

Direct Instruction Approach to Ablution Practice Learning

Rizal Rahmatullah

SDN O40 Pasawahan Bandung City,
Mochamad Toha Street, Bandung Kidul, Bandung City, Indonesia, 40256
Email: rizalrahmatullah95@gmail.com

Tatang Muh Nasir

SMPN 1 Kadipaten Tasikmalaya Regency,
Malangbong Street, Kadipaten, Tasikmalaya Regency, Indonesia, 46157
Email: tatangnasir25@gmail.com

Wilam Nafilah Robaeah

MA Miftahul 'Ulum Purwakarta,
Babakan Cijambe Village, Darangdan, Purwakarta Regency, Indonesia, 41163
Email: wilamnafilah@gmail.com

Abstract: With this mini research, it aims to determine the effectiveness of the learning processes through a direct instruction approach in learning materials for ablution practices at SDN 040 Pasawahan, Bandung City. The lesson plans made by the SDN 040 Pasawahan teacher have used a scientific approach including the process of observing, asking questions, gathering information, associating and communicating. The method used in this mini-research is to use a qualitative approach by exploring document studies with descriptive analysis methods that aim to provide a quick and accurate description of the effect of the direct instruction learning model in the practice of ablution at SDN 040 Pasawahan. Bandung. The results of a mini research study on the direct instruction approach in learning the practice of ablution at SDN 040 Pasawahan resulted in a learning process that was able to liven up the classroom atmosphere and was able to provide changes in the implementation of ablution procedures for students.

Keywords: Approach; Direct Instruction; Learning; Wudhu

Abstract: Dengan adanya mini riset ini bertujuan untuk mengetahui keefektifan proses pembelajaran melalui pendekatan direct instruction dalam materi pembelajaran praktik wudhu pada SDN 040 Pasawahan Kota Bandung. RPP yang dibuat oleh guru SDN 040 Pasawahan sudah menggunakan pendekatan saintifik diantaranya memuat proses Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasi Dan Mengkomunikasikan. Adapun metode yang digunakan dalam penelitian mini riset ini adalah menggunakan jenis pendekatan kualitatif dengan mengeksplorasi studi dokumen/teks (document studies) dengan metode analisis deskriptif yang bertujuan untuk memberikan gambaran secara cepat dan tepat tentang pengaruh model pembelajaran direct instruction dalam praktik wudhu di SDN 040 Pasawahan kota Bandung. Hasil penelitian mini riset tentang pendekatan direct instruction dalam pembelajaran praktik wudhu pada SDN 040 Pasawahan menghasilkan sebuah proses pembelajaran yang mampu menghidupkan suasana kelas dan mampu memberikan perubahan dalam pelaksanaan tatacara berwudhu terhadap peserta didik.

Kata Kunci: Direct Instruction; Pendekatan; Pembelajaran; Wudhu

DOI: <https://doi.org/10.15575/jipai.v2i1.18775>

Received: 05, 2022. Accepted: 06, 2022. Published: 06, 2022.

Copyright: © 2022. The Authors.

Licensee: JIPAI: Jurnal Inovasi Pendidikan Agama Islam is licensed under the [Creative Commons Attribution License](#).

INTRODUCTION

Curriculum changes have undergone several changes in Indonesia, starting from 1947, to the 2006 curriculum which is also known as the Education Unit Level Curriculum (KTSP) (M. Ritonga, 2018). The changes made are a motivation to improve the quality of education through independence and school initiatives in developing curriculum, managing, and empowering available resources (Pratiwi, 2016). PAI learning to be more enjoyable, learning innovation must be given in improving learning outcomes (Priatna, 2018). The development of student learning in schools can be strengthened through tools, be it learning applications or learning media (Kosim, 2015; Rakasiwi, 2021). The application of learning is always directed to improve student learning outcomes (Kurino, 2017). Learning is also directed at improving the quality of PAI learning which makes student learning more meaningful (Abdurrahmansyah, 2014).

