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Ablution Skills in Early Childhood: The Effect of Big Book Media

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media big book terhadap keterampilan berwudhu anak usia dini. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dengan desain penelitian pre-eksperimental tipe *one group pretest-posttest design*. Sampel penelitian berjumlah 14 orang anak. Teknik pengumpulan data menggunakan lembar ceklis keterampilan berwudhu. Teknik analisis data menggunakan uji t. Hasil penelitian menunjukkan rata-rata keterampilan berwudhu anak meningkat dari pre-test 10,85, setelah diberikan perlakuan media big book terjadi suatu peningkatan yang terlihat dari nilai post-test rata-ratanya menjadi 30,21. Hal ini juga diperkuat dengan hasil uji hipotesis pada taraf signifikan 5% diperoleh t-hitung 36,39 lebih besar t-tabel 2,16, maka dapat dikatakan bahwa penggunaan media big book efektif dalam meningkatkan keterampilan berwudhu anak usia dini.

Kata Kunci: *Big Book, Keterampilan Berwudhu, Anak Usia Dini*

Abstract

This study aims to determine the effectiveness of big book media on early childhood ablution skills. This study uses a quantitative approach with experimental methods with a pre-experimental research design type one group pretest-posttest design. The research sample amounted to 14 children. The data collection technique used a checklist for ablution skills. Data analysis technique using a t-test. The results showed that the average child's ablution skills increased from the pre-test to 10.85, after being given big book media treatment, there was an increase from the average post-test result to 30.21. This is also reinforced by the results of hypothesis testing at a significant level of 5%, which got a t-count of 36.39 greater than the t-table. It can be said that the use of big book media is effective in improving early childhood ablution skills.

Keywords: *Big Book, Ablution Skills, Early Childhood*

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Introduction

Children are a precious trust from God (Anisa & Murniyetti, 2022). Because of children, parents are required to educate children since they are still in their mother's womb until they are adults (Nisak et al., 2022). Every newborn child is always in a state of purity. So, when return to the owner (Allah SWT) must also be pure, without stains and sins. That's why education for children in the view of Islam is obligatory (Aini & Fitria, 2021; Aulia & Amra, 2021; Nuha & Munawaroh, 2022).

Early childhood education is a formal education forum that can facilitate various aspects of child development by providing appropriate stimulation according to the level of achievement of child development and age services (Saleha et al., 2022). The aspect of the development of moral and religious values must be facilitated to develop (Zainuddin et al., 2022). The purpose of Early Childhood Education is to develop the whole potential of the child so that later he can function as a complete human being according to the philosophy of a nation (Azzahra et al., 2021; Sabri et al., 2020; Warmansyah, 2020).

Childhood is a part of life. This period is called the golden age (Khaironi, 2017; Salsabilafitri & Izzati, 2022). The child's brain's ability to think is growing up to 80% (Amalina, 2020; Nabighoh et al., 2022; Priyanti & Warmansyah, 2021). This is the main basis why the importance of education for early childhood as at the stages of child development (Yulianingsih et al., 2020). This period is not prepared to face life in the future but is limited to optimizing potential (Husna, 2022).

During this period, the child easily absorbs or accepts positive and negative things which will shape the child's character (Nasir et al., 2019). To shape the character of children in a positive direction, it is necessary to inculcate religious values (Faiz et al., 2021). (Amini & Suyadi, 2020) explained that forming a positive child's character can be done through inculcating religious values with proper parenting from parents at home, then continued by teachers and the wider community. Therefore, children need to understand ablution activities according to Islamic teachings and the application of these ablution activities is adjusted to the child's level of development so that they can be used as the foundation of their religious life in the future.

