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CHANGES IN STUDENTS' PRACTICAL WUDU SKILLS FOLLOWING MODELLING-BASED INSTRUCTION: A QUASI-EXPERIMENTAL STUDY

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ABSTRAK

Wudu praktis adalah komponen prosedural dari pembelajaran Fikih yang mengharuskan siswa memahami persyaratan pemurnian dan melakukan tindakan yang ditentukan dalam urutan yang sesuai. Studi ini membandingkan kinerja wudu praktis di antara 60 siswa Kelas VII di MTs Assaidiyah Ngali, dengan 30 siswa dalam kelompok instruksi berbasis pemodelan dan 30 dalam kelompok instruksi konvensional. Perbandingan kuasi-eksperimental pra-tes–pasca-tes dianalisis menggunakan statistik deskriptif, tes t sampel berpasangan, t-test sampel independen Welch pada skor gain, dan analisis kovarians (ANCOVA) yang disesuaikan untuk skor pra-tes. Kelompok pemodelan meningkat dari 58,40 (SD = 8,10) menjadi 82,60 (SD = 7,84), sedangkan kelompok kontrol meningkat dari 57,90 (SD = 9,73) menjadi 68,30 (SD = 8,22). Rata-rata peningkatan adalah 24,20 (SD = 9,09) dan 10,40 (SD = 12,18), masing-masing. Perbedaan keuntungan antar kelompok adalah 13,80 poin (CI 95% [8,23, 19,37]), dengan t(53,67) Welch = 4,97, p < 0,001. ANCOVA juga menunjukkan skor pasca-tes yang disesuaikan lebih tinggi pada kelompok pemodelan, setara dengan keunggulan 14,21 poin (CI 95% [10,11, 18,31]), p < 0,001. Temuan ini menunjukkan peningkatan skor yang lebih kuat pada kelompok pemodelan; interpretasi tetap tunduk pada alokasi quasi-eksperimental studi dan kebutuhan untuk mendokumentasikan instrumen serta prosedur instruksional secara menyeluruh.

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Keywords:
Modelling-Based Instruction; Practical Wudu; Observational Learning; Psychomotor Skills; Fikih Learning.

ABSTRACTS

Practical wudu is a procedural component of Fikih learning that requires students to understand the requirements of purification and perform the prescribed actions in an appropriate sequence. This study compared practical wudu performance among 60 Grade VII students at MTs Assaidiyah Ngali, with 30 students in a modelling-based instruction group and 30 in a conventional-instruction group. A pretest–posttest quasi-experimental comparison was analysed using descriptive statistics, paired-samples t-tests, Welch's independent-samples t-test on gain scores, and analysis of covariance (ANCOVA) adjusting for pretest scores. The modelling group increased from 58.40 (SD = 8.10) to 82.60 (SD = 7.84), whereas the control group increased from 57.90 (SD = 9.73) to 68.30 (SD = 8.22). Mean gains were 24.20 (SD = 9.09) and 10.40 (SD = 12.18), respectively. The between-group gain difference was 13.80 points (95% CI [8.23, 19.37]), with Welch's $t(53.67) = 4.97$, $p < .001$. ANCOVA also indicated a higher adjusted posttest score in the modelling group, equivalent to a 14.21-point advantage (95% CI [10.11, 18.31]), $p < .001$. These findings indicate a stronger score improvement in the modelling group; interpretation remains subject to the study's quasi-experimental allocation and the need to document the instrument and instructional procedures fully.

A. INTRODUCTION

Islamic Religious Education (IRE) is concerned not only with students' knowledge of religious concepts but also with their ability to translate that knowledge into responsible religious practice. In Fikih learning, wudu provides a clear example of this relationship because students are expected to understand the requirements of purification and perform the relevant actions in an orderly and accurate manner. Practical competence therefore involves more than recalling verbal information: learners must observe a procedure, remember its sequence, coordinate movements, and evaluate their own performance. Instruction that relies exclusively on verbal explanation may leave limited opportunity for students to see, rehearse, and refine the procedure. Visual demonstration can complement explanation by making procedural information observable (Mayer, 2021).

Preliminary information supplied by the authors indicates that Grade VII Fikih learning at MTs Assaidiyah Ngali takes place in a school with a prayer room and a Fikih teacher responsible for the class. These contextual resources make practical instruction possible, but their presence alone does not establish students' level of competence. The learning problem addressed in this study is therefore framed as an instructional question: whether a structured approach centred on observing and reproducing a model is associated with a different pattern of practical wudu scores from conventional instruction. Any claims about students' initial weaknesses must be supported by the original assessment records rather than inferred from the school context.

