

The Implementation of Audio-Visual Media to Improve Understanding of Wudu Procedures in Fiqh Lessons: An Action Research Study on First-Grade Students at TPQ Al-Hasan Pakuluran, Sumedang Regency

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Abstract

This study aims to improve the understanding of wudhu procedures among first-grade students at TPQ Al-Hasan through the application of audio-visual-based media. The research was motivated by the low level of student understanding, where 10 out of 11 students (91%) had not achieved mastery in the wudhu material due to traditional teaching methods. This Classroom Action Research (CAR) was conducted in two cycles, following the participatory PTK model. Data collection techniques included observation, interviews, and documentation. The results showed a significant improvement. The average student understanding score increased from 68.5 in Cycle I to 78.90 in Cycle II. The classical learning mastery percentage also jumped from 42.6% to 100%. Furthermore, student activity and participation in learning increased from 73% (Good) to 82% (Very Good). The study concludes that audio-visual media is effective in significantly improving students' understanding, engagement, and learning outcomes on wudhu procedures. Therefore, it is recommended that teachers implement this media and that future researchers test its effectiveness in different contexts and with broader subjects.

Keywords: Audio-Visual Media, Understanding, Wudhu Procedures, Fiqh, CAR

INTRODUCTION

Government Regulation of the Republic of Indonesia Number 55 of 2007 concerning Religious Education and Religious-Based Education stipulates in Article 5, paragraph (1), that the religious education curriculum must be implemented in accordance with the National Education Standards. Law No. 20 of 2003 concerning the National Education System defines education as a “conscious and planned effort to create a learning atmosphere and learning process wherein learners actively develop their potential to possess spiritual-religious qualities and self-control, and to contribute to society, the nation, and the state” (Habe & Ahiruddin, 2017).

As a crucial component, the curriculum must adapt to the changes and demands of the times. Consequently, curriculum adjustment is essential to ensure that learners possess the skills needed to thrive in the millennial era. A nation's success is often reflected in the quality of its education system, as education plays a vital role in shaping the worldviews, attitudes, and skills required by individuals or groups to navigate life. In the context of Islamic education, this process must align with principles derived from the Qur'an and the Sunnah (Ummu Hani, 2016).

Learning is a deliberate process of activity aimed at bringing about changes in attitude and behavior—resulting in a state distinct from the pre-learning condition—that are enduring in nature (Setiawati, 2018).

Instruction in wudhu teaches students discipline in following the correct sequence and procedures, fosters an awareness of the importance of physical and spiritual cleanliness, and helps cultivate good habits and Islamic character. However, results from a pre-test conducted on Sunday, June 21, 2025, at 18:30—held at TPQ Al-Hasan in Pakuluran Hamlet, Sindanggalih Village, Cimanggung District, Sumedang Regency, involving eleven Level 1 students—revealed that only one student passed while ten did not. This indicates that 95% of the TPQ Al-Hasan students had not yet mastered the correct wudhu procedure, a situation attributed to the use of traditional teaching methods without the aid of supplementary instructional media.

Media plays a significant role in the teaching and learning process, as it serves as an intermediary to clarify the material being presented. Audio-visual media is media that has auditive elements and visual elements (Ichsan et al., 2021). The use of audiovisual media in instruction also fosters the development of students' critical and analytical skills. It encourages them to think creatively, cultivate media literacy, and comprehend messages conveyed through various visual and auditory formats. Consequently, the use of audiovisual media cannot be overlooked; it acts as a source of knowledge that provides the drive, motivation, and stimulation necessary to successfully achieve established learning objectives, allowing students to directly view and observe the material being taught (Serungke et al., 2023).

Based on the research focus outlined above, the problem statement is: How are the planning, implementation, and understanding of Wudhu (ablution) procedures—specifically regarding TPQ Al-Hasan students—addressed prior to the use of audio-visual media in Fiqh lessons? This study aims to examine the planning, implementation, and outcomes of applying audio-visual media in Fiqh lessons to improve TPQ Al-Hasan students' understanding of Wudhu procedures.

