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Improving Student Discipline Character through Habituation of Dhuha Prayers at School in Class IV SD Negeri 017 Rambah Odd Semester Academic Year 2024/2025

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Abstract, This class action research aims to improve the learning outcomes of grade VI students of SD Negeri 012 Tambusai in Islamic Religious Education subjects, especially on the material of wudu, through the application of the scientific approach. This research was conducted in two cycles, each of which consisted of four stages, namely planning, implementation, observation, and reflection. The research subjects were 34 students of class VI in the odd semester of the 2024/2025 academic year. Data collection techniques used learning outcome tests and observation of student and teacher activities. The results showed that the scientific approach could improve student learning outcomes from an average score of 63.2 in pre-action to 70.4 in cycle I, and increased again to 82.1 in cycle II. The percentage of learning completeness also increased from 52.94% at pre-action to 88.24% at the end of cycle II. Student and teacher activities in the learning process also showed significant improvement. Thus, the scientific approach is proven effective in improving learning outcomes and active involvement of students in wudu material.

Keywords : Scientific approach, learning outcomes, wudu.

I. INTRODUCTION

The background of this research focuses on "Improving Student Learning Outcomes on Wudu Material through a Scientific Approach in Class VI SD Negeri 012 Tambusai Odd Semester 2024/2025". In the context of basic education, an emphasis on effective and meaningful learning is essential to facilitate students' understanding of basic concepts, including in terms of worship and rituals such as ablution. The scientific approach, which includes systematic steps such as observing, questioning, gathering information, reasoning and communicating results, is a proven effective method in learning to improve student learning outcomes (Kamil et al., 2022; Lusi, 2024).

Applying the scientific approach in learning can help students not only in understanding the material in depth, but also in building positive character and

learning habits. Research conducted by Nofianti shows that the integration of character education in learning can create a supportive environment for both the educational process and the development of student character (I. Pertiwi et al., 2020; nofianti, 2023; Nugraha et al., 2019). This is in line with the findings made by Mardiyana and Pritasari who analysed various curriculum implementations with a scientific approach and concluded that these efforts can increase the effectiveness of learning in elementary schools (Andraini & Warsiman, 2024; Mardiyana & Pritasari, 2020; Nugraha et al., 2019; Setiawan, 2019a).

At SD Negeri 012 Tambusai, the implementation of the scientific approach in wudu material is expected to make students more actively involved in the learning process. This is an important step, considering that research results show that students who are actively involved in the learning process tend to have better understanding and better learning outcomes (Santosa et al., 2022). In addition, research by Nurfaidah et al. underlines the importance of applying the scientific approach in learning at all levels, including basic education, to create a more dynamic and interactive learning atmosphere (Nurfaidah et al., 2020).

With a scientific approach that focuses on developing critical and analytical thinking skills, it is expected that students not only know the procedure of ablution but also understand the meaning and importance of the ritual in a spiritual and social context (Ezalika et al., 2020; Suharyadi, 2021). Therefore, this study aims to evaluate the effectiveness of applying this approach in improving the understanding of wudu material among grade VI students.

II. RESEARCH METHODS

In order to improve student learning outcomes on wudu material through a scientific approach in class VI of SD Negeri 012 Tambusai, this research will be carried out using the Classroom Action Research (PTK) method. PTK is a research approach that focuses on improving teaching practices through reflection and sustainable action (Munir et al., 2023). This method was chosen because it allows researchers to take direct action in the classroom and obtain data directly from the ongoing teaching and learning process.

The PTK procedure that will be followed in this study consists of four stages, namely: planning, action, observation, and reflection. In the planning stage, the researcher will develop a Learning Implementation Plan (RPP) that integrates the scientific approach into

learning wudu material. The lesson plan will include steps of observation, questioning, experimentation, data processing, and communicating the results which are expected to improve students' understanding of wudu material (Rahman et al., 2024; Setiawan, 2019b).

