

ANALYSIS OF INNOVATIVE STRATEGIES IN THE USE OF AUDIOVISUAL MEDIA IN TEACHING WUDHU AND PRAYER PRACTICES IN EARLY CHILDHOOD EDUCATION

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Abstract: - This study is a comprehensive literature review with a qualitative descriptive approach aimed at analyzing innovative strategies for using audiovisual media in teaching the practice of wudu and prayer in early childhood education (PAUD). Learning to practice worship, especially wudu and prayer, is often abstract and procedural, which creates difficulties for young children in understanding the sequence of movements and memorizing the recitations. The results of the literature analysis indicate that audiovisual media is a highly effective innovative strategy to overcome these difficulties. This innovative strategy involves three stages: Planning (designing videos that are attractive and suitable for children), Implementation (integrating repeated video screenings with structured hands-on practice), and Evaluation (measuring the increase in learning outcomes percentages). The conclusion of this study emphasizes that the use of audiovisual media in teaching ablution and prayer is a structured and effective learning model, capable of maximizing children's spiritual and psychomotor development potential during the Golden Age.

Keywords: Prayer Learning, Audio Visual Media, Early Childhood Education

INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in shaping a child's character and personality, often referred to as the 'Golden Age.' During this age range, one of the essential aspects of development that needs to be stimulated is religious and moral values, as preparation for the child's future. The implementation of religious and moral values in PAUD includes introducing and familiarizing practical worship, specifically ablution and prayer.

Prayer, as the second pillar of Islam, is preceded by ablution, which holds significant meaning in Islam and must be taught in an engaging and gradual manner. However, learning the practice of worship, which includes the sequence of movements and memorization of recitations, is often abstract and procedural, posing challenges for early childhood education teachers. Many young children or even elementary school students still show limited understanding and difficulty in memorizing the correct sequence of prayer movements and recitations, which affects the quality of their worship. This highlights the need for innovative teaching methods to accommodate the dynamic learning needs of young children.

As a solution, Audio-Visual Media has been identified as an effective strategy to overcome the limitations of traditional methods. The use of this media has proven effective in helping children understand abstract religious concepts, reducing cognitive load, as well as increasing children's interest, participation, and involvement in learning. Several studies have shown that audio-visual media successfully improves the understanding of ablution and prayer practices in early childhood. Therefore, this study focuses on an in-depth analysis of innovative strategies for implementing audio-visual media in teaching ablution and prayer practices in early childhood education to optimize children's cognitive and psychomotor competencies.

The problem identification in this study is:

1. Low understanding and practical skills in ablution and prayer (both in terms of movement sequence and memorization of recitations) among early childhood due to the abstract nature of the material and complex procedures.
2. Limitations and challenges of traditional teaching methods, which are less interactive and engaging in delivering worship practice materials, requiring media innovations more suitable for the characteristics of early childhood.
3. An in-depth analysis is needed regarding innovative strategies (planning, implementation, and evaluation) for the use of audiovisual media that are most effective and efficient in achieving the learning objectives of ablution and prayer practice in early childhood education centers.

The purpose of this study is:

1. Analyzing and describing innovative strategies applied by early childhood educators in planning, implementing, and evaluating the teaching of wudu and prayer practices using audiovisual media.
2. Analyzing the effectiveness of using audiovisual media in enhancing the understanding and skills (cognitive and psychomotor competencies) of young children regarding wudu and prayer practices.
3. Identifying the benefits of audiovisual media in increasing learning interest and engagement of young children in wudu and prayer practice materials in early childhood education.

Theoretical Study

A. Early Childhood and the 'Golden Age' Period

Early childhood is conventionally defined as individuals aged 0 to 6 years. This period is academically known as the "Golden Age" because it is the peak time for growth and development that is fundamental for an individual's life in the future (Wijaya & Barnawi, 2016:32). During this phase, children undergo rapid development, including cognitive, psychomotor, and affective aspects. The quality of stimuli received by children during this time will greatly determine the permanent formation of their character and personality.

B. The Urgency of Islamic Religious Education (PAI) in Early Childhood Education (PAUD)

Early childhood education has the primary function of developing a child's full potential. In a spiritual context, Islamic Religious Education (PAI) aims to instill a foundation of moral and spiritual values necessary for the development of a child's character in accordance with religious teachings (Yuliasutik et al., 2023). Successfully instilling religious values will shape children's behavior and character in line with religious norms. The process of introducing religious concepts is often abstract, thus requiring the right media to visualize the material, reduce the child's cognitive load, and increase interest and participation in learning (Sidiq et al., 2025).