The essence of developing religious values is faith and worship education, meaning that from an early age, the problem of faith must be embedded in children. Likewise, religious practices have also been familiarized by educators by being trained on children (Yuliana et al., 2022). The kindergarten age is the best time for teachers to lay the foundations of worship practices (Ivrendi, 2011). Although the role of parents is large in building the basis for worship practices for their children, the role of the Kindergarten teacher is also not small in laying the foundation for worship activities for a child, because Kindergarten children like to obey their teacher's orders (Warmansyah et al., 2022).

Based on Permendikbud No. 137 of 2014 describes the standard level of development of religious values, namely: 1) Knowing God through the religion he adheres to; 2) Imitating worship movements according to their religion, such as ablution and prayer; 3) Saying a prayer before or after doing something. Children aged 48-60 months can say short prayers and perform worship according to their religion. The basic competency indicators that will be developed recognize daily worship activities and carrying out daily worship activities according to the guidance of teachers or adults. Thus, children aged 5-6 years can perform the simplest worship activities, namely ablution (Artha et al., 2020).

Children from an early age should get habitual ablution (Suryani, 2020). This is the responsibility of parents at home and teachers at school (Chomariyah, 2019). With the habit of ablution, it is hoped that it can improve the skills of ablution in children from an early age (Syahrizal & Suratno, 2021). So that children can do it well, introducing the practice of ablution to children is first done in a family environment, because the family is a place to be educated before entering the education level. Children are introduced to ablution in educational institutions such as schools. One of them is in Harapan Ibu Lima Kaum Islamic Kindergarten,

which teaches the practice of ablution to children who, in the learning process, use the 2013 curriculum.

Ablution is the most important act. Praying is not accepted by Allah if it is not preceded by ablution. Ablution must be performed when praying. Ablution according to language means clean or beautiful (Nurhayati et al., 2022). Ablution is cleaning the limbs with purified holy water based on certain conditions and pillars to eliminate minor hadas. Small hadas means people who have not performed ablution or people who do not have water for ablution. Ablution must be done but must be in order. One indicator of the acceptance of prayer is perfection in ablution. Asking children as family members to perform ablution is an obligation for parents, especially fathers. God's command to parents to carry out ablution is difficult, just ordered, and requires a short time. It implies many other commands related to the child's education process that is not free from obstacles and challenges, and require a long time. Through this verse and hadith, it is explained that parents have an obligation to their children to practice their ablution skills (Masruroh, 2018).

Based on observations at the Islamic Kindergarten of Harapan Ibu Lima Kaum on July 30, 2019, it was found that out of 14 children aged 5-6 years in group B1, 9 children did not know the procedure for ablution when they wanted to pray. When asked by the teacher to perform ablution, they still looked confused. Guidance for ablution worship is still limited, the teacher only invites children to practice ablution once a week. Children in the class are taught how to perform ablution and movements and rules for ablution, so there are still sufficient children who do not know how to practice ablution.

The results of interviews with teachers at the Harapan Islamic Kindergarten of Ibu Lima Kaum found teachers have not used the Big Book media in learning ablution. Therefore, there are still sufficient children who are wrong in the order of how to perform ablution. The child is still wrong in pronouncing the intention before performing ablution, and the child is not yet skilled in practicing the correct way of ablution such as after intending to wash his hands between the fingers but the child does not wash his hands according to existing provisions. Apart from that, what children often do wrong is when they wash their hands, not to the elbows, and after that, the child rubs the head only at the end of the hair.

The environment plays an important role in the development of a child's life. This environment begins with the family environment. The family can be an example in terms of ablution before praying. However, in reality, sufficient parents are found to be lacking in teaching the practice of ablution to their children as a habit at home. This can be found in most children, especially those aged 5-6 years, who should already be familiar with worship and direct practice in terms of ablution.

Therefore, the use of media is needed for learning ablution, so that children can be skilled in performing ablution in a manner and can recite ablution prayers. Therefore, children must be trained and accustomed to performing ablution before praying as a provision for them when they enter adulthood so that implementing worship required by Allah SWT does not become a heavy burden for their daily lives. For children to be diligent and serious in performing ablution, a media in learning that is interesting and creative is needed so that children can concentrate and also focus on digesting the learning that is being done.