RESEARCH METHODS

The type of research employed is Classroom Action Research (CAR). This CAR was conducted to improve students' understanding of the wudhu (ablution) procedure through actions that were systematically planned, implemented, and evaluated; test data were analyzed using a descriptive-qualitative approach. The research took place at TPQ Al-Hasan in Pakuluran Hamlet, Cilayung Village, Jatinangor District, Sumedang Regency. The research subjects were 11 first-grade students from TPQ Al-Hasan.

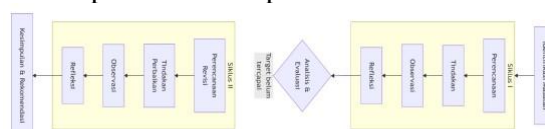
Classroom action research is a form of reflective research involving the implementation of specific actions within a class (or group) with the aim of improving and/or enhancing classroom instructional practices in a more professional manner (Anggita et al., 2024).

This study employs Classroom Action Research (CAR) combined with an experimental research method. The primary aim of this research is not merely to identify the causes of various learning challenges—such as students' difficulties in mastering specific topics—but, more importantly, to provide solutions through specific interventions designed to enhance the quality of the learning process and outcomes (Maria & Cahya, 2024).

Can be concluded that participatory classroom action research requires the researcher's active involvement in the classroom as part of a comprehensive and thorough research process. Research Location and Subjects: The study was conducted at TPQ Al-Hasan, Pakuluran Hamlet, Sindanggalih Village, Cimanggung District, Sumedang Regency. The research subjects were 11 students at the Level 1 stage, comprising 6 girls and 5 boys.

RESULTS AND DISCUSSION

This Classroom Action Research (CAR) was conducted in two cycles, with each cycle comprising four main stages based on the Kemmis & McTaggart model (Planning, Action, Observation, and Reflection). The implementation process is illustrated in the following chart:



Result

Based on the analysis of the classroom action research—conducted over two cycles comprising a total of four sessions—a positive shift was observed regarding increased student participation and active engagement in the learning process. This achievement was driven by the implementation of audiovisual learning media.

1. Pre-Cycle (Problem Identification)

Before the cycles began, the researcher conducted the following:

2. Initial Observation and Diagnostic Test: Identified students' limited understanding of the wudhu (ablution) procedure. The results showed that 10 out of 11 students (95%) had not yet met the Minimum Mastery Criteria (KKM).
 - a. Analysis of Problem Causes: Determined the root causes, namely traditional teaching methods and a lack of learning media usage.
 - b. Formulation of Solution: Selected the use of audiovisual media as the intervention to address the problem.

Siklus I

1. Planning

Formulate an action plan to address the issues identified during the initial assessment. This plan must outline the objectives, learning strategies and methods to be employed, the steps of the activities to be undertaken, and the success indicators to be achieved (Ade Rahayu & Arna Saskia, 2025). Planning in Classroom Action Research is the initial stage involving the systematic formulation of an action plan to address problems and improve classroom learning processes and outcomes. This stage entails defining the problem, objectives, instructional strategies, media, and evaluation instruments, which subsequently serve as the foundation for the action, observation, and reflection phases of each research cycle. The planning steps are as follows:

- a. Develop a Lesson Plan (RPP) that integrates audiovisual media.
- b. Create an animated video demonstrating the procedure for wudhu (ablution), complete with explanatory audio.
- c. Prepare observation sheets to monitor teacher and student activities.
- d. Draft evaluation questions (post-test) to assess student understanding.
- e. Prepare interview guidelines for teachers and students.

2. (Acting)

The "Acting" phase in Classroom Action Research (CAR) involves implementing the previously devised plan to enhance the learning process. Kurt Lewin, the originator of the foundational CAR model, defined "Acting" as the stage of concrete action following "Planning," and preceding "Observing" and "Reflecting." This action is cyclical in nature and aims to improve classroom practices incrementally.