The terms modelling and demonstration are related but not interchangeable. Demonstration refers primarily to showing how an action or procedure is performed. Modelling-based instruction uses a demonstration as a learning model within a broader observational process. In Bandura's social-cognitive account, observational learning involves attention to the model, retention of the observed information, behavioural reproduction, and motivation. Accordingly, a teacher's demonstration is only one component: students must also notice relevant details, encode the sequence, attempt the action themselves, and receive feedback that supports subsequent performance. Research on video modelling and worked examples similarly emphasizes the role of learners' active regulation when studying an example (van Harsel et al., 2022).

For practical wudu instruction, these processes can be connected to psychomotor learning. Attention may help students identify the order and essential movements; retention may support recall of the procedure; reproduction provides an opportunity to translate remembered steps into action; and motivation may sustain repeated practice after feedback. The teacher's model should make the required actions visible, while supervised practice allows students to test their understanding. Multimedia learning theory can help explain the presentation of visual and verbal information, but it does not replace observational learning as the principal framework for explaining the modelling sequence (Mayer, 2021; van Harsel et al., 2022).

Previous studies have reported the use of demonstration-based approaches in Fikih and Islamic Religious Education, including learning about thaharah, wudu, prayer, and other practical religious procedures (Basri, 2024; Fajri et al., 2024; Rahayu et al., 2024; Hairussolihin et al., 2025). Related studies have examined demonstration in Islamic education and student learning outcomes (Gustina et al., 2023; As'ari et al., 2024; Ridzal & Puspita W., 2024). These studies establish the relevance of practical, example-based teaching. However, their participants, instructional settings, designs, and

outcome measures differ. In particular, findings from a single-group classroom intervention do not answer the same comparative question as a pretest–posttest study that includes a conventional-instruction group.

The revised dataset contains 60 student-level pretest and posttest records. The study used total sampling of the 60 Grade VII students who met the study criteria, with 30 students in the experimental group and 30 in the control group. The research was conducted over three weeks in July 2026, including preparation and school-permission procedures, pretesting, four instructional meetings, and posttesting. The quasi-experimental comparison did not involve a claim of random assignment. Remaining limitations concern the precise class-allocation basis, the original assessment rubric, and documentary evidence of instrument quality and ethical permissions.

The study addresses two questions: (1) How did practical wudu scores change from pretest to posttest in the modelling-based and conventional-instruction groups? (2) Was the difference in score improvement between the groups statistically significant after accounting for baseline scores? The objective is to compare the score changes and examine the between-group difference using the available student-level data.

B. METHOD

This quantitative study used a quasi-experimental pretest–posttest control-group design at MTs Assaidiyah Ngali. The participants were 60 Grade VII students selected through total sampling because all 60 students meeting the study criteria were included. The sample comprised 30 students in the modelling-based instruction group and 30 students in the conventional-instruction group. The groups were not described as randomly assigned. The study compared changes in practical wudu scores before and after the instructional period.

The sampling technique was total sampling: all 60 Grade VII students who met the study criteria and participated in the research were included. The sample consisted of 30 students in the experimental group and 30 in the control group. The design was quasi-experimental; no random assignment is claimed. The authors should retain the original class records to specify whether the two groups corresponded to intact classes or another school-based grouping arrangement.

The research was conducted over three weeks in July 2026. School-permission and preparation activities took place during the first week. Both groups completed the pretest during the second week. The instructional phase took place during the second and third weeks and comprised four meetings, each lasting 2 × 40 minutes (80 minutes), for a total of 320 minutes (5 hours 20 minutes) per group. Both groups completed the posttest during the third week. The same overall instructional time was allocated to the experimental and control groups. The original lesson plans and attendance records should be retained as supporting documentation.

The independent variable was the instructional approach (modelling-based instruction or conventional instruction), and the outcome variable was the practical wudu score. The uploaded dataset contained 60 student records, with 30 students in each group and paired pretest and posttest scores. Each group received four instructional meetings of 80 minutes each. Gain was calculated for each student as posttest minus pretest. Analyses included group-level descriptive statistics, paired-samples t-tests to examine within-group score changes, Welch's independent-samples t-test to compare gain scores, and ANCOVA to compare posttest scores while adjusting

for pretest scores. The significance threshold was set at .05, and two-sided tests were used.

