

RINGKASAN

Pemahaman peserta didik terhadap materi thaharah merupakan aspek penting dalam pembelajaran fikih karena berkaitan dengan ketentuan bersuci sebagai syarat sah pelaksanaan ibadah. Namun, pemahaman peserta didik terhadap materi tersebut belum sepenuhnya optimal, sehingga diperlukan model pembelajaran yang mampu mendorong keterlibatan aktif dan memberikan pengalaman belajar yang lebih konkret. Salah satu alternatif yang dapat digunakan adalah model pembelajaran kooperatif tipe *Learning Together* dengan demonstrasi. Penelitian ini bertujuan untuk mengetahui perbedaan pemahaman fikih thaharah peserta didik sebelum dan sesudah penerapan model tersebut serta mengetahui tingkat efektivitas penerapannya terhadap pemahaman peserta didik kelas VII MTs Ma'arif NU 1 Kedungbanteng.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain quasi experimental jenis *nonequivalent control group design*. Data dikumpulkan melalui tes pemahaman fikih thaharah sebelum dan sesudah perlakuan, kemudian dianalisis menggunakan uji Wilcoxon Signed Rank Test, Mann-Whitney U Test, dan Rank Biserial Correlation (RBC).

Hasil penelitian menunjukkan terdapat perbedaan pemahaman fikih thaharah pada kelas eksperimen sebelum dan sesudah penerapan model *Learning Together* dengan demonstrasi ($p = 0,001 < 0,05$). Selain itu analisis effect size juga memperoleh nilai RBC sebesar 0,982 yang termasuk kategori efek sangat besar. Temuan tersebut menunjukkan bahwa model pembelajaran kooperatif tipe *Learning Together* dengan demonstrasi efektif dan memberikan pengaruh yang kuat terhadap pemahaman fikih thaharah peserta didik kelas VII MTs Ma'arif NU 1 Kedungbanteng.

Kata kunci: *Learning Together*, demonstrasi, pemahaman fikih, thaharah, efektivitas model pembelajaran.

SUMMARY

Students' understanding of thaharah is an important aspect of fiqh learning because it is closely related to the rules of purification, which are prerequisites for the validity of worship practices. However, students' understanding of this topic has not been fully optimal, indicating the need for a learning model that promotes active participation and provides more concrete learning experiences. One alternative is the Learning Together cooperative learning model combined with demonstration. This study aimed to determine the differences in students' understanding of thaharah before and after the implementation of the model and to examine the magnitude of its effect on the understanding of seventh-grade students at MTs Ma'arif NU 1 Kedungbanteng.

This study employed a quantitative approach using a quasi-experimental method with a nonequivalent control group design. Data were collected through pretests and posttests measuring students' understanding of thaharah and were analyzed using the Wilcoxon Signed Rank Test, Mann-Whitney U Test, and Rank Biserial Correlation (RBC).

The results showed a significant difference in students' understanding of thaharah in the experimental class before and after the implementation of the Learning Together cooperative learning model with demonstration ($p = 0.001 < 0.05$). In addition, the effect size analysis yielded a Rank Biserial Correlation (RBC) value of 0.982, which falls into the very large effect category. These findings indicate that the Learning Together cooperative learning model with demonstration is effective and has a strong influence on improving seventh-grade students' understanding of thaharah at MTs Ma'arif NU 1 Kedungbanteng.

Keywords: *Learning Together, demonstration, fiqh understanding, thaharah, learning model effectiveness*