Islamic educational institutions are required to use a scientific approach in their learning process as part of the expansion of PAI so that students can develop into religious and personal people (Hidayat & Tarsono, 2021; A. A. Ritonga, 2017). The selection and application of learning models in this case is carried out in line with certain learning steps that are adapted to the skills and personalities of students as well as the accessibility of resources and infrastructure (Iru & Arihi, 2012). Islamic education becomes a medium for a Muslim's self-awareness of the essence of himself as the caliph of Allah who is given more obligations than any other being on earth (Yusanto, 2018). Islamic education is nothing more than an attempt to simplify the application of religious principles that can result in the transformation of knowledge and values for people, society, and all. The Qur'an, a revelation from Allah Almighty, serves as the beginning and end of knowledge "directed" by revelation, making it impossible to discuss Islamic education without mentioning its source. The metaphorical function of the wheel as a "controller" for the driver (scientist), an energy "transmitter" (science), a "crutch" for the vehicle (reason, senses, and intuition), and a "pressure or shock". the absorber" of the road surface (an empirical world/universe captured by reason, senses, and intuition) is ascribed to the logic of "guiding" and "being guided" (Rahman, 2020).

The process of providing an education from educators to students needs to be considered, considering that success in educating is greatly supported by several factors. Factors of planning, implementation, evaluation and follow-up. This factor needs to be done to find out success in the learning process. On the other hand, it is important to consider how educators present information. The challenges faced based on the current PAI approach are mainly normative and do not include specific examples of social interaction. In addition, PAI teachers tend to be more spiritual in nature, which has not been offset by an increase in

teacher professionalism. In addition, the bond formed between teachers and students is still doctrinal, not dynamic-critical (Nurulhaq et al., 2019).

The obstacles mentioned above are also felt in the PAI learning process at SDN 040 Pasawahan Bandung City, the next challenge is now the transition period back to school after approximately 2 years of students being faced with the online learning process. The effects of online learning make learners less motivated in following and exploring PAI lessons in particular. Learners must be able to understand, assimilate, and internalize (practice) PAI. Because this learning contains traits that involve the emotive, cognitive, and psychomotor elements of the learners (Sutrisno, 2008).

The previous research is as follows: direct learning models can improve students' understanding of learning through contextual learning approaches (Purnamasari et al., 2016), Direct learners are applied through humanist literacy education in elementary schools (Mardiana et al., 2021) Improving the theory of learning through constructivism through a direct instruction approach (Basori, 2016), direct instruction learning in improving learning outcomes (Amintoko, 2017), direct instruction approach in improving the habit of mind and self. Based on the previous explanation, direct instruction learning can improve learning outcomes, and also form meaningful learning, while the novelty of this research is that the Direct Approach The purpose of this study is to explain the Direct Instruction Approach in Ablution Practice Learning at Sdn 040 Pasawahan.

Researchers and teachers of PAI subjects at the school found learning outcomes in ablution practice materials that were scored as not meeting the Minimum Completion Criteria (KKM). So it is necessary to present a study conducted to test the direct instruction model in the subject matter of ablution practice. In practical terms, this research is expected to provide solutions to the learning outcomes of the practices carried out. Furthermore, there is more hope from this study. Not only prioritizing the value of ablution practice but more importantly so that it can be implemented in daily activities, considering the implementation of obligatory prayers for Muslims. Likewise, the implementation of ablutions that accompany prayer services must be carried out based on the example of the Prophet Muhammad saw.

RESEARCH METHOD

To describe quickly and precisely the impact of the direct instruction learning model in ablution practice at SDN 040 Pasawahan, Bandung City, this study uses qualitative research by examining data in the field with a descriptive analysis approach. Qualitative methods are research techniques that generate qualitative information in the form of the subject's own expressions or notes about the behavior of obsessed people. The instruments used are rpp and component analysis of the results of the learning process (Sholikhah, 2016).

The Authors use John Locke's theoretical approach of *tabula rasa*. The learning method is seen as an important element in the learning process. With the use of appropriate methods accompanied by the ability of educators who know the abilities of students will streamline the transfer of material from educators to students. The method used by educators must be able to provide students with curiosity in the material presented, so that students are able to easily absorb an object of discussion.

The learning process is a process of educational interaction between educators who are able to create a learning atmosphere and students respond to the teacher's efforts. The learning model included in the scientific approach section is direct instruction. Learners selectively observe, remember, and imitate the behavior of their teachers during hands-on teaching, which is more observation-oriented. In this case, the instructor can be an example.

RESEARCH RESULT AND DISCUSSION

Research Result

One type of learning planning that will be carried out by educators in learning activities is the Learning Implementation Plan which is also known as *rpp*. In this case, a teacher pays special attention to the subject matter, assessment, time allocation, learning materials and learning methods, thereby generating a carefully organized list of activities on learning when preparing for the implementation of learning (Vidiarti, 2019).