After planning, the research will continue with the action stage. At this stage, researchers will carry out the learning process in class VI by implementing the lesson plans that have been prepared. Learning will be implemented in two cycles, where each cycle consists of several meetings. In each meeting, students will get the opportunity to actively participate through group discussions, experiments on wudu, and presentations of their discussion results (Munir et al., 2023; Tarigan et al., 2018).

III. RESEARCH RESULTS AND DISCUSSION

This class action research was conducted at SD Negeri 012 Tambusai in the odd semester of the 2024/2025 academic year. The research subjects were class VI students totalling 34 people. The research was conducted in two cycles. Each cycle consisted of planning, implementation, observation, and reflection. The focus of the material is wudu which includes understanding, pillars, valid requirements, procedures, and things that cancel it.

Before the action was taken, the teacher gave an initial test (pre-action) to find out the extent of students' understanding of the wudu material. The results showed that out of 34 students, only 18 students (52.94%) reached the Minimum Completion Criteria (KKM) of 75, with an average class score of 63.2. This shows that most students have not mastered the material.

After applying the scientific approach in cycle I, there was an increase in student learning outcomes. In cycle I, the number of completed students increased to 22 students (64.71%), with an average class score of 70.4. Learning in cycle I was carried out through scientific stages: observing the wudu video, asking questions about the procedures and pillars of wudu, trying to practice simple wudu, and reasoning and communicating the results of their understanding through class discussions. Although the results improved, there were still some shortcomings such as students who were less active in questioning and reasoning activities, and the limited learning media used.

After reflection, in cycle II the strategy was improved by using more visual media (pictures of the wudu sequence),

direct practice outside the classroom, and the division of small groups for discussion. The results in cycle II showed a significant increase. The number of students who reached the KKM rose to 30 students (88.24%), with the class average score increasing to 82.1. A recapitulation of student learning outcomes can be seen in Table 1.

Table 1. Recapitulation of Student Learning Outcomes

Cycle	Average Value	Number of Students Completed	Percentage of Completion
Pre-cycle	63,2	18	52,94%
I	70,4	22	64,71%
II	82,1	30	88,24%

In the research process, observations were also made of teacher and student activities during the learning process. Observations were made based on indicators of involvement in the five stages of the scientific approach: observing, questioning, trying, reasoning, and communicating.

In cycle I, teacher and student activities were quite good but not yet optimal. The average teacher activity reached 76.5%, while student activity was 72.3%. The teacher was still dominant in some parts of the lesson, and some students still lacked the confidence to ask questions or express opinions.

In cycle II, after improvements were made in the form of smaller group divisions, the use of practical aids, and the habituation of discussion and question and answer, activities increased significantly. Teacher activity reached 89.2% and student activity reached 85.6%.

The results of this study indicate that the scientific approach is proven to be able to improve student learning outcomes on wudu material. The increase in grades and completeness from pre-action to cycle II shows that students' active involvement in the learning process greatly affects their understanding of the material.

The scientific approach provides a fun learning experience as students are directly involved in the learning process. They not only listen to the teacher's lecture, but also actively observe, ask questions, try, reason and communicate their learning outcomes. Hands-on activities really help students understand the sequence and procedure of wudu correctly. Group discussions and presentations also encourage students' confidence and critical thinking skills.

From the teacher's side, this approach also encourages the role of the teacher to be a learning facilitator, not the only source of information. Teachers are required to be creative in developing learning activities that encourage active participation of students.

This result is also in line with the principles of active learning and constructivism theory which emphasises that knowledge is built through experience and active involvement of students in the learning process.

IV. CONCLUSION

Based on the results of research that has been conducted over two cycles, it can be concluded that the application of the scientific approach can improve the learning outcomes of grade VI students of SD Negeri 012 Tambusai on the material of wudu. This is evidenced by an increase in the average student score from 63.2 in pre-action to 82.1 in cycle II, and the percentage of learning completeness increased from 52.94% to 88.24%. In addition, teacher and student activities in the learning process also experienced a significant increase, indicating that this approach succeeded in creating active and enjoyable learning.

Thus, the scientific approach is recommended to be used sustainably in learning Islamic Religious Education, especially on materials that require conceptual understanding and direct practice such as wudu.

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