Instructional framework

The modelling-based approach is conceptually organized around four observational-learning processes: (1) attention, in which students observe the teacher's model and focus on the sequence and relevant actions; (2) retention, in which students recall or restate the demonstrated sequence; (3) reproduction, in which each student attempts to perform the procedure; and (4) motivation, in which encouragement and corrective feedback support further practice. The teacher demonstration provides the observable model but is not, by itself, the whole modelling process. These four processes are presented here as the theoretical structure of the intervention, not as measured implementation outcomes.

The modelling-based approach is interpreted using the four observational-learning processes proposed by Bandura: attention, retention, reproduction, and motivation. The workbook contains a proposed sequence aligned with these processes, but its implementation column is blank. Accordingly, the four processes are used here as the theoretical framework; the manuscript does not claim that each activity was observed or verified during the actual lessons.

The control group received conventional Fikih instruction on wudu. During the lessons, the teacher explained the material with reference to the learning book or student worksheet (LKS), provided examples of the wudu movements, and gave students opportunities to practise the procedure as part of the regular lesson. The teacher guided the lesson and responded to students' learning needs during practice. The control group completed four instructional meetings, each lasting 2 × 40 minutes (80 minutes), for a total of 320 minutes, matching the allocated instructional time of the modelling-based group. The distinction between the groups was the instructional approach: the experimental group used the structured modelling-based approach, whereas the control group followed the usual explanation, example, and practice sequence.

Assessment instrument and data analysis

Practical wudu performance was recorded as numerical scores ranging from 40 to 95 in the supplied dataset. The workbook includes a proposed six-indicator rubric, but it explicitly labels the rubric as a draft for review and does not establish that it was the instrument used during data collection. The indicators, score scale, maximum possible score, scoring criteria, and assessment administration procedure therefore cannot be attributed to the study without the original instrument.

The actual scoring rubric was not included in the materials supplied for this revision. The proposed rubric in the workbook is not treated as the study instrument and has not been substituted for the original assessment tool.

No documentary evidence of expert review, content validation, pilot testing, assessor training, or inter-rater reliability was included in the supplied materials. The manuscript therefore makes no claim that these procedures were completed. The absence of instrument-validation and scoring-reliability documentation is acknowledged as a limitation.

Before the inferential analyses, baseline pretest scores were compared between groups. Normality was examined using Shapiro–Wilk tests, and variance homogeneity was assessed using Levene's test where relevant. For ANCOVA, the homogeneity-of-

regression-slopes assumption was examined by testing the Pretest × Group interaction; residual normality and residual variance homogeneity were also checked. The gain-score comparison used Welch's t-test, which does not require equal group variances. Effect magnitude was described using Hedges' g for the gain-score difference and the adjusted mean difference with its 95% confidence interval for ANCOVA.

The 60 student records in the uploaded spreadsheet were treated as the dataset for the analyses reported here, based on the author's confirmation that they represent the original research data. The authors should retain the original score sheets and verify each spreadsheet entry against those records before submission.

Research ethics

Ethical documentation was not included in the manuscript or workbook supplied for this revision. The available materials do not establish whether institutional approval, school permission, student assent, or parent/guardian consent was obtained. No approval number or consent procedure is therefore claimed in this manuscript. The authors must verify the original records and report the actual permissions and consent procedures before submission; this information cannot be inferred from the score

C. RESULT AND DISCUSSION

Changes in practical wudu scores

The dataset comprised 60 students, with 30 in the modelling-based group and 30 in the conventional-instruction group. At pretest, the modelling group had a mean score of 58.40 (SD = 8.10; range = 40–75), while the control group had a mean of 57.90 (SD = 9.73; range = 40–75). The baseline difference was not statistically significant, Welch's $t(56.15) = 0.22$, $p = .829$. At posttest, the modelling group's mean was 82.60 (SD = 7.84; range = 65–95), compared with 68.30 (SD = 8.22; range = 50–85) in the control group.

