



Use of the Marbel Wudu Application Learning Media to Increase Interest in Learning Islamic Religious Education at Al-Insan Pinrang Elementary School

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ABSTRACT

This thesis discusses the use of learning media in enhancing students' interest in Islamic Education among fourth-grade students at SDIT Al-Insan Pinrang. The research aims to determine whether the use of the Marbel Wudu learning application can improve the interest in learning Islamic Education among fourth-grade students at SDIT Al-Insan Pinrang. The method employed is Classroom Action Research (CAR) using the spiral/cycle model by Kemmis and Taggart, consisting of two cycles with four stages in each cycle: planning, action implementation, observation, and reflection. The research subjects are 27 students. Data collection techniques include observation, questionnaires, and documentation. Teacher activity data is obtained through observation and analyzed to compare the activity levels in each cycle. Data on students' interest in learning are obtained through questionnaire distribution, which is then analyzed to observe improvements in each cycle. The research results indicate an increase in students' interest in the Islamic Education subject through the use of the Marbel Wudu learning application. This is proven by the increased effectiveness of the teaching methods implemented by the teacher. Based on the observation results in cycles I and II, in cycle I, the use of the Marbel Wudu learning application in Islamic Education learning obtained a percentage of 61.15% (fair), and in cycle II, the percentage increased to 81.92% (very good). Furthermore, the improvement in students' interest is reflected in the average increase in each cycle, with a classical percentage of 72.03% (good) in cycle I and 81.14% (very good) in cycle II, resulting in an improvement of 9.11%. This indicates that the use of the Marbel Wudu learning application can enhance students' interest in learning.

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INTRODUCTION

Islamic religious education has a very crucial role in shaping students' character and morals. One important aspect of Islamic religious education is the understanding and practice of ablution as an obligation in Islam before performing prayers. A good understanding of wudu is the main foundation for students to perform prayer services correctly.

In the current digital and technological era, students, especially the younger generation, are more exposed to various technological devices such as smartphones and tablets. They tend to be more interested in using technology in daily activities. Therefore, it is important for teachers in Islamic Religious Education to

adapt relevant and interesting learning media to maintain students' interest in understanding and carrying out the practice of wudu and other religious activities.

Technological developments in the digital era have developed greatly. In modern times like now, humans are very dependent on technology, this makes technology also directly influence the field of education. Utilization of the results of very advanced technological developments in the field of education has been realized, namely in the form of interactive learning media.

A good understanding of wudu is an important part of religious practice in Islam. However, sometimes students have difficulty understanding and carrying out the ablution process correctly. In an effort to increase students' understanding of wudu, this research aims to use the marble wudu application as an interactive and interesting learning tool in the classroom.

Before praying, you must first perform wudu, because wudu is one of the conditions for valid prayer. One way to introduce children to learning wudu is to use learning media. Currently, there are many examples of learning media regarding wudu for children, including books. However, the book media still has shortcomings, for example in terms of delivery it is still in the form of text and images only. Apart from that, interactive CD learning media, this media is multimedia based but to use it requires a computer as an interaction medium which is limited in space and time. Therefore, by utilizing smartphone technology, Android-based learning media applications display text, sound and moving images that can be used without space and time.

Media is a tool in the learning process, a fact that cannot be denied. Its presence has a very important meaning, because basically every learning material certainly has varying levels of difficulty. On the one hand, there is learning material that does not require media. Furthermore, media is also a very useful tool in learning activities, because as a tool it can represent something that the teacher cannot convey through words or sentences. The effectiveness of students' absorption of difficult and complicated learning materials can occur with the help of tools. In fact, it is recognized that assistive devices can generate good feedback from students. By utilizing acceptable assistive tactics, teachers can increase student attention.

It is hoped that good use of learning media can increase students' interest in the learning process. However, teachers must also pay attention to the different characteristics and abilities of students in learning. Therefore, teachers must prepare learning media to support learning that can be accepted by all students so that the goals of a learning process can be achieved optimally. By choosing the right learning media, you can increase interaction between teachers and students so that students will not easily feel bored when participating in learning because there is media that can optimize student interest so that it will produce good output.

