



## The Implementation of Innovative “Kantong Sholat” Media to Enhance Students’ Learning Motivation at Integrated Islamic Elementary Schools

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### Abstract:

The purpose of this study is to increase the motivation of class 2B SDIT Al Bashirah students to learn fiqh material about the pillars of prayer by using prayer bag media. As a result of monotonous conventional learning methods, students tend to be passive and unmotivated. Prayer bag media is an interactive tool that allows students to learn visually and practice directly about prayer movements. The Classroom Action Research (PTK) method, which is used in two cycles, uses the Kemmis and McTaggart model. After data was collected through documentation, interviews, and observations, qualitative descriptive analysis was used. The results showed that learners felt more motivated to learn after using the prayer bag media. In the pre-cycle, only 11% of learners showed excellent motivation, in cycle I it increased to 22% and 50% in cycle II. It is evident that the use of prayer bag media increases learners' engagement, enthusiasm and understanding of the material. This study suggests the use of innovative media in Islamic religious education to make education more interesting and effective.

**Keywords:** *Innovative Media, Motivation, Fiqh Learning*

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## INTRODUCTION

Along with the changing times, which require every aspect of life to adapt to technological developments and the convenience of everything being instant, students in elementary schools, as part of the millennial generation, tend to like innovation, diversity, and things that are interesting (Hasanah dkk., 2024). They are accustomed to quick access to information and technology, so conventional



learning methods that are monotonous tend to make them quickly bored (Hayati, 2024). This condition affects the effectiveness of learning in elementary schools, where approaches that lack creativity can reduce students' interest and motivation to learn (Radityotomo dkk., 2024). Therefore, in order to make the teaching and learning process in elementary schools more effective and enjoyable, there is a need for learning strategies that are more interactive, innovative, and suited to the characteristics of the students.

Learning media is very important to capture the attention, interest, and thoughts of students during the learning activities (Nurfadhillah dkk., 2021). Learning media, also referred to as teaching materials, is a term that refers to everything used to convey information and has the ability to capture the attention, interest, and thinking of students during the learning process to achieve the expected learning goals (Hasibuan & Hanida, 2023). Learning media plays an important role in enhancing students' attention, interest, and thinking (Miftah, 2022). Learning media is very important in supporting the development of the readers' and students' attention. Media is used to deliver information in an easily understandable way, making it easier for students to comprehend and achieve the learning objectives.

Anything that encourages students to be more engaged in the learning process and achieve better results is called learning motivation (Nurhayati & Nasution, 2022). Engaging learning activities that are aligned with students' needs can encourage them to achieve better learning outcomes (Farida, 2022). The use of creative media to improve learning outcomes is known as learning outcomes (Sunengsih dkk., 2023). Students will be more enthusiastic and strive their best to achieve learning outcomes with the increase in learning motivation.

Islamic Education in elementary schools is a subject that plays a crucial role in shaping the character and beliefs of students (Sapitri dkk., 2022). The main goal of Islamic religious education is to nurture students' beliefs, expand their understanding, and help them become individuals who are faithful and obedient to Allah (Hidayat dkk., 2024). One important aspect of Islamic religious education is the study of fiqh, such as understanding the pillars of prayer, which is expected to shape worship habits from an early age (Mohamad dkk., 2023).

However, in practice, the teaching of fiqh at SDIT Al Bashirah still applies a traditional approach, such as lecture and memorization methods, which are less effective in enhancing students' understanding and engagement. In class 2B, for example, many students have difficulty remembering the sequence of the pillars of prayer and understanding the meaning behind each movement. Additionally, they tend to be passive in following the lesson, easily lose focus, and are less motivated because the material is delivered monotonously without the support of engaging learning media. To address this issue, the use of innovative media, such as prayer bags, is expected to be an effective solution. This media not only serves as a

learning aid but also makes learning more enjoyable and interactive (Fitri dkk., 2024). With the presence of innovative media, students can more easily understand the concept of the pillars of prayer through a more visual approach and hands-on practice, thus increasing their learning motivation and making the learning process more effective.