Media means intermediary or introduction. Media is an intermediary or delivery of messages from the sender to the recipient of the message (Fitria, 2014). Learning media is a tool that can help the teaching and learning process and serves to clarify the meaning of the message conveyed so that it can achieve learning objectives better and more perfectly (Pangestika et al., 2021). Media that can convey the message is one of them by using the big book.

The researcher argues that the Big Book media is one of the learning tools in early childhood ablution skills. Media big book is a version of a large storybook, measuring 14 x 20 inches. This large size helps children to see illustrations and text writing more clearly and encourages greater involvement in this story (Andriana et al., 2017). The Characteristic Big

book is attractive pictures, colors a predictable plot, words that can be repeated, and a rhythmic text pattern to sing about (Oktaviana et al., 2021).

Previous research has stated that the big book media has an influence on various aspects of child development, such as literacy (Setyorini et al., 2019; Wandini et al., 2021; Yansyah et al., 2021), moral behavior (Ardayani & Suarjana, 2021), ability Receptive language (Fitriani et al., 2019), Tolerance Character (Purnamasari & Wuryandani, 2019), Empathy (Maranatha & Putri, 2021), speaking ability (Anggraeni et al., 2019), and other aspects. From several previous studies, big-book media has a positive impact on aspects of child development. However, no studies have been found on the impact of big-book media on early childhood ablution skills. Therefore, the novelty of this research is seen from the impact of giving big book media on early childhood ablution skills.

Based on the above background, as well as the observation that, in the practice of ablution skills, they have not used interesting media and also children are bored in the learning. Apart from that, children's ablution skills are still categorized as unskilled, because children still do not know the intention to perform ablution, the sequence of ablution correctly, and also prayer after ablution. Therefore, this study examines the Effectiveness of Big Book Media on Early Childhood ablution Skills.

Method

The type of research used in this research is quantitative research using the experimental method to expose how much the influence of X has on Y. Experimental research is a research model that provides a stimulus, then observes the effect or consequences of changes in object stimulation. The data got as a comparison after being given treatment through big book media.

The type one group pretest-posttest design was used. In this design, a pretest was carried out before being given treatment. The reason the researcher took this study was that the researcher wanted to see accurate results through several tests carried out, with the pretest (before treatment) and post-test (after treatment).

This research was conducted at the Islamic Kindergarten of Harapan Ibu Lima Kaum, Tanah Datar Regency by sampling using a simple random technique with a sample of 14 children aged 5-6 years. Collecting data using a checklist of ablution skills comprising the skills of children to perform purification activities starting from 1) intending; 2) wash both palms; 3) gargle; 4) wash the nose; 5) wash your face; 6) wash both hands up to the elbows; 7) brushing hair; 8) washing the ears; 9) washing feet; and 10) reading the prayer after ablution with categories: Already Skilled (ST) value 4, to Not Skilled (BT) value 1. To see the skills of performing ablution in early childhood through the big book media, a different test analysis (t-test) was carried out.

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Table 1.
One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O_1	X	O_2

Result and Discussion

Table 2. The Results of Pre-tets and Post-Test

No	Subject	Pretest	Posttest
1	SDR	12	37
2	AH	10	31
3	GHP	10	32
4	IDH	10	32
5	HPL	12	28
6	HNJ	10	31
7	NK	12	33
8	DP	12	31
9	HN	12	36
10	IKP	10	32
11	AA	10	32
12	ABP	10	31
13	ASK	10	31
14	ABL	12	36
Count		152	423
Average		10,85	30,21

The table above illustrates that all children experienced an increase in their ablation skill scores. The improvement of children's ablation skills during the pre-test with an average score of 10.85 after being given treatment and doing the post-test, the average score became 30.21.

