



OPTIMIZING CHILDREN'S UBUDIYAH SKILLS THROUGH INTERACTIVE LEARNING MODELS IN PRAYER AND ABLUTION LEARNING

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Abstract:

This study aims to analyze the optimization of children's ubudiyah skills through an interactive approach in learning prayer and ablution at TPQ Sirojul Islam, Kemiriteguh Hamlet. Religious learning, especially prayer and ablution, is often taught with conventional methods that prioritize theory without involving children directly in practice. The research method used was an experiment with a pretest-posttest design involving 16 students. The pretest was conducted before interactive learning, and the posttest was conducted after the implementation of interactive learning with a coherent prayer and ablution practice test. The results showed that before interactive learning, the average pretest score of students was 7.05, with no students achieving a complete score. After the interactive learning was implemented, the average posttest score increased to 83.52, with 15 out of 16 students successfully achieving completion. Interactive learning proved to be effective in improving students' understanding and skills in prayer and ablution practices. Therefore, the interactive approach can be an effective solution to improve children's ubudiyah skills, by involving them in the learning process.

Keywords: optimization of ubudiyah skills, interactive learning, prayer, ablution, pretest, posttest.

INTRODUCTION

Religious education plays a crucial role in fostering moral character, personal identity, and individual culture Sholichah in (Rahmawati, 2021). One very basic aspect of religious teachings, especially Islam, is worship, which includes prayer and ablution. Prayer as a pillar of religion, and ablution as a condition for the validity of prayer, requires deep understanding and skills (Ardiansari & Dimiyati, 2021). Therefore, it is important for parents, educators, and society to provide good and correct religious education to children from an early age. However, often in practice, children do not gain a deep understanding and maximum appreciation in carrying out this worship. Many children feel that worship obligations such as prayer and ablution are just a routine without a true understanding of the meaning and importance of such worship in their daily lives. In addition, monotonous or rigid teaching methods can cause children to feel bored or burdened with worship, instead of making it a part of a life full of blessings.

As in the case of children in Wedusan village, Kemiriteguh hamlet, although many parents have sufficient religious knowledge, they are more accustomed to traditional teaching methods that tend to be formal and prioritize lessons on the laws of worship, without involving children in direct practice. This suboptimal approach to religious education has an impact on children's lack of worship skills, particularly in prayer and ablution (Suliantika & OK, 2023). This requires special attention because the absence of facilities or interesting ways to involve them in direct practice can reduce their understanding of the importance of worship.

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Learning can be said to be effective when in the process the learning objectives can be achieved, especially in religious learning related to worship, a conventional approach to teaching worship, which often focuses on the formality aspect without involving children directly in the learning process, is not necessarily effective (Sukmawati, 2022). Therefore, a more interactive and fun approach is needed. One method that can be applied is an interactive approach that involves children directly in the practice of prayer and ablution. The interactive learning model is a type of learning approach influenced by constructivism (Hamid, 2019). Focusing on student involvement in the learning process, it is one of the teaching models that can help students become more capable in expressing their desires and understanding of the material or concepts being taught (Pradja & Firmansyah, 2020). In this way, children not only learn the theory or rules of worship, but also experience it directly and thoroughly.

An interactive approach in teaching worship can be done by utilizing interesting learning media, such as visualizations, games, or group activities that involve children to practice the movements in prayer and the stages in ablution (Nisa et al., 2023). By involving children in the process of direct practice, they will more easily understand and feel the meaning and wisdom of the worship. In addition, this approach can also develop children's social skills through cooperation and interaction with their friends.

Various studies have been conducted previously by (Eko Sutrisno, 2019) that several researchers namely regarding interactive learning with multimedia development which resulted in a positive response or success in the trial. This is in line with research conducted by utilizing snakes and ladders as interactive media in TPQ which has proven effective in increasing students' understanding of prayer procedures. Meanwhile, it discusses interactive educational games for the deaf and speech impaired that show success in their research.

Based on the above thoughts, optimizing children's *ubudiyah* (worship) skills through an interactive approach in prayer and ablution practices is very important (Siregar et al., 2019). Thus, this study aims to analyze an interactive approach that is expected to help children not only understand, but also live worship properly and correctly, so that they can carry out worship with full awareness and sincerity. Furthermore, this interactive approach can shape the character of children who are religiously observant, disciplined, and have a strong understanding of the importance of worship in everyday life.

RESEARCH METHODS

This research is an experimental study with a pretest and posttest design. The population of this study were all TPQ Sirojul Islam students. The sample of this research is TPQ Sirojul Islam students with a total of 16 students. The independent variable in this study is the interactive learning model. The dependent variable is the understanding and skills of students in carrying out the practice of prayer and ablution. Data collection techniques using the test method. The instrument used in this study is a coherent prayer practice test.

RESULTS AND DISCUSSION

The learning model is a process of beginning to end in teaching and learning

activities that are two-way between educators and students to channel knowledge (Rahma et al., 2023). Basically, a well-developed learning model can make the goal of creating an effective, active learning atmosphere and conditions and make students in the learning process comfortable and enjoyable so that optimal achievement in learning can be achieved (Lince, 2022). The use of the right learning model can encourage the enthusiasm and enthusiasm of students in the learning process, especially in religious learning related to worship, such as the teaching of prayers is part of the learning process at TPQ Sirojul Islam Kemiriteguh Hamlet, the learning model applied to the teaching of prayer practices uses conventional methods that prioritize a thorough understanding of prayer and ablution without guidance on good and correct practice, this triggers movements that are not appropriate.