Prayer bag media is a learning aid in the form of a bag or container designed to facilitate teaching (Jama'ah dkk., 2024). The material related to the pillars of prayer, especially in class 2B, is supported by this media. It consists of small bags containing cards with illustrations of prayer movements. The main purpose of this media is to help students understand the material of the pillars of prayer interactively and enjoyably through a visual and kinesthetic approach, as well as to increase students' motivation in learning Islamic Religious Education and Character Education, particularly about the pillars of prayer (Najilah & Suciwati, 2024). The prayer bag media is an interactive tool containing prayer movement cards to help students understand the pillars of prayer and increase their learning motivation.

Previous research has revealed that bag-based learning media is effective in various subjects and educational levels. For example, the first study shows that bag-based learning media has proven to be highly effective and suitable for use, as seen in early childhood education (PAUD), where animated number bag media successfully improved counting skills, with high validity according to experts and practitioners (Salang dkk., 2022a). The second study shows that number bag media significantly improved students' math learning outcomes from the beginning to the end of the learning process (Mutaqin dkk., 2022). The third study proves that magic bag media is effective in improving the understanding of fourth-grade students on the material of Pancasila, with results showing an increase in understanding after the media was applied in the learning process (Dewi dkk., 2023). Previous research has revealed that bag-based learning media is effectively applied at various educational levels, which can improve early childhood education (PAUD) children's counting skills, students' math learning outcomes, as well as the understanding of fourth-grade students on the material of Pancasila.

Previous research and current study have different focuses and approaches, although both use bag media as a learning tool. The focus of this study is on Islamic Religious Education and Character Education, specifically fiqh regarding the pillars of prayer. Students in class 2B at SDIT Al Bashirah are motivated to learn using prayer bag media. The main issue addressed by this study is the lack of desire to learn among students.

This research is very important to address the low learning motivation of students in the subject of Islamic Religious Education and Character Education in class 2B at SDIT Al Bashirah. Based on the findings of the three previous studies, bag media has made a positive contribution to improving students' learning

outcomes. The aim of this study is to identify effective strategies for using bag media to enhance the quality of learning and increase students' motivation. To measure the improvement in motivation, this study will use observation and learning motivation scale questionnaires before and after the implementation of prayer bag media. Based on the discussion above, the researcher focuses on the findings related to the innovative capability of prayer bag media in increasing the learning motivation of students regarding fiqh on the pillars of prayer at Al Bashirah Integrated Islamic Elementary School, class 2B.

## **METHOD**

Classroom Action Research (CAR), also known as *Penelitian Tindakan Kelas* (PTK), is conducted in the classroom to evaluate the impact of implementing specific actions on the research subjects (Borolla, 2024). The PTK model by Kemmis and McTaggart uses two learning cycles. These cycles consist of four stages: planning, action, observation, and reflection (Kemmis dkk., 2013). Therefore, this study consists of Cycle I and Cycle II

This study was conducted from October 1, 2024, to December 17, 2024, during the first semester of the 2024/2025 academic year. The research subjects were selected by choosing a group of students from class 2B. The class teacher was then asked for permission to conduct the research in their class. This study aims to determine the learning motivation of the 2B grade students at SDIT Al Bashirah in the odd semester of the 2024/2025 academic year, consisting of 18 students (9 boys and 9 girls).

This study uses non-test instruments, which include, first, semi-structured interviews that have a main question guide but allow the researcher to ask additional questions or explore topics more deeply according to the respondent (Elan dkk., 2022). Second, participatory observation is when the researcher is directly involved in the activities being observed, but they still observe and record those activities (Febriani dkk., 2023). Third, documentation is a data collection method used to seek information or facts related to research questions. This technique also involves taking still images or videos, pictures, photos, and drawings that provide images or visuals related to the topic being studied (Waruwu, 2023). Third, the data for this study were collected using non-test instruments.