The authors try to explore the *rpp*, based on the findings in the field, the preparation of *rpp* carried out by *pai* teachers of SDN 040 Pasawahan in groups in groups, measured and directed in accordance with the 2013 curriculum during the preparation of teaching and learning activities for the new school year. The content of the RPP uses a scientific approach model which has always been the hallmark of the 2013 curriculum in PAI learning in schools.

Every teacher in the education unit is required to create a comprehensive and organized learning plan to ensure interactive, motivating, fun, challenging, and effective learning. It also ensures that learners are encouraged to actively participate and there is ample space for initiative, creativity, and independence according to their talents, interests and abilities. and pupil growth on a physical and mental level.

Based on the KD or sub-theme that must be discussed in one or more meetings, an RPP is made. The RPP consists of the following components: a) school identity; b) the identity of the subject; c) classes/semesters; d) subject matter; e) time allocation; f) learning objectives; g) teaching materials that contain the facts, concepts, principles, and procedures concerned, and are written in the form of items in accordance with the formulation of indicators of competency achievement; h) In order for learners to obtain KD tailored to individual needs

and KD to be achieved, educators use a variety of learning approaches; j) learning media, in the form of learning process tools to deliver the subject matter; k) learning resources, which can be books, print and electronic media, the natural environment, or other relevant learning resources; l) The learning step is carried out through the introduction, core, and closing stages; & m) evaluation of learning outcomes (Mayudana & Sukendra, 2020).

Discussion

The scientific approach includes of several steps that must be passed, including observation, questioning, data collection, communication, and drawing conclusions (Sulastri et al., 2015). This pattern will be the steps in PAI learning so that the learning material can be conveyed properly, and make students more active in the learning process and make students increase high curiosity in students to dig more information. According to the tabula theory of John Locke, a child learns through two different processes: first, sensory experience, in which ratio or reason plays only a passive role (Puspitasari, 2016). The sensory experience gained may be objective and subjective, too. Thirdly, the internal and external sensations of the senses give rise to simple and sophisticated concepts that lead to knowledge.

In the RPP, it is stated that it consists of three main stages, as well as being the generality of the implementation of the 2013 curriculum learning, namely preliminary activities, core activities and closing activities (Salim, 2014). The preliminary activity is the initial activity in learning that will begin. The steps contained in the Introduction in the RPP include saying greetings and praying together, the teacher greeting the learners to give an impression of learning readiness, then checking the attendance, neatness of dress, sitting position and seating and the last one conveys the purpose of the day, which is about identifying, formulating, discussing, practicing and concluding the results of the discussion about the sanctifying procedures of small hadas individually or in groups.

The next stage is the core activity, the scientific learning steps include observing, questioning, looking for data and information from various sources, associating, and communicating. In the RPP, the implementation of observing in the form of book literacy, observing pictures in books and infocus and listening to teacher explanations. Students are given the opportunity to read a 15-minute book that begins with stimulation by the teacher by telling the experience of ablution. Furthermore, the teacher gave a picture, photo and video of the ablution process accompanied by an explanation from the teacher. The teacher delivers material on the boundaries of ablution members and explains the difference between washing and rubbing. This needs to be emphasized so that students are

able to identify the differences between the two sentences delivered. At this stage the teacher becomes a model of behavior.

As mentioned by Bandura, behavior modeling theory has three stages, namely attention, retention and production (Abdullah, 2019).

The following instructional behaviors can be characterized if this direct instruction model is used in ablution learning:

1. Concentration

Teachers use a variety of methods at this point to try to attract the attention of learners.

2. Maintenance

This stage is expected to serve as a medium to help students absorb the information taught or displayed by the teacher. Teachers can do this by making connections between new skills and learners' past knowledge or by having them train new talents mentally or physically

3. Creation

Give learners the opportunity to practice new abilities, and provide constructive and encouraging criticism.

The next stage is to question it. At this stage learners are given extensive time to submit questions about material that is felt to be not yet understood. The presentation of visuals, photos, and videos provides opportunities for students to formulate as many questions as possible, which will then be answered through educational activities. The third procedure, which involves collecting data and details on teaching materials from various sources, is the next step in this activity. Teachers give students the opportunity to access the internet that has been provided at school, or search through reading books that have been provided at the Ibnu Sina Library of SDN 040 Pasawahan. This information collection aims to train learners to learn independently in the learning process. The information obtained is then recorded as material for findings in the learning process about the material of the sanctifying ordinances of the small hadas.