Normality Test

In conducting the normality test, it is used to determine whether the data from each variable is normally distributed. With the assistance of computer software for statistical data processing SPSS version 20 for windows, the normality test results are shown in the following table 3:

Table 3. Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretest	.369	14	.000	.639	14	.000
posttest	.212	14	.089	.921	14	.229

a. Lilliefors Significance Correction

Based on the output of one sample, Kolmogorov-Smirnov, the data got is 0.089 > 0.005. This means that the data has a difference of 0.039, therefore the data above is normally distributed. In Shapiro-Wilk, the data got is 0.229 > 0.05, meaning 0.229 is over 0.05, then the data is normally distributed.

Homogeneity Test

The homogeneity test should indicate that two or more groups of sample data come from populations that have the same variance. With the help of computer software for

statistical data processing SPSS version 20 for windows, the homogeneous test results are shown in the following table 4:

Table 4. The Homogeneity Test

Levene			
Statistic	df1	df2	Sig.
4.117	1	26	.053

Based on the output of homogeneity of Variances, the sig value (significance) of 0.053 is greater than 0.05 ($0.053 > 0.05$), so the variation for each sample is the same (homogeneous).

Hypothesis Testing

The next step is to analyze the data from the treatment by conducting statistical tests, to see whether or not there is a significant increase in the abluion Skills in early childhood through the big book media. In this case, the t-test analysis is carried out as shown in the table below:

Table 4. The Hyphothesis Test

6 Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std.	Std.	95% Confidence					
		Deviation	Error	Interval of the					
		n	Mean	Difference					
				Lower	Upper				
Pair 1	Pretest - Postets	21.50000	2.21012	.59068	22.77608	20.22392	36.399	13	.000

Based on the research that has been done, shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The alternative hypothesis is accepted because the t-count is greater than the t-table at a significance level of 5% ($36.39 > 2.16$). This shows that the big book media can affect children's abluion skills. It can be seen that, at the time of the pretest, the children's abluion skills were in the unskilled category of 14 people. At the time of the posttest, the children's abluion skills increased to the category of 10 skilled people, and 4 more people were skilled.

Big book media can improve children's abluion skills because, in its implementation, big book media can show cut pictures of the abluion procedures. Apart from that, the researchers also practiced with children for proper abluion procedures. Big book media is also influential to be used as learning media because big book media is made by pasting pictures so that it makes children interested in seeing it.

This is in line with research conducted stating that the big book media has a large size, attractive image shape, and striking color so that it can attract the attention of children (Kurniaman & Sismulyasih, 2019). According to Piaget by using picture books, it can be said that children have played symbolic games, which have the function to provide pleasure and are like mental images in their efforts to imitate reality (Mahayanti et al., 2017). Therefore, the use of big book media can provide significant benefits for children, and also get learning by using big book media. Using interactive media such as big books allows teachers to explain, disseminate and provide learning more easily rather than just relying on words (Sitepu et al., 2021).

This is also supported by the findings of Grove, (2017) that big books offer a wide space for children to connect with experience, giving children the opportunity to interpret texts meaningfully. The illustrations in the big book help the reader understand the story, besides that the illustrations also provide details of the setting or show the mood and tone of the book (Hilda Hadian et al., 2018).

Researchers can conclude that big book media is one of the educational game tools that provides a million benefits for children, in using big book media teachers are also required to be creative in compiling and also taking pictures that will be posted on the big book. Researchers have proven that big book media can improve children's ablution skills, apart from children's ablution skills, there are still many studies that have discussed big book media for other early childhood skills.

Conclusion

Using big book media brings a significant influence in improving early childhood ablution skills. Growing ablution skills in children will be effective through habituation and coupled with the use of learning media such as big book media. So, teachers, parents, and adults around should provide examples and facilities for improving children's ablution skills. Therefore, Big Book is an alternative media that can be used by teachers in learning ablution to replace conventional methods that have been used in the classroom.

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