The method used to analyze the observation results is qualitative descriptive analysis (Safarudin dkk., 2023). In this method, the researcher uses innovative prayer bag media to evaluate the improvement in students' learning motivation, which is obtained through participatory observation during the pre-cycle, Cycle I, and Cycle II stages. The increase in students' motivation to learn is measured based on several key indicators, namely: (1) the level of active involvement in learning activities, such as participation in discussions and hands-on practice; (2) persistence

in completing tasks related to fiqh material; (3) enthusiasm and positive responses toward the use of prayer bag media; and (4) increased concentration and attention span during the learning process.

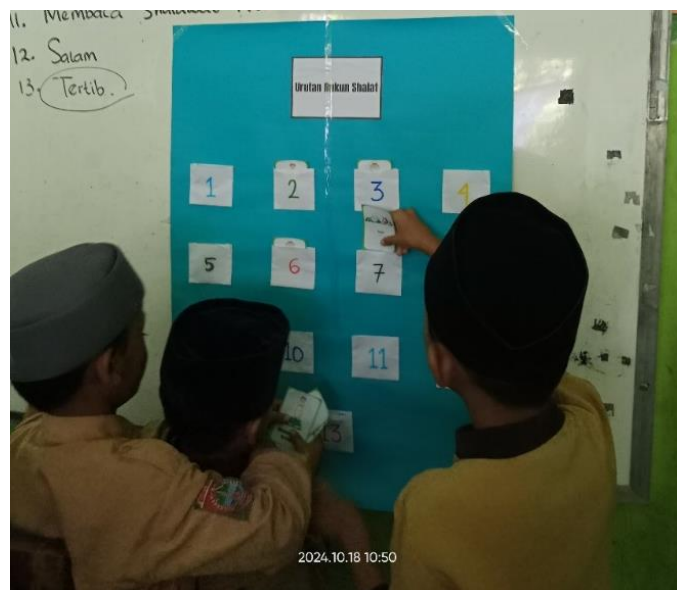
To ensure the validity and reliability of the data, this study applies triangulation techniques by comparing the observation results with data obtained from interviews and learning motivation observations. With this approach, data analysis is expected to provide a more accurate depiction of the effectiveness of innovative media in improving students' learning motivation.

## RESULT AND DISCUSSION

The observation results regarding learning motivation on the material of the Pillars of Prayer for class 2B were conducted using qualitative data (Tiana dkk., 2021). Learning motivation is measured based on the percentage in assessment aspects that include persistence, cooperation, responsibility, and student interest. The assessment is done using a score scale: 1 for poor, 2 for fair, 3 for good, and 4 for excellent, as presented in the table below.

**Table 1** Observation Results of Learning Motivation in Pre-Cycle, Cycle I, and Cycle II

Interval	Category	Pre-Cycle		Cycle I		Cycle II	
		PD	%	PD	%	PD	%
14-16	Very good	2	11	4	22	9	50
11-13	Good	1	5	3	17	5	28
7-10	Fair	10	56	7	39	3	17
0-6	insufficient	5	28	4	22	1	5
Amount		18	100	18	100	18	100



**Picture 1** The Implementation of Prayer Bag Media on the Material of the Pillars of Prayer.

Students still had low learning motivation in the pre-cycle. Based on the observation results, only 11% of students were in the 'Excellent' category, indicating that only a few students had high learning motivation. A total of 56% of students were in the 'Fair' category, while 5% were in the 'Good' category. Overall, the majority of students had moderate motivation and needed more attention. Meanwhile, 28% of students were in the 'Poor' category, showing that nearly a third of students had very low learning motivation and required special intervention. These results indicate that most students had not yet reached an optimal level of learning motivation and needed significant improvement.

Compared to the pre-cycle, Cycle I showed a quite significant increase in learning motivation. The percentage of students in the 'Excellent' category rose to 22%, showing an improvement in learning motivation. Additionally, the 'Good' category increased by 17%, indicating that more students began to show better learning enthusiasm. On the other hand, the number of students in the 'Fair' category decreased to 39%, although they still had not reached the optimal level. The 'Poor' category also decreased to 22%, showing that some students who were previously less motivated began to show improvement. This increase could be attributed to several factors, such as the more engaging use of prayer bag media, increased interaction between the teacher and students, and improvements in classroom management that made the learning environment more conducive.