Interest can be said to be a tendency that exists within students, such as feelings of pleasure, desire, attention, needs, and encouragement and passion for enthusiasm in the learning process in terms of teachers providing motivation to their students. Interest can also be referred to as someone's interest or desire to learn or gain knowledge in a particular field or topic. This interest can encourage someone to actively seek information, learn, and understand things related to the field or topic they are interested in. Interest in learning is very important because it can increase students' interest and quality of learning.

Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interacting with his environment. According to Fathurrahman, learning is an activity that causes a change in behavior that is relatively permanent and this change is carried out through activity or deliberate effort.

Student interest in the classroom is greatly influenced by the student's own interest in learning. Students who have an interest in learning will pay attention to the lesson, over time interest and feelings of joy will emerge so that they will be more active and enthusiastic in carrying out learning activities.

A child's world is a world of play. What this means is that most of his life is filled with playing, quite different from being an adult. For adults, playing is a way to relieve boredom, fill free time, or interrupt activities. Adults play chess while patrolling, play Facebook after work, and play badminton during office holidays or weekends with friends or family. Meanwhile, for children, play is work, meaning that every activity that children do, even though it seems like they are playing, is the same as work for them, this activity is serious.

Students who have a high interest in learning will always pay full attention to the learning process. The reality is that there is still low interest in learning carried out in the classroom. This can be seen from the learning process where students pay less attention to the teacher when explaining the learning material and lack cooperation in carrying out group assignments given by the teacher. So students feel fed up, bored, and less active in participating in learning.

The material contained in Islamic Religious Education lessons is very extensive and varied, starting from monotheism, fiqh, hadith, interpretation of the Koran and so on. One of the important things that students will do in terms of muamalah is purification. Purification is an obligation because it is a valid requirement for worship. There are two types of purification, namely purification from small hadas and purification from large hadas. In the initial Islamic Religious Education material, especially grades one and

two, they are taught to purify themselves with small hadas through wudu.

The ablution material for grade four is initial material which aims to teach students to purify themselves before performing prayers. Wudu material for fourth grade is a particular difficulty for students because fourth grade students tend to want to play. The subject of ablution is always related to water, so the nature of students who still like to play with water makes it difficult for students to focus on performing ablution properly and correctly. Teachers are required to be able to make students focus on performing ablution well.

The ablution material is a benchmark for developing a Muslim's personality, which was used by the Prophet as a starting point before performing prayers. In fact, wudu is the only act of worship that is required repeatedly every day, even outside when carrying out fardhu prayers. Therefore, increasing the habit of wudu is something that is very important for students to implement.

The author uses constructivism theory, namely that learning is a process where individuals build their own knowledge through experience and interaction with their environment. In the context of using the marble wudu application, this theory can be applied by means of active learning, meaning that they can carry out the wudu process virtually, observing the steps and practicing it themselves. In this way, students actively develop an understanding of the material about wudu, as well as gain interactive experiences with visual, sound and animation elements. This can help students visualize and understand each stage of wudu well.

Interestingly, this research looks at the problem raised in the research, namely related to increasing students' interest in learning using the marble wudu application. There is a lot of research related to learning media, but this research is different, in that it explores learning media applications that contain Islamic Religious Education lessons regarding the intention to perform wudu, procedures for wudu, and prayers after wudu which are packaged into an interesting application. It is hoped that this application can help encourage students' interest in learning during the learning process, especially regarding ablution material.

This research is a form of replication of previous research, namely Kholishoh Nur Aini's research which researched that the use of interactive learning media can increase the effectiveness of learning, students understand more easily, and learning occurs that is fun and interesting for students.

The difference between this research and previous research is in the variables and theory used. In previous research, it increased fun learning, while the author increased students' interest in learning in the learning process.

Based on the differences above, the author is interested in conducting research again on the application of marble wudu in increasing students' interest in learning, but in this research the author changed the variable from increasing enjoyable learning to increasing students' interest in learning.

METHOD

The method used is Classroom Action Research (PTK) using the spiral/cycle model from Kemmis and Taggart which consists of 2 cycles with four stages in each cycle, namely, the planning stage, action implementation, observation/observation and reflection. The subjects of this research were 27 students. Data collection techniques used include observation, questionnaires and documentation. Teacher activity data is obtained through observation and analyzed to compare the level of activity in each cycle. Data about students' interest in learning was obtained through distributing questionnaires which were then analyzed to see improvements in each cycle.