Apart from the learning model applied, the social environment (education) here has a very important role in developing knowledge in students. Because in this world of education, students certainly interact more with their friends (Khadijah et al., 2021). This can foster cognitive development in children (students). Piaget in stating that a child (student) obtains new knowledge from the environment by the process of assimilation and accommodates this knowledge into the cognitive structure (Ekawati, 2019). in line with opinion. Therefore, educators or ustad in the world of religious learning have an important role to play in overcoming these problems because it is the teacher who is the spearhead in improving students' understanding abilities, especially in prayer and ablution practices (Meilia & Murdiana, 2019). The role of the teacher is evidence of the importance of teacher competence to manage the learning process (Meilia & Murdiana, 2019). However, it should be underlined that there is no superior learning model, all learning models have their own values or even shortcomings in the implementation process, depending on how an educator utilizes the learning model in the teaching and learning process in order to achieve learning objectives.

Research Stages

The concept of interactive learning in this study includes students being asked to explain briefly and simply their understanding of prayer and ablution. At this stage, the researcher conducted a pretest by giving blank paper to each learner and learners were asked to write their understanding of prayer and ablution.

Furthermore, the researcher re-explains by drawing conclusions from the answers of various students and then the researcher provides a more detailed explanation of the material. At this stage the researcher has started the learning process in the classroom using an interactive learning model. Students are asked to get involved and learn from each learner's experience. At the end of the explanation process, the researcher slightly gave a problem and students were required to answer the problem either in group discussions so that all students were involved.

The researcher then gave a test at the end of the lesson. At this stage students have gone through two aspects of assessment or learning. In the final stage the researcher gives a posttest to students. The posttest is in the form of a practical test of prayer movements and ablutions in a coherent manner. With these stages, researchers can find out the development of students before and after the implementation of interactive learning. In line with the opinion that interactive learning is learning that focuses on student involvement in the stages that Majid

explains, students are not only able to respect opinions, communicate thoughts through oral language, strengthen arguments through accurate data, but also be able to write down their ideas. Students are also given the opportunity to ask follow-up questions if there is something that is not understood after conducting an investigation, and the teacher provides reinforcement and straightens out things that are still wrong.

Results of Research Data

Researchers conducted research at TPQ Sirojul Islam with a total of 16 students for three meetings. The initial concept is by giving a pretest, then the learning process using a multiliteracy learning model accompanied by analysis, and finally giving a posttest of practicing prayer and ablution coherently. In this study, researchers used fluency as a benchmark for obtaining material to obtain data. The results of the research data were obtained from the results of the pretest, reading fluency analysis, and posttest.

Tabel 1. Recapitulation of Preetest Data.

No	Kategori	Keterangan
	Minimum Value	0
2.	Maximum Value	40
3.	Average Score	7,05
4.	Number of Students Who Completed	0 siswa

Based on the table above, it shows that out of 16 students, the largest score is 40, while the smallest score is 0. There are 3 students who got the maximum score (40). The overall average score is 7.05. It can be seen that there are no students who are fully capable in this test. It can be said that the initial ability of students before using the interactive learning model is categorized as incomplete. This is due to the lack of fluency and accuracy of movements in ablution and prayer.

Tabel 2. Interactive Learning Data Recapitulation with Analysis

No	Kategori	Keterangan
1.	Minimum Value	0
2.	Maximum Value	30
3.	Average Score	8,82
4.	Number of Students Who Completed	0 siswa

Based on the table above, it shows that out of 16 students, the highest score is 50, while the smallest score is 0. There are 3 students who got the maximum score (50). The overall average score is 8.82. It can be said that the use of interactive learning models accompanied by analysis is still less accepted by students, in the sense that students are still not accustomed to learning directly dealing with problems, but students' understanding when they have undergone the interactive learning model process they can understand it well. With these results students need

habituation with learning that is directly dealing with problems. This can be proven and seen in table 3.

Tabel 3. Recapitulation of Posttest Data Based on Practice of prayers and ablutions in a coherent manner

No	Kategori	Keterangan
1.	Minimum Value	50
2.	Maximum Value	80
3.	Average Score	90
4.	Number of Students Who Completed	100
5.	Minimum Value	83,52

Based on the table above, out of 16 students, the highest score is 100 and the smallest score is 50. There are 15 students who can be said to be complete while the other two can still be categorized as incomplete. There are 5 students who scored 80, 8 students scored 90, and 1 student scored 100. The overall average score is 83.52.

It can be seen that students after receiving interactive model learning and continued with posttests in the form of practicing ablution and prayer in a coherent manner are included in the complete category (successful). It can be concluded that interactive learning followed by posttest practice of prayer and ablution can change the cognitive and psychomotor of students for the better, this is evidenced by the value of students who each aspect is increasing. This is in line with the opinion of Muslih (2024) in interactive learning, students are invited to think critically, discuss, and collaborate with classmates. This can increase students' motivation and interest in learning because they can feel more involved and have control over the learning process. However, the researcher needs to underline that students are still not used to problem-facing learning, so this needs training and habituation.

CONCLUSION

From the description of the data results above, the results of the pretest show that most students have limited understanding and basic skills in the practice of prayer and ablution. Some errors in the steps of prayer and ablution were still found in students before the learning intervention. While the posttest results, after the implementation of interactive learning, showed a significant improvement in students' abilities. Most students were able to perform the prayer and ablution exercises more precisely according to the correct procedures. Interactive learning that involves the use of visual media (video, animation), simulation, as well as group discussion, is proven effective in improving students' understanding and skills. This approach encourages students to participate more actively and understand the steps more easily.

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