The next stage mentioned in the RPP is to associate. In this stage, students are divided into groups fairly, to discuss questions that have been recorded and discuss and analyze the findings in textbooks and internet services provided by the school. After concluding for yourself the important points contained in the material.

The last stage is communicating, this activity is carried out by presenting each group on the findings and other groups responding to the material presented by other groups. The stages of competence that motivate students to engage in these activities become the focus of each learning activity. Knowing, understanding, applying, analyzing, evaluating, and generating actions leads to the possession of knowledge (Sulastri et al., 2015)

After the end of the implementation of communicating or discussing each group, the educator then listens to the explanation from the teacher, especially in distinguishing washing and rubbing sentences. Learners must be able to distinguish well about the meaning of washing and rubbing. Teachers provide reinforcement through feedback to learners. The result of this feedback is that students will have a more meaningful change in behavior in the implementation of ablution procedures. As a closing activity, the teacher reflects on the learning that has been delivered by asking questions about material that is already understood and not yet understood and asking about feelings during learning. Furthermore, the teacher concluded that the learning results also provide an overview of the material to be studied for the next meeting.

CONCLUSION AND IMPLICATION

Conclusion

Based on the findings in the rpp made by teachers/educators at SDN 040 Pasawahan, being able to carry out the learning process with a direct instruction approach can help students learn basic skills and can get information that can be taught step by step. The identification of learning objectives falls under the scope of the teacher, who also has a significant responsibility to organize the content, material or skills, explain them to learners, exemplify them while they are being practiced, giving them the opportunity to practice using the newly learned concepts or skills, and providing feedback.

Implication

With the innovation of Islamic Religious Education learning in using the Direct Instruction Approach model in Wudhu Practice Learning at SDN 040 Pasawahan, it can add knowledge in implementing learning during a pandemic, as well as invite Islamic Religious Education educators to be more creative in implementing learning. So that teaching will be more meaningful, and more creative.

ACKNOWLEDGMENTS

The author wishes Rizal Rahmatullah, Tatang Muh Nasir and Wilan Nafilah Robeah who have collaborated in the preparation of this scientific journal article, and we would like to thank the principal and teachers of SDN 040 Pasawhan Kota Bandung who have given permission for researchers to give us the opportunity to research the Direct Instruction Approach in Learning Ablution Practice at SDN 040 Pasawahan.

REFERENCES

- Abdullah, S. M. (2019). Social Cognitive Theory: A Bandura Thought Review Published in 1982-2012. *Jurnal Psikodimensia*, 18(1), 85–100.
- Abdurrahmansyah, A. (2014). Kontribusi Pendekatan Pembelajaran Konstruktivisme dalam Meningkatkan Kualitas Pembelajaran PAI di Sekolah. *Ta'dib: Jurnal Pendidikan Islam*, 19(01), 111–122. <https://doi.org/https://doi.org/10.19109/td.v19i01.11>
- Amintoko, G. (2017). Model Pembelajaran Direct Instruction dalam Meningkatkan Pemahaman Konsep dan Hasil Belajar Definisi Limit bagi Mahasiswa. *SJME (Supremum Journal of Mathematics Education)*, 1(1), 7–12. <https://doi.org/https://doi.org/10.35706/sjme.v1i1.549>
- Basori, A. (2016). Peningkatan Kemampuan Guru dalam Menerapkan Teori Belajar Konstruktivisme melalui Supervisi Akademik Pendekatan Direct Instruction. *Manajer Pendidikan*, 10(2), 121–126.
- Hidayat, E. S., & Tarsono, T. (2021). Penerapan Desain Instruksional Model Kemp Berbasis Kooperatif Learning Stad pada Materi Fiqih. *JIPAI: Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 12–27.
- Iru, L., & Arihi, L. O. S. (2012). *Analisis Penerapan Pendekatan, Metode, Strategi, dan Model-Model Pembelajaran*. Multi Presindo.
- Kosim, N. (2015). Pengembangan dan Aplikasi Pembelajaran PAI di SD. *Qathrunâ*, 2(02), 121–142.
- Kurino, Y. D. (2017). Penerapan Realistic Mathematic Education Dalam Meningkatkan Hasil Belajar Siswa Kelas V Pada Materi Volume Bangun Ruang Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, 3(2), 37–47.
- Mardiana, D., Sapriline, S., Kuswari, K., & ... (2021). Keefektifan Pendekatan Direct Instruction Dalam Pelatihan Implementasi Pendidikan Literasi Humanis Bagi Guru Kelas di Sekolah Dasar. *Jurnal Pendidikan ...*, 13(2), 153–162.
- Mayudana, I. K. Y., & Sukendra, I. K. (2020). “Analisis Kebijakan Penyederhanaan RPP (Surat Edaran Menteri Pendidikan dan Kebudayaan Nomor 14 Tahun 2019). *IJED(Indonesian Journal of Educational Development)*, 1, 1.
- Nurulhaq, D., Fikri, M., & Syafaatunnisa, S. (2019). Etika guru PAI menurut Imam Nawawi (analisis ilmu pendidikan Islam). *Atthulab: Islamic Religion Teaching and Learning Journal*, 4(2), 133–143.
- Pratiwi, S. N. (2016). Manajemen Berbasis Sekolah dalam Meningkatkan Kualitas Sekolah. *EduTech: Jurnal Ilmu Pendidikan Dan Ilmu Sosial*, 2(1), 86–96. <https://doi.org/http://dx.doi.org/10.30596%2Fedutech.v2i1.578>
- Priatna, T. (2018). Inovasi Pembelajaran PAI di Sekolah pada Era Disruptive Innovation. *Jurnal Tatsqif*, 16(1), 16–41. <https://doi.org/https://doi.org/10.20414/jtq.v16i1.158>