According to the Kemmis and McTaggart model, "Acting" refers to the critical implementation of the action plan, encompassing all activities outlined in the Lesson Plan (RPP) or Daily Activity Plan (RKH). This implementation is flexible, allowing for adjustments to teaching strategies to ensure objectives are met.

John Elliott breaks down the "Acting" phase into specific action steps (35 actions per cycle) to facilitate a smooth teaching and learning process. Each step involves applying a specific intervention to the sample class to address the identified issues.

When documenting Classroom Action Research (PTK), describe the "Acting" phase by detailing work scenarios, procedures, and strategy adjustments made in accordance with the lesson plan, while also linking these to simultaneous observations. Use descriptive language, include examples of implementation, and illustrate the flexibility shown in adapting to changes during the lesson delivery, following these steps:

- a. Introduction (10 minutes): Activating prior knowledge and stating objectives.

- b. Core Activity (40 minutes): Showing a video on the procedure for wudhu (ablution).
- c. Guiding students to pay attention to key steps.
- d. Q&A discussion regarding the video.
- e. Conclusion (10 minutes): Summarizing and administering a post-test.

3. (Observing)

In the context of Classroom Action Research (CAR) planning (plan–act–observe–reflect), observation is understood as :

- a. The activity of observing the impact of actions taken during instruction, encompassing both the process and the outcomes visible in the classroom.
- b. Monitoring the implementation of actions to determine whether they align with the plan (lesson plan, action scenario) formulated during the planning stage.
- c. method for documenting the effects of the actions on students (engagement, learning outcomes, attitudes) and on the teacher (teaching style, use of methods, classroom management).
- d. The basis for formulating reflections and refining the plan for the subsequent cycle; observation results serve as material for analyzing the success of, or obstacles encountered during, the planned actions.

In classroom action research, observation is a stage—planned from the outset—designed to monitor the implementation of actions in the classroom, record the process and its effects, and provide empirical data that serve as a basis for reflection and the formulation of improvement plans for the subsequent cycle. The function of observation in relation to planning :

- a. To examine the alignment between the action plan (lesson plans, instructional materials, scenarios) and actual classroom implementation.
- b. To gather data on the learning process (teacher and student activities, interactions, classroom atmosphere) based on the indicators established during the planning stage.
- c. To serve as a basis for assessing the success of the action and determining whether revisions to the plan, methods, or media are necessary for the subsequent cycle.

4. Reflection.

Reflection in Classroom Action Research (CAR) is a crucial stage for evaluating implemented actions, identifying successes and shortcomings, and formulating plans for the subsequent cycle. Experts state that the writing of reflections must be systematic, encompassing factual descriptions, critical analysis, and recommendations for improvement based on empirical data. Reflection is defined as the process of interpreting teaching practices through one's own perspective and that of others, involving a critical review of theoretical assumptions. According to Kemmis and McTaggart, reflection is a component of the CAR cycle (plan-act-observe-reflect) that links one cycle to the next through the analysis of observational data; Suharsimi Arikunto characterizes it as teacher self-reflection aimed at the continuous improvement of classroom practices.

Jenis Refleksi dalam PTK

- a. Descriptive Reflection: Focuses on recording events during the action—such as a narrative of learning outcomes—without in-depth analysis.
- b. Critical Reflection: Analyzes the causes of failure or success, including contextual factors such as student motivation and the classroom environment.

How to Write Reflections

- a. Writing begins with data documentation (observations, learning outcomes), followed by an analysis of strategy effectiveness, and concludes with recommendations for modifying the action plan.
- b. Use a clear narrative format: describe the facts, interpret their meaning, and formulate an improvement plan for the next cycle to ensure continuity.

- c. Avoid an emotional approach; focus on empirical evidence to bridge theory and classroom practice.

Analysis Result:

The analysis within a Classroom Action Research (CAR) report—specifically at the action planning stage—must emphasize a reflective and collaborative analysis of the problem to formulate an appropriate action plan. This section typically includes a description of initial observational data, the identification of the root cause of the learning issue, and an improvement hypothesis supported by success indicators. This approach ensures that the planning is not merely theoretical but actionable, based on the PDCA (Plan-Do-Check-Act) cycle.