Group	n	Pretest M (SD)	Posttest M (SD)	Gain M (SD)
Modelling-based	30	58.40 (8.10)	82.60 (7.84)	24.20 (9.09)
Conventional	30	57.90 (9.73)	68.30 (8.22)	10.40 (12.18)
Total	60	58.15 (8.86)	75.45 (10.76)	17.30 (12.56)
Note	—	M = mean; SD = standard deviation. Gain = posttest – pretest.		
Mean gain	—	24.20	—	10.40

Table 1. Descriptive statistics for practical wudu scores. Source: Summary data supplied by the authors.

The modelling group's mean score increased by 24.20 points (SD of individual gains = 9.09), from 58.40 to 82.60. The control group's mean increased by 10.40 points (SD of individual gains = 12.18), from 57.90 to 68.30. Paired-samples tests indicated pretest-to-posttest increases in both groups: modelling group, $t(29) = 14.57$, $p < .001$; control group, $t(29) = 4.68$, $p < .001$. These within-group tests indicate change over time but, by themselves, do not establish that one instructional approach outperformed the other.

Descriptive comparison of mean gains

The mean gain was 13.80 points greater in the modelling group than in the control group. Welch's independent-samples test indicated that this difference was statistically significant, t(53.67) = 4.97, p < .001, 95% CI [8.23, 19.37]. The standardized difference was large (Hedges' g = 1.27). Levene's test did not indicate a statistically significant difference in gain-score variances, F = 1.91, p = .173; Welch's test was nevertheless retained because it is robust to unequal variances.

Analysis	Statistic	Result	Interpretation
Baseline pretest comparison	Welch's t(56.15)	0.22, p = .829	No statistically significant baseline mean difference
Within-group change: modelling	Paired t(29)	14.57, p < .001	Significant pretest–posttest increase
Within-group change: control	Paired t(29)	4.68, p < .001	Significant pretest–posttest increase
Between-group gain difference	Welch's t(53.67)	4.97, p < .001; 95% CI [8.23, 19.37]	Gain difference = 13.80 points; Hedges' g = 1.27
Baseline-adjusted group effect	ANCOVA	Adjusted difference = 14.21; 95% CI [10.11, 18.31], p < .001	Higher adjusted posttest score in modelling group
Assumption checks	Shapiro–Wilk; interaction; Levene	Residual normality p = .102; slope interaction p = .268; residual Levene p = .524	No statistically significant violations detected in these checks

Table 2. Descriptive comparison of mean gains. Source: Calculated from summary means supplied by the authors.

ANCOVA was conducted to compare posttest scores while adjusting for pretest scores. The adjusted group effect was statistically significant, with the modelling group scoring an estimated 14.21 points higher than the control group, 95% CI [10.11, 18.31], p < .001. The homogeneity-of-regression-slopes check was not statistically significant (Pretest × Group interaction, p = .268). ANCOVA residuals did not show a significant departure from normality (Shapiro–Wilk p = .102), and Levene's test on residuals did not indicate unequal variances between groups (p = .524). The results support a greater adjusted posttest score in the modelling group, although the quasi-experimental design does not eliminate all possible confounding factors.

DISCUSSION

The individual-level analysis provides stronger evidence than the earlier comparison of group means alone. Both groups improved significantly from pretest to posttest, but the modelling group showed a larger mean gain (24.20 points) than the control group (10.40 points). The gain-score difference was 13.80 points (95% CI [8.23, 19.37]), and the baseline-adjusted ANCOVA estimate was 14.21 points (95% CI [10.11, 18.31]) in favour of the modelling group. The agreement between these two comparisons strengthens the

descriptive and statistical evidence of a group difference. Nevertheless, because the study was quasi-experimental, the results should be interpreted as an association between the instructional condition and score change rather than definitive proof of causation.

The distinction between modelling and demonstration is important for interpreting the intervention. A demonstration makes the teacher's performance visible, whereas modelling-based instruction requires students to engage with that example through attention, retention, reproduction, and motivation. If the actual classroom treatment consisted only of a teacher showing the procedure, the intervention should be described more narrowly as demonstration-based instruction. The authors should retain the term modelling-based only if the classroom records confirm that learners were guided through the wider observational-learning process.

The descriptive results can be compared cautiously with previous research on practical Fikih and Islamic education. Studies of thaharah and wudu have reported the use of demonstration-based teaching and changes in learning outcomes or practical skills (Basri, 2024; Rahayu et al., 2024; Hairussolihin et al., 2025; Nawar, 2025). Other studies have considered demonstration in Fikih learning and related religious procedures (Fajri et al., 2024; As'ari et al., 2024; Rasid et al., 2025). The present study shares their focus on learning through visible examples and practice. Its design, however, includes a comparison group and reports group-level pretest and posttest summaries. Differences in age group, school setting, instructional protocol, scoring rubrics, and research design mean that the findings should not be treated as directly equivalent.