RESULTS

Description of Research Results

Before carrying out Classroom Action Research (PTK) using the Marbel Wudu application learning media, the researcher first carried out the Pre-Cycle stage. This stage aims to determine the situation and conditions that exist at SDIT Al-Insan Pinrang. When the thesis proposal had been presented at the seminar, the researcher met the Head of SDIT Al-Insan Pinrang, Mr. Muh. Nasir, S.Pd.I, while discussing the current conditions at the school. At that time, the principal asked about the progress of the research that the researchers would carry out. At that time the researcher said that the author was preparing a research implementation schedule and research procedure mechanisms. Then, the author explains a brief description of the content of the author's thesis which is related to Classroom Action Research (PTK) and the research subjects in this research are class IV students at SDIT Al-Insan Pinrang. He welcomed the researcher's intentions and asked the researcher to consult with teachers in the field of Islamic Religious Education (PAI).

The next step that the researcher took on July 21 2023 was to meet again with the Head of SDIT Al-Insan Pinrang, in order to convey the researcher's intentions by providing a research introduction letter issued by the IAIN Pare-pare Postgraduate as a continuation of the original plan.

After the researcher met with the Islamic Religious Education teacher at SDIT Al-Insan Pinrang Mr. Hendra Noer, S.Pd.I, then the researcher explained the Classroom Action Research (PTK) that the researcher would carry out, where the researcher would use ICT-based media (Information and Communication) in learning, namely by using presentation media, the researcher will explain the learning material with the help

of the marble wudu application. Then the Islamic Religious Education teacher will act as an observer who will later assess the researcher in the classroom learning process.

Together with the Islamic Religious Education teacher, the researcher held a deliberation which had previously explained the researcher's intentions, the Islamic Religious Education teacher also provided full support and was willing to accompany the researcher in the field who would later become a collaborator, then the researcher and the Islamic Religious Education teacher agreed to prepare teaching materials and indicators achieving learning objectives applied to students and determining the research schedule, then applying it according to the research plan.

The way to overcome the problems faced during learning is to look for the causal factors in depth, then try to overcome the problems programmatically. One of these solutions is, as in this research, using ICT (Information and Communication) based research in the form of an application of marble wudu percentages in order to increase students' interest in learning. Based on the results of teacher observations in cycle I, the following data were obtained:

Table 1. Teacher Observation Results in Cycle I

No	Aspect	Indicator	Score
1.	Opening Learning	Arouse students' attention/interest	39
		Arouse student motivation	23
		Provides a reference or structure	19
		Make connections	13
2.	Closing Learning	Review	15
		Conduct an evaluation	21
		Providing psychological or social encouragement	19
		Provide follow-up	10
Amount			159
Percentage			61,15%

Source: Primary Data, 2023

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{\text{Score obtained}}{\text{Number of indicators} \times \text{maximum score}} \times 100\%$$

$$P = \frac{159}{(52 \times 5)} \times 100\%$$

$$P = \frac{159}{260} \times 100\%$$

$$= 61,15\% \text{ (Enough)}$$

In the second cycle of action, observations of the learning process were carried out by the teacher (researcher) during the learning process using the Marbel Wudu application learning media. The teacher observation sheet which has been prepared based on the assessment aspects will be assessed during the lesson. Those who act in providing this assessment are Islamic Religious Education teachers who act as partners (collaborators). Based on the results of observing teacher activities in cycle II, the following data were obtained:

Table 2. Teacher Observation Results in Cycle II

No	Aspect	Indicator	Score
1.	Opening Learning	Arouse students' attention/interest	48
		Arouse student motivation	32
		Provides a reference or structure	28
		Make connections	18
2.	Closing Learning	Review	18
		Conduct an evaluation	29
		Providing psychological or social encouragement	27
		Provide follow-up	13

No	Aspect	Indicator	Score
		Amount	213
		Percentage	81,92%

Source: Primary Data, 2023

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{\text{Score obtained}}{\text{Number of indicators} \times \text{maximum score}} \times 100\%$$

$$P = \frac{213}{(52 \times 5)} \times 100\%$$

$$P = \frac{213}{260} \times 100\%$$

$$= 81,92\% \text{ (Very good)}$$

Analysis of the data above, as for the results of observations made by collaborators with teachers (researchers) as input, has gone well. This is proven by the results of observations of the teacher's use of the marble wudu application learning media which has fulfilled the assessment indicator aspects with good category results. Thus, the use of the Marbel Wudu application learning media in Islamic Religious Education learning really helps teachers and students carry out active two-way communication during the learning process so that teachers in conveying messages and learning content can achieve the expected targets.