Practical Learning of Wudu and Prayer for Early Childhood

A. Ablution and Prayer as the Foundation of Worship

Wudu and Prayer are two core subjects in Islamic Religious Education (PAI) at early childhood education (PAUD) that serve as the main foundation of worship. Prayer is the pillar of religion that is obligatory, while Wudu is a validity requirement that must be fulfilled before Prayer. Teaching the practice of Wudu not only instructs on how to cleanse oneself, but also instills values of discipline, cleanliness, and readiness in worship (Yuliastutik et al., 2023). The successful instillation of these two practices from an early age becomes an important indicator in shaping a child's spiritual character.

B. Challenges in Learning Worship Practices

Although crucial, learning Wudu and Prayer in early childhood faces complex challenges. Children tend to struggle because both practices involve sequences of movements, recitations, and procedures that are specific and must be carried out in order (Yusria et al., 2025). Difficulties in memorizing the correct sequence and recitations often affect the quality of worship performed by children, both at school and at home. In fact, it has been found that students aged 7-8 are still unable to perform Wudu correctly, indicating a lack of effectiveness in previous learning methods (Subagiya et al., 2023).

C. The Role of Teachers as Innovators and Facilitators

To overcome these challenges, the role of the teacher is crucial. Teachers are expected to be facilitators and innovators who can present material in an engaging and easily understandable way for children. One key strategy is through habitual behavior (Nurul Ismaiyah, 2021). The steps for learning the practice of prayer, for example, should begin with introducing the prayers or intentions before Wudu as part of the preparation for performing the prayer (Nurul Ismaiyah, 2021). In addition, teachers must also master a persuasive communication model supported by engaging learning strategies and media to facilitate the practice of obligatory prayers (Mavianti et al., 2022).

Innovative Strategy: Utilizing Audio-Visual Media

A. Basic Concepts and Advantages of Audio-Visual Media

Audio-visual media is a learning instrument that presents material by utilizing auditory (audio) and visual (visual) stimuli simultaneously. Theoretically, media that combines both senses has been proven to be more effective in the process of delivering information, as it can enhance children's focus and memory retention (Yusria et al., 2025). The proper use of media can facilitate learning, reduce the abstraction of material, and significantly increase student motivation (Subagiya et al., 2023). The advantage of audio-visual media lies in its ability to present complex procedural material, such as the sequence of prayer (Shalat) or ablution (Wudu), into a presentation that is tangible, dynamic, and repeatable.

B. Strategies for Using Audio-Visual Media in Practical Learning

Innovative strategies in utilizing audiovisual media are not limited to mere presentation, but rather to the integration of these media throughout the entire learning cycle. Some literature indicates that the most effective strategy is to integrate video learning with hands-on practice (Yuliastutik et al., 2023). This means that video media is used as an initial demonstration model, followed by direct practice by the children under the guidance of the teacher. This strategy has been proven to significantly improve children's understanding of the procedures for Wudu, while instilling values of cleanliness and discipline (Yuliastutik et al., 2023).

LITERATURE REVIEW

Literature review confirms that audio-visual media has a significant positive impact on improving the competencies of early childhood children related to worship :

1. Improvement of Cognitive Understanding and Psychomotor Practice: The use of audiovisual media has been proven to enhance children's cognitive and psychomotor competencies, facilitate understanding of the sequence of prayers and their recitations, and improve children's accuracy and fluency during practice sessions (Yusria et al., 2025).
2. Improvement of Learning Outcomes: The application of audiovisual media in teaching prayer clearly shows a significant increase in students' percentage comprehension assessment from cycle to cycle (Hasanah & Harfiani, 2024).
3. Impact on Overall Development: Although in the context of other materials (such as measurement skills), audiovisual media has been shown to have a positive and significant effect on the overall development of children aged 5-6 years, reaffirming its relevance as a learning tool in early childhood education (Malpaleni et al., 2023).

Based on this theoretical review, analyzing innovative strategies for using audiovisual media in teaching Wudu and Sholat practices to early childhood children becomes essential to formulate a structured, effective learning model that can maximize the potential for children's spiritual and psychomotor development.

METHOD

Research Methodology

This section explains the procedures and steps used in conducting data analysis and synthesis to compile a literature review article entitled "Analysis of Innovative Strategies Using Audio-Visual Media in Teaching Wudu and Prayer Practices to Early Childhood Children."