- a. Average score: 68.5 (fair category).
- b. Class mastery: 42.6% (target not yet met).
- c. Student activity: 73% (good category).

Identified Challenges:

- a. The video pace was too fast for some students.
- b. The teacher's explanation following the video screening was suboptimal.

Corrective Actions for Cycle II:

- a. Enhanced Video Playback: Slow down the playback speed to 0.75x or 0.5x, and incorporate clearer, deliberate narration with pauses between key segments. This step addresses the comprehension challenges from Cycle I by reducing cognitive load, allowing students to comfortably process visuals and complex concepts, while utilizing on-screen text annotations to reinforce understanding.
- b. Expanded Independent Practice: Introduce a structured 15–20 minute independent practice session immediately after the video, featuring guided worksheets, pair discussions, or hands-on tasks where students replicate the video demonstrations. This approach fosters active learning and retention through practical application, bridging the gap between passive viewing and skill mastery—an area previously identified as a weakness.
- c. Targeted Instructional Emphasis: The teacher provides focused reinforcement on complex steps by pausing the video at critical points, utilizing live demonstrations with physical models or interactive slides, and conducting mini-quizzes to check for understanding. This ensures deeper engagement with challenging content, establishes an immediate feedback loop, and allows for dynamic adaptation to signs of student confusion during the lesson.

Cycle II

1. Planning (Revision)

- a. Revise the lesson plan (RPP) based on the reflection from Cycle I.
- b. Modify the video to feature a slower pace and more detailed explanations.
- c. Prepare independent practice worksheets for students.
- d. Draft evaluation questions for Cycle II.
- e. Implementation of Action (Improvement)

2. Conduct the lesson using the revised video.

Additional step:

- a. Practice Session: Students perform wudhu (ablution) directly, guided by the video.
- b. Peer Assessment: Students correct each other's practice.

3. Observation

- a. Conduct observations using the same instruments as in Cycle I.
- b. Collect post-test data for Cycle II.
- c. Document the students' practice process.

4. Reflection

- a. Analysis Results:
- b. Average score: 78.90 (Good category).
- c. Class mastery: 100% (target achieved).
- d. Student activity: 82% (Very Good category).

It can be concluded that the action in Cycle II successfully improved student understanding significantly. All success indicators were met; therefore, the research concluded at the end of Cycle II.

Action success indicators: This research is deemed successful if: Individual Mastery: $\geq 70\%$ of students achieve a score $\geq$ the Minimum Mastery Criteria/KKM (70). Class Mastery: $\geq 85\%$ of students achieve mastery. Learning Activity: $\geq 75\%$ of students are active during the lesson..

Discussion

Based on the results obtained from the two-cycle Classroom Action Research (CAR), it is evident that the use of audiovisual media significantly improved the understanding of wudhu (ablution) procedures among first-grade students at TPQ Al-Hasan. This discussion outlines the research findings by linking them to the underlying theories and analyzing the mechanisms of the changes that occurred.

1. Enhancement of Conceptual Understanding and Memory Retention

The data obtained show a surge in the average score from 68.5 (Cycle I) to 78.90 (Cycle II), accompanied by a 100% rate of class mastery. This improvement confirms that audiovisual media serves as a powerful tool for conveying complex concepts. The material regarding the procedure for wudhu (ablution)—which is sequential in nature—can be presented visually through video, thereby enabling students to form clear and structured mental schemas.

The repetition involved in re-watching the video, followed by hands-on practice during Cycle II, reinforced the consolidation of information into long-term memory. This was evidenced by the students' performance in Cycle II, where they were able not only to answer written questions but also to independently perform wudhu using the correct steps.

2. Increased Student Engagement and Learning Activity

Student activity levels rose from 73% (Good) to 82% (Very Good). Qualitative data from observations revealed a dramatic shift in student behavior: moving from being initially passive and easily distracted to becoming enthusiastic, focused, and active in asking questions during learning sessions.