It can be concluded that the use of the marble wudu application learning media in the learning process facilitates interaction between teachers and students so that learning is effective by placing more emphasis on the use of application media in an active and fun learning process. Based on the results of the teacher's observational reflection, the teacher has achieved the expected success, so the action assessment is successful.

DISCUSSION

This Class Action Research (PTK) is a teacher's effort to improve the quality of learning in the classes they manage, with the aim of increasing student interest by using the learning media application marble wudu in learning.

This Classroom Action Research (PTK) was carried out through two cycles to find out how the learning media using the marble wudu application in the Islamic Religious Education subject was used, whether its application in the learning process could increase the interest of class IV students at SDIT Al-Insan Pinrang.

Results of Using the Merbel Wudu Application Learning Media in Cycle I and Cycle II

The role of teachers in using learning media is very important because teachers play a very important role in the learning process in the classroom. Therefore, a teacher is required to be able to develop his abilities to create more effective and efficient learning media so that learning can be more interesting and enjoyable.

A teacher must be able to process the class in an effort to increase student interest, which includes feelings of joy, interest, increased attention, concentration of attention, and active activity and involvement.

A teacher's professionalism can be seen from the extent to which he can explore his abilities in using media in learning. If there is improvement in the learning process, both from students and teachers themselves, it means that the use of media can be said to be effective and efficient.

The results of increasing the use of the Marbel Wudu application learning media in the learning process carried out by teachers can be seen in table 3 below:

Table 3. Increased Use of the Marbel Wudu Application Media in the Results of Teacher Observations in Cycle I and Cycle II

No	Aspect	Indicator	Cycle I Score	Cycle II Score
1.	Opening Learning	Arouse students' attention/interest	39	48
		Arouse student motivation	23	32

No	Aspect	Indicator	Cycle I Score	Cycle II Score
		Provides a reference or structure	19	28
		Making Connections	13	18
		Review	15	18
2.	Closing Learning	Conduct an evaluation	21	29
		Providing psychological or social encouragement	19	27
		Provide follow-up	10	13
		Amount	159	213
		Percentage	61,15%	81,92%
		Category	Enough	Very good

Based on table 3 above, the results of using the marble wudu application learning media carried out by teachers at SDIT Al-Insan Pinrang in cycle I obtained a total score of 159 with a percentage of 61.15% which is in the assessment category (sufficient). Furthermore, the results of observations of media use carried out by teachers in cycle II obtained a total score of 213 with a percentage of 81.92% which indicated the assessment category (very good).

One of the teachers' efforts to improve the quality of education includes conducting research on the actions they carry out in the classroom. Indicators for measuring teacher action include looking at the suitability of teacher observation instruments, the success of indicators in the learning process carried out by researchers in cycle I and cycle II.

Results of Increasing Interest in Learning Islamic Religious Education by Using the Marbel Wudu Application Learning Media in Cycle I and Cycle II.

The increase in student interest in learning in each aspect of cycle I and cycle II can be seen in the following table:

Table 4. Increasing Student Interest in Learning in the Aspect Stages of Cycle I and Cycle II

No	Aspect	Cycle I		Cycle II		Enhancement
		Percentage %	Category	Percentage %	Category	
	Feeling happy	18%	Good	62%	Good	4%
	Student Interest	85%	Good	33%	Very good	48%
	Student Attention	81%	Enough	02%	Good	21%
	Student Engagement	48%	Good	40%	Very good	2%

Based on table 4 above, it can be seen that students' interest in learning for the happy feeling aspect in cycle I generally obtained 77.18% of respondents in the good category, then in cycle II it was 85.62% in the very good category with an increase of 8.44%. Based on the results obtained above, if connected theoretically, this is in line with Slameto's opinion which states that if a student feels happy about a particular lesson then there will be no feeling of being forced to learn.

There are efforts made by researchers to increase interest in learning during the learning process which instills feelings of joy in students, the importance of studying Islamic Religious Education lessons so that there is no feeling of boredom so that students are always present during learning.