Research on modelling and psychomotor learning outside Islamic education provides a further conceptual comparison. Hakim et al. (2023) examined modelling in physical education in relation to students' self-efficacy, while Ivey and Parrish (2022) compared live demonstration and multimedia instruction for psychomotor skill development. Van Harsel et al. (2022) investigated how learners regulate their study of video modelling examples and worked examples. These studies support the relevance of carefully structured observation and practice, but they involve different tasks and populations. They provide theoretical context rather than direct confirmation of the present wudu findings.

The control group also improved significantly, which indicates that learning occurred under both instructional conditions. The increase in the control group may reflect the conventional instruction, practice, teacher guidance, familiarity with the assessment, or other experiences during the study period. The dataset alone cannot isolate these contributions. Although baseline means were similar and the baseline comparison was not statistically significant, non-random group allocation may still leave unmeasured differences between groups. ANCOVA adjusts for the observed pretest score but cannot remove all potential confounding.

The educational significance of practical wudu extends beyond the physical reproduction of movements. In Fikih, students need to understand the requirements and order of purification as well as demonstrate the procedure. These are related but distinct outcomes: a performance rubric can assess observable actions, while conceptual

understanding requires separate questions or assessment indicators. The present score summaries are described as practical wudu scores; they should not be interpreted as evidence of students' complete understanding of the legal requirements of wudu unless the instrument explicitly assessed that knowledge. Structured demonstration, individual practice, and corrective feedback may offer a useful instructional sequence, provided that the learning objectives and assessment criteria are aligned with the Fikih material.

Several limitations remain. First, the quasi-experimental design did not use random assignment, and the precise basis for placing students in the two groups should be confirmed from the original class records. Second, although the study schedule is reported as three weeks in July 2026, with four 80-minute instructional meetings and equivalent allocated time, the original lesson plans and attendance records should be retained to substantiate implementation. Third, the actual assessment rubric was not supplied; the rubric in the workbook is explicitly a proposed draft, not verified evidence of the instrument used. Evidence of content validity, assessor training, and inter-rater reliability was also unavailable. Fourth, the workbook's treatment-procedure sheet provides a theoretical planning framework but leaves the actual implementation column blank, while the control-group activities are not described. Finally, documentation of school permission, ethics review where applicable, student assent, and parent/guardian consent was not supplied. These omissions must be resolved from original study records before the article can be considered fully reproducible.

D. CONCLUSION

The student-level dataset shows that practical wudu scores increased in both groups of Grade VII students at MTs Assaidiyah Ngali. The modelling-based group's mean increased from 58.40 (SD = 8.10) to 82.60 (SD = 7.84), while the conventional-instruction group's mean increased from 57.90 (SD = 9.73) to 68.30 (SD = 8.22). The mean gain was 24.20 points in the modelling group and 10.40 points in the control group. The between-group gain difference was statistically significant, Welch's $t(53.67) = 4.97$, $p < .001$, and ANCOVA showed an adjusted difference of 14.21 points in favour of the modelling group, $p < .001$. These findings indicate a greater improvement in the modelling group, but they should be interpreted within the limits of a quasi-experimental study. The instrument, instructional procedures, sampling, and ethical documentation must be fully reported before the manuscript is submitted.

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Conflicts Of Interest

The Authors Should Confirm Whether Any Conflict Of Interest Exists. If Confirmed, The Statement May Read: "The Authors Declare No Conflict Of Interest."

CONFLICT OF INTEREST

The authors declare that they have no competing interests.

AUTHOR CONTRIBUTIONS

Author contributions: Yulinda: investigation and preparation of the original manuscript; Ruslan: supervision and critical review; Syarifuddin: supervision and critical review. All authors reviewed the manuscript and approved the version submitted. [The authors must confirm that these role descriptions accurately reflect their contributions before submission.]

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DATA AVAILABILITY

The de-identified student-level dataset used for the analyses may be made available by the corresponding author upon reasonable request, subject to applicable school permissions, consent conditions, and student-privacy requirements. The original assessment rubric and observation records were not included in the materials supplied for this revision.

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