




Improving Wudu Techniques Through a Media-Assisted Demonstration Method Using IFP in Islamic Education Classes in Kindergarten Class B

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ABSTRACT

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Research

This study aims to improve children's ability to understand and practice the correct wudhu procedure through the application of the demonstration method assisted by Interactive Flat Panel (IFP) media in Islamic Religious Education (PAI) learning in TK B group at KB As-Salam. This study used a Classroom Action Research (CAR) approach conducted in two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The research subjects were 15 children in TK B KB As-Salam. Data were collected through observation, performance assessment, and documentation. The results showed that the implementation of the demonstration method assisted by IFP media significantly improved children's ability to understand the sequence and procedure of wudhu. In the pre-cycle, only 33.3% of children achieved the Developing as Expected (BSH) criterion. After the first cycle, it increased to 60%, and in the second cycle it reached 86.7%. Thus, the use of IFP media displaying videos, sequential images, and interactive animations of wudhu procedures is able to strengthen young children's visual understanding and improve the effectiveness of the demonstration method in PAI learning in kindergarten.

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INTRODUCTION

Islamic Religious Education (IRE) at the kindergarten level serves as a crucial foundation for shaping children's religious character from an early age. One of the essential topics in IRE instruction at kindergarten is the procedure for wudhu, which is not only a prerequisite for the validity of prayer but also instills discipline, hygiene, and spiritual awareness in children from an early age. Observations in the field indicate that the majority of children in Class B at KB As-Salam still struggle to understand and practice the correct sequence of wudhu. Based on initial observations conducted by the researcher as the classroom assistant for Class B, it was found that out of 15 children, only about

5 (33.3%) were able to perform wudhu in the correct sequence. Most children still frequently skip certain steps, perform the steps in the wrong order, or do not fully understand the accompanying prayers. This situation certainly needs to be addressed immediately, considering that wudu is a religious practice that every Muslim is required to master.

This problem is believed to be caused by teaching methods that lack variety and do not make optimal use of educational media. Islamic Education (PAI) instruction has tended to be verbal and monotonous, without the support of engaging and interactive visual media. Young children have unique learning characteristics: they learn more effectively through direct experience, concrete observation, and engaging visual-auditory stimulation (learning by doing and learning by seeing). One solution considered appropriate is the implementation of a demonstration method aided by Interactive Flat Panel (IFP) media. The demonstration method allows teachers to directly show the sequence and movements of wudu in front of the children, so that they can imitate them immediately (Hirwanto, 2024). As a large interactive touchscreen, the IFP can display videos, sequential images, and animations of wudhu that can reinforce children's visual understanding. The combination of these two elements is expected to create a concrete, engaging, and memorable learning experience for preschoolers.

Previous studies have demonstrated the effectiveness of the demonstration method in teaching the procedures for wudu. Khadijah (2024) demonstrated that the demonstration method effectively enhances students' theoretical and practical understanding in Fiqh instruction. Hirwanto (2024), in a two-cycle action research study, also found a significant improvement in students' ability to perform wudu following the use of visual aids to support the demonstration. Afidah and Witasari (2021) also demonstrated an improvement in young children's understanding of wudhu procedures through the demonstration method. Based on this background, the researcher formulated the study titled: 'Improving Wudhu Procedures through the Demonstration Method Assisted by IFP Media in PAI Instruction for Kindergarten B Students'. This study aims to: (1) describe the application of the IFP media-assisted demonstration method in teaching wudu procedures at As-Salam Kindergarten B; and (2) improve Kindergarten B students' ability to understand and practice the correct wudu procedures through the IFP media-assisted demonstration method.

METHOD

This study employed a Classroom Action Research (CAR) design based on the spiral model developed by Kemmis and McTaggart, consisting of four stages: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle comprising three learning sessions. The study took place at KB As-Salam during the second semester of the 2024/2025 academic

year and involved 15 children in Kindergarten Class B, aged 5–6 years. The researcher acted as a teacher-researcher responsible for planning and implementing the instructional intervention, while the school principal served as an observer to monitor and evaluate the learning process. The intervention focused on improving children's wudhu skills through a media-assisted demonstration method using an Interactive Flat Panel (IFP) in Islamic Education learning activities. Data were collected through participant observation, performance assessment, and documentation. Participant observation was conducted using structured observation sheets to record children's engagement and participation during learning activities. Performance assessment was carried out individually using a rubric based on ten sequential steps of wudhu, while documentation included photographs, video recordings, lesson plans (RPPH), and field notes. The assessment rubric categorized children's achievement into four developmental levels: Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). The study was considered successful if at least 80% of the participants (12 out of 15 children) achieved the BSH or BSB category by the end of Cycle II. Data were analyzed using both quantitative and qualitative descriptive approaches. Quantitative analysis was used to calculate achievement percentages and measure learning progress across cycles, whereas qualitative analysis was employed to interpret observational data, field notes, and documentation in order to describe the learning process and evaluate the effectiveness of the media-assisted demonstration method in improving children's wudhu skills.