For the aspect of student interest in the first cycle, respondents generally got 70.85% in the good category, then in the second cycle they got 81.33% in the very good category with an increase of 10.48%. Based on the results obtained above, if connected theoretically, this is in line with Slameto's opinion which states that interest is related to the student's driving force towards interest in an object, person, activity or usually in the form of an effective experience stimulated by the activity itself.

There are efforts made by researchers to increase interest in learning during the learning process, namely instilling student interest, in this case the teacher sees how enthusiastic they are in participating in the learning process. This is indicated by how ready students are to learn before starting Islamic Religious Education lessons. At the end of the meeting, the teacher gives homework with a predetermined collection time.

For the aspect of student attention in cycle I, generally respondents obtained 66.81% in the sufficient category, then in cycle II they obtained 78.02% in the good category with an increase of 11.21%. Based on the results obtained above, if connected theoretically, this is in line with Slameto's opinion which states that student attention is the student's concentration on observation and understanding, to the exclusion of others.

Students who have an interest in a particular object will automatically pay attention to that object.

Efforts made by researchers to increase interest in learning during the learning process are by applying student attention, in this case the teacher carries out teaching by looking at the student's learning concentration towards the teacher and ensuring whether the students are actively taking notes on the material the teacher conveys.

Aspects of student involvement in cycle I generally obtained 73.48% of respondents in the good category, then in cycle II obtained 85.18% in the very good category with an increase of 83.40% with the good category with an increase of 9.92%. Based on the results obtained above, if connected theoretically, this is in line with Slameto's opinion which states that student involvement in objects results in the person being happy and interested in carrying out or carrying out activities from that object.

Efforts made by researchers to increase interest in learning during the learning process are by involving students in discussions, actively asking questions, and actively answering questions from the teacher.

CONCLUSION

The teacher's use of the Marbel Wudu Application Learning Media has gone well through improvements in the reflection stage in each cycle. This is proven by the results of observations of actions carried out by teachers from cycles I and II. In cycle I, a total score of 159 was obtained with a percentage of 61.15% which indicated the assessment category (sufficient). Furthermore, the results of observations on the use of the Marbel Wudu application learning media carried out by teachers in cycle II obtained a total score of 213 with a percentage of 81.92% which indicated an assessment (very good).

The increase in students' interest in learning about Islamic Religious Education by using the Marbel Wudu application learning media in the learning process has experienced an increase in each cycle. This is proven by the first cycle stage which obtained a classical percentage of 72.03% in the (good) category. Furthermore, in cycle II, it was obtained at 81.14% in the (very good) category, meaning it had achieved the expected success indicators.

IMPLICATION

This research provides a clear picture that the success of the learning process depends on several factors. These factors come from both teachers and students. The teacher's factors are the teacher's ability to use learning media in the classroom, the teacher's ability to manage the class, while the student's factors are interest and motivation in participating in the learning process.

The results of research on the use of learning media using the Marbel Wudu application provide a positive contribution, where learning using learning media has high implications compared to without using learning media, so it can be concluded that this learning media will provide a practical contribution, namely the ease of carrying out an impactful learning process. on the effectiveness of student learning outcomes.

One effort to increase students' interest in learning is the use of good, correct and interesting learning media. The aim of using learning media in the learning process is to arouse new interests and desires and even have a psychological influence on learning. Media is one component of learning, the use of media should be a part that must receive students' attention in every learning activity. Through various learning methods and media, students will be able to interact actively by utilizing all the potential that students have, of course the media used in the process and to achieve educational goals.

The results of this research indicate that the learning media for the wudu merbel application can be used as consideration for teachers in delivering lesson material for Islamic Religious Education and other fields of science with the consideration that students have an interest in the learning process which will increase their interest in learning which will have an impact on their learning outcomes as well. Apart from that, the use of learning media requires students' readiness to carry out learning with new media independently so that students can obtain maximum learning results.

RECOMMENDATIONS

For students, in the learning process students should be more motivated in learning by using the Marbel Wudu application learning media so that they can improve maximum learning outcomes.

For teachers, teachers are expected to be able to use media in the learning process with the aim of improving student learning outcomes.

For schools, they should provide training for teachers regarding the media and innovation used in learning so that the learning process runs smoothly, effectively and efficiently.

For future researchers, the results of this research can be used as comparison and reference material for research and as consideration for deepening further research. Therefore, there is a need for assessment, study, development and renewal in further action research.

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