- Purnamasari, N., Habibi, H., & Hidayat, S. (2016). Pengaruh Model Pembelajaran Langsung (Direct Instruction) Dengan Pendekatan Kontekstual Terhadap Pemahaman Konsep Siswa. *Jurnal Kependidikan Fisika*, 4(2), 51–54. <https://doi.org/https://doi.org/10.33394/j-ikf.v4i2.85>
- Puspitasari, R. (2016). Kontribusi Empirisme terhadap Pendidikan Ilmu Pengetahuan Sosial. *Edueksos: Jurnal Pendidikan Sosial & Ekonomi*, 1(1), 21–49. <https://doi.org/DOI: 10.24235/edueksos.v1i1.367>
- Rahman, A. Y. (2020). Implementasi Spirit Keilmuwan Wahyu Memandu Ilmu Dalam Bidang Pendidikan Jasmani. *JURNAL ILMIAH PENJAS (Penelitian, Pendidikan Dan Pengajaran)*, 6(1), 1–12.
- Rakasiwi, A. (2021). Pengembangan Keberagaman Aspek Keterampilan Membaca Al-Qur'an Siswa Asrama Putra Darul Hikam. *JIPAI: Jurnal Inovasi Pendidikan Agama Islam*, 1(1), 60–65.
- Ritonga, A. A. (2017). Pendekatan Saintifik Pembelajaran Pendidikan Agama Islam Pada Sekolah Dasar Islam Terpadu. *MIQOT: Jurnal Ilmu-Ilmu Keislaman*, 41(1), 79–97. <https://doi.org/http://dx.doi.org/10.30821/miqot.v41i1.339>
- Ritonga, M. (2018). Politik dan Dinamika Kebijakan Perubahan Kurikulum Pendidikan di Indonesia Hingga Masa Reformasi. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(2), 88–102.
- Salim, A. (2014). Pendekatan Saintifik Dalam Pembelajaran Pendidikan Agama Islam (PAI) di Madrasah". *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 12(1), 33–48. <https://doi.org/10.21154/cendekia.v12i1.362>
- Sholikhah, A. (2016). Statistik deskriptif dalam penelitian kualitatif. *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*, 10(2), 342–362. <https://doi.org/https://doi.org/10.24090/komunika.v10i2.953>
- Sulastri, S., Supriadi, U., & Rahmat, M. (2015). Implementasi Pendekatan Saintifik Dalam Pembelajaran PAI di SMPN 2 Dan SMPN 5 Kota Bandung. *TARBAWY: Indonesian Journal of Islamic Education*, 2(1), 68–81. <https://doi.org/https://doi.org/10.17509/t.v2i1.3408>
- Sutrisno. (2008). *Pendidikan islam yang menghidupkan*. Kota Kembang.
- Vidiarti, E. (2019). Analisis Kemampuan Guru Pendidikan Agama Islam". *Jurnal Pendidikan Agama Islam*, 5, 2.
- Yusanto, I. (2018). *Menggagas Pendidikan Islami*. Al-Azhar Press.