In Cycle I, although students were interested in the videos, their engagement remained limited to the cognitive aspect. Based on reflection, improvements were made in Cycle II by incorporating independent practice and peer assessment sessions. This not only enhanced psychomotor skills but also reinforced cognitive understanding through the processes of observation and evaluation. Students became more confident and actively engaged—both physically and mentally—contributing to an overall improvement in learning outcomes.

3. Effectiveness of Media in Accommodating Diverse Learning Styles

Reflections from Cycle I revealed that some students struggled to keep up with the video's pacing. This indicated a diversity of learning styles and information-processing speeds within the classroom. In Cycle II, the video was revised by slowing down the tempo and adding more detailed narrative explanations. Consequently, improvement was observed across all students.

This approach demonstrates the effectiveness of audiovisual media as an inclusive tool; it is capable of accommodating learners with visual (via animation and text), auditory (via narration and sound), and kinesthetic (via post-viewing practice sessions) learning styles. Thus, audiovisual media acts as an equalizer, ensuring that all students—regardless of their dominant learning style—can effectively access and comprehend the material.

4. Enhancement of Teachers' Pedagogical Competence

Observational data regarding the teachers indicates an increase in the implementation rate of instruction from 85% to 100%. The inter-cycle reflection process fostered an improvement in the teachers' competence in managing student-centered learning. Teachers no longer acted as the sole source of information (teacher-centered approach) but transitioned into facilitators who guided students in exploring the material through the use of media.

This experience supports the assertion by (Safitri & Normila, 2024) that the implementation of technology-based media encourages teachers to be more creative in lesson design and more responsive to student needs. It was precisely the teachers' ability to reflect and adapt that proved key to the success of the interventions in Cycle II.

5. Theoretical and Practical Confirmation

Overall, the research findings align with the study's underlying theoretical framework. Audiovisual media proved to be not merely a tool for conveying information but a catalyst for creating an interactive, inclusive, and motivating learning environment. This success also yielded tangible practical results by resolving previously encountered learning challenges. Consequently, audiovisual media merits consideration as a primary strategy in Fiqh instruction, particularly for procedural topics such as wudhu (ablution).

In conclusion, the improvement in student understanding was driven by the visualization of abstract concepts, multi-sensory stimulation that enhanced retention, the creation of an engaging learning environment, and the media's ability to accommodate diverse learning styles. The significant improvement observed in Cycle II demonstrates that the quality of the intervention's implementation—subject to continuous reflection and refinement—was the key determinant of success.

CONCLUSION

Based on the results and discussion of the research conducted over two cycles, it can be concluded that:

1. The use of audio-visual media proved effective in improving the understanding of wudhu (ablution) procedures among Grade 1 students at TPQ Al-Hasan. This was evidenced by an increase in the students' average understanding score from 68.5 (sufficient) in Cycle I to 78.90 (good) in Cycle II, alongside a 100% rate of classical learning mastery.
2. Active student engagement in the learning process also saw a significant increase, rising from 73% (Good) to 82% (Very Good), as demonstrated by their enthusiasm, focus, and participation in discussions and practical exercises.
3. The reflective cycle inherent in Classroom Action Research (planning, action, observation, reflection) played a crucial role in refining the instructional approach. Improvements made in Cycle II—such as modifying the video content and adding practical sessions—were essential for overcoming obstacles and maximizing learning outcomes.
4. Audio-visual media served not merely as a tool for information delivery but also successfully created an interactive, inclusive, and enjoyable learning environment capable of accommodating diverse student learning styles.

Therefore, audio-visual media is recommended as an effective alternative instructional tool for Fiqh (Islamic jurisprudence) topics, particularly those involving procedural steps like wudhu. To ensure sustainability, teacher training on developing and integrating similar media is required, as is further research to evaluate its effectiveness across a wider range of topics, contexts, and educational levels.

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