RESULT AND DISCUSSION

Result

Pre-cycle Conditions

Prior to the study, an initial observation was conducted to assess the children's basic ability to perform the wudhu ritual. The results showed that only 5 children (33.3%) met the BSH criteria, while 7 children (46.7%) were still in the BB category and 3 children (20%) in the MB category. The main issues identified included: children frequently performed the wudhu movements in the wrong order, had not memorized the prayers before and after wudhu, and paid insufficient attention when the teacher provided verbal explanations. These conditions prompted the researcher to design remedial actions through the implementation of a more structured, interactive, and engaging IFP-assisted demonstration method tailored for early childhood.

Implementation of Cycle I

Cycle I was conducted over three sessions. During the planning phase, the researcher prepared a lesson plan (RPPH) themed "Hygiene and Worship," created multimedia content on the wudhu procedure using IFP media (an animated video of the wudhu sequence, and colored step-by-step wudhu illustrations), as well as observation sheets and assessment rubrics.

During the implementation phase, the teacher began the lesson by showing a 5-minute animated video on the procedure for wudu via the IFP to capture the children's attention. The teacher then conducted a live, step-by-step demonstration in front of the class, simultaneously displaying each step on the IFP screen. The children are invited to imitate each movement demonstrated by the teacher (guided imitation). After the demonstration, each child is asked to practice wudu in turn while their classmates observe the IFP screen as a guide. Performance assessment results at the end of Cycle I showed a significant improvement. A total of 9 children (60%) met the BSH or BSB criteria. The reflection on Cycle I identified several weaknesses that need to be addressed in Cycle II: (a) the time allocated for individual practice needs to be extended; (b) children still at the BB level require more intensive support; and (c) the use of wudhu sequence cards should be added as a supplementary tool beyond the IFP.

Implementation of Cycle II

Based on reflections from Cycle I, the researcher made improvements to the planning for Cycle II. These improvements included: the addition of illustrated wudhu sequence cards that children could hold directly, the addition of a "who's fastest and most accurate" session as a motivational game, and an increase in the intensity of individual support for children who had not yet met the target. During Cycle II, the IFP content was enriched with the addition of an interactive quiz (children touch the screen to sequence the correct wudhu steps) and the use of a wudhu song with visuals displayed on the IFP. Teachers also encouraged children who had achieved BSH to become "little teachers" who helped their peers. Performance assessment results at the end of Cycle II showed a very significant improvement. A total of 13 children (86.7%) had met the BSH or BSB criteria, exceeding the study's success indicator target of 80%. Only 2 children (13.3%) remained in the MB category.

4. Data on Children's Progress in Performing Wudhu
Table 1. Data on Each Child's Progress in Performing Wudhu

No.	Child's Name (Initials)	Pre-cycle	Cycle I	Cycle II
1	AS	BB	MB	BSH
2	BN	BB	BSH	BSB
3	CR	MB	BSH	BSB
4	DN	BB	MB	BSH
5	EL	BSH	BSH	BSB
6	FR	BB	MB	BSH
7	GN	MB	BSH	BSB
8	HN	BB	BB	MB
9	IL	BSH	BSH	BSB
10	JR	BB	MB	BSH
11	KA	MB	BSH	BSB
12	LN	BB	MB	BSH
13	MR	BSH	BSH	BSB

14	NF	BB	MB	BSH
15	OR	MB	BSH	BSB

Notes: BB=Not Yet Developing, MB=Beginning to Develop, BSH=Developing as Expected, BSB=Developing Very Well

Table 2. Summary of Results of the Improvement in Wudhu Skills

Stage	BSH+BSB	Percentage	Notes
Pre-cycle	5 Children	33,3%	Did Not Meet Target
cycle I	9 Children	60,0%	Did Not Meet Target
cycle II	13Children	86,7%	Met Target (>80%)

CONCLUSION

Based on the research findings and discussion, it can be concluded that: (1) the implementation of the IFP media-assisted demonstration method in PAI instruction at As-Salam Kindergarten B was carried out effectively and in a structured manner in accordance with the prepared lesson plan; (2) there was a significant increase in the children's ability to understand and practice the procedures for wudhu from the pre-cycle (33.3%) to Cycle I (60%) and Cycle II (86.7%), exceeding the success indicator target of 80%. The combination of demonstration methods and IFP media has proven effective in creating a concrete, engaging, and meaningful learning experience for kindergarten B students. IFP media specifically contributes to strengthening children's visual understanding through videos, animations, and interactive quizzes that support the teacher's demonstrations.

Based on the research findings, the researchers recommend: (1) PAI teachers in kindergartens/early childhood education institutions should consider using demonstration methods supported by IFP media or similar visual-digital media in teaching worship procedures; (2) School principals are expected to support the procurement and optimal use of IFP media in PAI learning activities at early childhood education institutions; (3) Future researchers are advised to develop more comprehensive interactive content specifically on the procedures for wudhu on IFP media; (4) Children who have not yet reached the BSH level need to be provided with intensive and continuous individual guidance outside of formal learning activities.

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