, and value-integrative approach, thereby offering a meaningful framework for enhancing the quality of teaching and learning in Islamic Religious Education.

Conclusion

This study finds that the implementation of the demonstration method in teaching Islamic funeral management significantly enhances students' practical skills across cognitive, affective, and psychomotor domains, with a greater impact than previously assumed. Beyond improving procedural

accuracy, the method facilitates experiential and meaningful learning, enabling students not only to understand the concepts theoretically but also to perform each stage of *fiqh al-janāzah* correctly in accordance with Islamic principles. These findings challenge the conventional assumption that practical religious learning can be effectively achieved through lecture-based instruction alone and open new discussions on the importance of integrating experiential approaches in Islamic Religious Education.

From a scientific perspective, this study reinforces previous findings regarding the effectiveness of demonstration-based learning in skill development while also questioning the limited focus of earlier studies that primarily emphasized cognitive outcomes. Furthermore, this research introduces a more holistic perspective by highlighting the integration of cognitive, affective, and psychomotor domains within demonstration-based instruction, thereby enriching the theoretical discourse on constructivist and experiential learning in religious education contexts.

However, this study has several limitations. It is based on a relatively small sample and a specific case context, which limits the generalizability of the findings. Additionally, variations in students' abilities, resource availability, and instructional time may influence the outcomes of the implementation. Therefore, further research involving larger samples, diverse educational settings, and mixed-method approaches is recommended to obtain a more comprehensive understanding of the effectiveness of demonstration-based learning. Future studies are also encouraged to explore innovative and adaptive instructional models that integrate demonstration methods with digital technologies and collaborative learning strategies to further enhance students' practical and experiential learning outcomes.

References

Aminah. (2021). Pengaruh faktor psikologis terhadap keberhasilan pembelajaran praktik siswa. *Jurnal Pendidikan Islam, 5*(2), 120–130.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability, 21*(1), 5–31.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Diana, R., Putri, A., & Lestari, N. (2023). Analisis kelebihan dan kekurangan metode demonstrasi dalam pembelajaran. *Jurnal Ilmu Pendidikan, 11*(3), 210–218.

Fauzi, I., Ubaidillah, U., Indrianto, N., Aminulloh, A., & Asshuwaifiyah, U. (2022). The pattern of development of competence, commitment, and motivation of teachers in pesantren. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam, 6*(4).

Fitriani, S. (2022). Evaluasi pembelajaran berbasis demonstrasi pada pendidikan agama Islam. *Jurnal Pendidikan Islam, 6*(1), 75–84.

Herdi. (2023). Pendekatan kualitatif dalam penelitian pendidikan. *Jurnal*

Pendidikan, 8(1), 45–52.

Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based learning. *Educational Psychologist, 42*(2), 99–107.

Jabnabillah, et al. (2023). Sumber data dalam penelitian pendidikan. *Jurnal Ilmiah Pendidikan*, 7(1), 33–41.

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher, 38*(5), 365–379.

Kaisari, L., Wahyuni, S., & Prasetyo, B. (2024). Penerapan metode demonstrasi untuk meningkatkan keaktifan belajar siswa. *Jurnal Inovasi Pendidikan, 9*(1), 22–30.

Khofifah, N., & Kristin, F. (2023). Efektivitas metode demonstrasi terhadap hasil belajar siswa sekolah menengah. *Jurnal Pendidikan Dasar, 7*(2), 101–110.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice Hall.

Lestari. (2023). Penerapan metode demonstrasi dalam meningkatkan keaktifan belajar siswa. *Jurnal Inovasi Pendidikan, 6*(1), 33–42.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.

Manullang, R., Simanjuntak, E., & Hutabarat, T. (2024). Pengaruh metode demonstrasi terhadap minat belajar siswa. *Jurnal Pendidikan dan Pembelajaran, 10*(1), 55–63.

Mataji, et al. (2023). Teknik observasi dalam penelitian pendidikan. *Jurnal Metodologi Penelitian, 5*(2), 88–95.

Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.

Merrill, M. D. (2002). First principles of instruction. *Educational Technology Research and Development, 50*(3), 43–59.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.

Muhaimin, M., Rahman, A., & Sari, D. (2023). Efektivitas metode demonstrasi dalam pembelajaran berbasis praktik. *Jurnal Pendidikan Islam, 8*(2), 145–156.

Nugroho. (2023). Peran orang tua dalam mendukung pembelajaran praktik di sekolah. *Jurnal Pendidikan Sosial, 8*(1), 55–67.

Nurhayati. (2019). Perencanaan pembelajaran dalam meningkatkan efektivitas metode demonstrasi. *Jurnal Pendidikan Islam, 7*(1), 45–58.

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). SAGE Publications.

Pratiwi. (2021). Dukungan sekolah dalam implementasi metode pembelajaran

inovatif. *Jurnal Manajemen Pendidikan, 3*(2), 77–89.

Rahmawati, F., & Putra, A. (2020). Penerapan metode demonstrasi dalam meningkatkan keterampilan siswa pada pembelajaran praktik. *Jurnal Pendidikan dan Pembelajaran, 9*(2), 112–120.

Rahmawati. (2022). Kompetensi guru dalam penerapan metode demonstrasi pada pembelajaran fiqih. *Jurnal Pendidikan Islam, 6*(1), 21–30.

Rizkiana, A., Setiadi, M. F., Fatimah, S., & Hasyim, F. (2023). Peningkatan motivasi belajar siswa pada materi shalat jenazah dengan metode demonstrasi. *Tarbi: Jurnal Ilmiah Mahasiswa, 2*(2), 301–312.

Safi'i, M., Satriah, & Tauhid, M. (2024). Penggunaan metode demonstrasi dalam peningkatan pemahaman siswa pada pembelajaran PAI materi tata cara perawatan jenazah. *Jurnal Pendidikan & Sosial, 12*(1), 88–98.

Saleh. (2017). Dokumentasi dalam penelitian kualitatif. *Jurnal Penelitian Pendidikan, 4*(1), 55–62.

Sarni, S., Juliati, & Ermawita. (2024). Upaya meningkatkan hasil belajar siswa tentang shalat jenazah melalui metode demonstrasi. *Jurnal Pendidikan Islam, 9*(1), 50–60.

Subaidi, S., Fauzi, I., & Mahnun, N. (2024). Implementation of Islamic education: Recitation of Asmaul Husna and smiling-greeting to strengthen children's character. *Journal of Islamic Education Research, 5*(1).

Sulung, & Muspawi. (2024). Sumber data dalam penelitian kualitatif. *Jurnal Pendidikan*, 9(1), 12–20.

Suryani, N., Lestari, H., & Pratama, R. (2021). Implementasi metode demonstrasi untuk meningkatkan pemahaman konsep gaya siswa sekolah dasar. *Jurnal Pendidikan Dasar, 6*(2), 90–100.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Yaumas, N. E., Yemmardotillah, M., Sari, M., Nisa, F. K., & Mulyawati, H. (2023). Student assessment of the personality competence and social competence of Islamic religious education teachers. *International Journal of Islamic Studies in Higher Education, 2*(1), 28–40.

Yemmardotillah, M., Indria, A., Asrizallis, & Indriani, R. (2024). Tantangan dan peluang pendidikan agama Islam di era Society 5.0. *Malewa: Journal of Multidisciplinary Educational Research, 2*(2), 75–87.

Yemmardotillah, M., Rahmi, E., Asrizallis, & Indriani, R. (2024). Innovations in Islamic religious education assessment in the Society 5.0 era. *Jurnal Kawakib, 5*(2), 93–105.

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.

Yusril, M. (2023). *Implementasi metode pembelajaran demonstrasi pada mata pelajaran PAI dan Budi Pekerti* (Undergraduate thesis). IAIN Ponorogo.