A. Type of Research

This research is a Comprehensive Literature Review with a Qualitative Descriptive approach. This approach was chosen because the focus of the research is to analyze, identify, and synthesize key findings, concepts, and innovative strategies from various published primary research articles. The main objective of this method is to build a cohesive theoretical framework regarding the effectiveness and implementation of audiovisual media in the context of teaching ablution and prayer to early childhood, without conducting field data collection.

B. Data Sources and Sampling Procedures

The primary data sources in this study are a collection of scientific journals provided by the researcher, which are relevant to the key variables: audiovisual media, innovative strategies, ablution, prayer, and early childhood.

1. Journal Inclusion Criteria

The inclusion (selection) criteria for journals used in the analysis are:

1. Topic Relevance: The journal must explicitly discuss the use of learning media (particularly audiovisual or visual) and its relation to worship practices (ablution and/or prayer) in the context of children's education (early childhood/PAUD/early elementary grades).
2. Research Methods: The journal includes various types of research, including Classroom Action Research (CAR/PTK), Qualitative Case Studies, and Quantitative Research (Experiments), whose results can provide empirical data on the effectiveness of the strategies.
3. Educational Context: The main focus is on practical worship learning (procedural).

2. List of Data Sources Analyzed.

The journals that are analyzed in depth in this study include:

1. Improving Understanding of Prayer Worship Through Audio-Visual Media (Using Classroom Action Research)
2. Using Audio-Visual Media to Develop Children's Knowledge and Skills in Prayer (Using CAR)
3. Persuasive Communication Model in Teaching Fardhu Prayer Practice Material to Early Childhood (Using Qualitative Case Study)
4. Innovation in Ablution Learning... through the Use of Audio-Visual Media (Using Qualitative Descriptive)
5. Integration of Video Learning and Practice in Ablution Learning... (Using ABCD/Action Approach)
6. (Other supporting journals provided, used to enrich the theoretical framework or context).

C. Data Collection Techniques

The data collection technique used in this literature review research is Document Study.

The steps of data collection include:

1. Identify Keywords: Identify the main keywords and phrases in each journal related to strategy, effectiveness, and outcomes (e.g., AV media effectiveness, steps of ablution, persuasive communication, psychomotor improvement).
2. Data Extraction: Conducting a close reading and extracting important data from each journal, including:
 - Research Subject/Setting (for example: preschool/kindergarten students, 2nd grade elementary students).
 - Methods of Using AV Media (innovative strategies applied).
 - Findings or Main Results (data on improvements, success percentages).
 - Conclusion and Implications.
3. Archiving (Documentation): Recording and organizing the extracted data into a synthesis table to facilitate comparison and pattern identification across literature.

D. Data Analysis Techniques

The data analysis technique applied is Qualitative Content Analysis or Descriptive Synthesis. The analysis process is carried out through several stages, some of which adopt the principles of qualitative data analysis (data reduction, data display, and conclusion drawing):

1. Data Reduction

Selecting, focusing, and simplifying the extracted data. The data is reduced into main categories relevant to the title, namely: (1) AV Media Implementation Strategy (Wudhu vs. Prayer), (2) Level of Effectiveness (Quantitative/Qualitative Results), and (3) Supporting/Obstructing Factors.

2. Data Display

Presenting reduced data in the form of comparison tables or thematic charts to facilitate the identification of patterns and relationships between journals. The goal is to map the variation in strategies and the consistency of their results.

3. Thematic Synthesis

Synthesizing findings from all journals to identify consistent 'Innovative Strategies.' This process resulted in three main pillars of strategy discussed in the Discussion section:

- Integration of Video Learning and Hands-on Practice (Wudu)
- AV Media as a Reinforcer for Modeling and Persuasive Communication (Prayer)
- Increasing Children's Engagement and Motivation.

4. Conclusion Drawing

Based on the thematic synthesis, a general conclusion is drawn regarding the role and effectiveness of audiovisual media, which is then used to address the objectives of the article and formulate the This analytical method ensures that the conclusions drawn in the article are a valid representation of the research results reported in the source journals.

RESULT AND DISCUSSION

A. Research Results: Innovative Strategies for the Use of Audio-Visual Media

The results of the literature review indicate that the implementation of audiovisual media in teaching the practice of ablution and prayer in early childhood education not only serves as an aid but has evolved into a planned and systematic innovative strategy. This strategy can be categorized into three main stages:

1. Planning (Media Design and Curriculum Integration)

Choosing Relevant Media: Innovative strategies begin by ensuring that audiovisual media (usually educational videos) are specifically designed for young children. The videos should include engaging elements such as bright colors, catchy music, and child models who demonstrate practices clearly.

Procedural Material Suitability: Ablution and prayer materials that are procedural in nature (sequence of steps and memorized recitations) are converted into easy-to-follow visual content. The use of video has been proven to be superior to static images because it can demonstrate movements dynamically.

Integration of Communication Strategies: Teachers plan the use of this media as part of a persuasive communication model. Videos are used not only for information transfer but also to stimulate motivation.

2. Implementation (Video Integration and Hands-On Practice Model)

Integration of Video Learning and Hands-on Practice: The most crucial stage is integrating video viewing with hands-on practice. This strategy generally follows the pattern:

Introduction/Screening: The child watches a step-by-step video (for example, ablution movements) repeatedly.

Imitation/Guided Practice: Children imitate movements they have just seen in a video, guided by the teacher with slow and clear instructions.

Habituation and Reinforcement: Practices are repeated regularly (behavior habituation) in places of worship, supported by adequate facilities.

Utilization of Various Media: The use of videos is often combined with other media, such as slides or supporting documents, to enrich interaction in the classroom.

3. Evaluation (Measurement of Competency Achievement)

The measurement of the effectiveness of this strategy is based on the increase in the percentage of learning outcome achievement. The research results show a significant increase in both cycles, as measured through the assessment instruments for ablution and prayer practice.

B. Discussion: Analysis of the Effectiveness and Impact of the Strategy

This discussion focuses on analyzing the effectiveness of audiovisual media in achieving the established study objectives, in relation to theoretical foundations.

1. Effectiveness of Improving Understanding and Skills

Audiovisual media has been proven to be significantly effective in improving understanding and practical skills of ablution and prayer in early childhood. This improvement covers two main aspects:

Cognitive Competence (Understanding Sequence): Video media helps young children who have difficulty memorizing the sequence of steps and recitations, the procedural steps of wudu (for example, washing hands, rinsing the mouth, washing the face). In videos, abstract material becomes concrete, in line with the learning characteristics of young children who need real (concrete) experiences.

Psychomotor Skills (Practice Accuracy): A model of demonstrating and repeatedly imitating movements. Improves the child's accuracy and smoothness in performing prayer movements. Children who had not previously developed show improvement, reaching the Very Well Developed (VWD) category after treatment.

2. Increase in Interest and Learning Engagement

This innovative strategy also successfully addresses the challenges of monotonous traditional methods:

- **Increased Learning Interest:** Audiovisual media, with its attractive and dynamic format, generates high interest and participation from students. This high interest facilitates a deeper understanding of the material.
- **Strengthening religious character:** Introducing worship through engaging media not only enhances physical skills but also builds the religious foundation of young children, instilling values of cleanliness (ablution) and discipline (prayer). This practice is supported by providing rewards as a motivating factor.

Strengthening Religious Character: Introducing worship through engaging media not only enhances physical skills but also builds the religious foundation of young children, instilling values of cleanliness (ablution) and discipline (prayer). This habituation is supported by the provision of rewards as a supporting factor.

CONCLUSION

Based on the analysis of innovative strategies for using audiovisual media in teaching the practice of ablution and prayer in early childhood education, the conclusion can be drawn:

1. **Innovative Strategy Proven Effective in Making Abstract Material Concrete:** The use of audiovisual media is an innovative solution that is highly effective in addressing the difficulties young children face in understanding and memorizing procedural and abstract worship practices, such as wudu and prayer. This media successfully visualizes practice

steps clearly and dynamically, making it suitable for the learning characteristics of the golden age period.

2. Significant improvement in cognitive and psychomotor competence: The implementation of strategies that integrate video presentations with hands-on practice has been proven to significantly enhance children's learning outcomes. This improvement is reflected in the achievement of practical assessment scores reaching the 'very well developed' category (BSB), both in cognitive and psychomotor aspects.
3. Audio-visual media increases interest and supports persuasive communication: This strategy enhances children's interest, motivation, and participation in learning because the media presented is attractive and interactive. In addition, audio-visual media serves as a strong support tool for teachers in applying a persuasive communication model to instill religious values and cultivate positive worship behaviors.

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