Compared to the pre-cycle and Cycle I, students' learning motivation in Cycle II increased significantly. Half of the students were in the 'Excellent' category, indicating that 50% of students had high learning motivation. Additionally, the 'Good' category also increased by 28%, signaling that more students showed consistent improvements in motivation. Meanwhile, the 'Fair' category dropped to 17%, indicating that only a few students remained at a moderate motivation level. The 'Poor' category also decreased drastically to only 5%, meaning that the majority of students who were previously unmotivated experienced significant improvement.

The increase in students' learning motivation in this study was not only influenced by the use of prayer bag media but also by external factors that played a role in the success of the learning process. Based on the theory of external factors in learning motivation (Masters & Santrock, 1976), Several factors that contributed to this change include the interaction between the teacher and students, the classroom environment, variation in teaching methods, and social support. More active interaction between the teacher and students contributed to the increase in motivation, especially when the teacher provided more intensive guidance and appreciation. In the second cycle, students were more focused during learning due to a better classroom environment. Different teaching methods, particularly the use of innovative media such as prayer bags, made learning more engaging and

interactive, thus increasing student involvement. In group-based learning, social support from peers also encouraged students to be more active.

The process of using the innovative prayer bag media involves several steps: (1) Students are divided into groups consisting of four to five members, (2) The teacher prepares the innovative learning media in the form of prayer bags, (3) Students listen to the explanation of the steps and rules presented by the teacher regarding the use of the innovative prayer bag media, (4) Students discuss the material related to the pillars of prayer with their group members to strengthen their understanding before starting the activity, (5) After that, each group is invited to come forward, (6) Students take turns placing prayer cards into the prayer bag according to the order of the pillars of prayer, (7) During each turn, the teacher assists the students and gives scores to each group if the correct answer is given. If the students remain in their current position and answer correctly, they receive a score. However, a wrong answer requires them to return to the previous position.

In addition to helping students better understand the material through hands-on practice and visualization, this approach provides an enjoyable and non-boring learning experience. Moreover, the scoring system and the challenges used in this activity encourage students to be more active and focused during the learning process.

The results of this study support the effectiveness of the prayer bag media as an innovative and engaging teaching tool. Based on the research (Salang dkk., 2022b), Animated number bag media at Kasih Ibu Subo Early Childhood Education (PAUD) has been proven to be valid and effective in improving the counting skills of PAUD children. According to the research conducted (Mutaqin dkk., 2022) at MI Sabilul Huda, the use of number bag media significantly improved mathematics learning outcomes from the pre-cycle to Cycle II. Additionally, the research (Dewi dkk., 2023) In the 4th grade students, the use of magic bag media helped them understand civics education (PKN), with the number of students registered in each cycle being below the Minimum Mastery Criteria (KKM). This research aligns with those findings, which state that prayer media has been proven to increase student motivation in learning fiqh, particularly the pillars of prayer.

The use of bag-based media is engaging because it encourages visual activity, movement, and direct interaction, making the learning process easier to understand and more interesting. This is in line with constructivist learning theory, which emphasizes the importance of active participation and interaction in the learning process (Voon & Amran, 2021). Through this approach, students can actively participate in the learning process through hands-on experience, discussions, information sharing, and group collaboration.

Prayer bag media not only makes learning more engaging but also eliminates the challenge of monotonous learning (Sanulita dkk., 2024). Students with

dominant learning motivation in Cycle II, who were initially in the 'Fair' and 'Poor' categories, showed significant improvement to the 'Excellent' and 'Good' categories. This success proves that the prayer bag media is effective in capturing students' attention, supporting more contextual learning, and maximizing their active involvement.

The main advantage of this innovative prayer bag media is its ease of creation and its ability to help students understand the pillars of prayer (Hasriadi, 2022). This media also creates a balanced learning atmosphere because it combines fun, seriousness, and encourages students' enthusiasm to continue learning diligently, cooperating well with their peers, being responsible, and attracting active participation from students, so they become more focused on the material presented in the innovative prayer bag media (Mariamah dkk., 2022). This media encourages students to better understand the pillars of prayer.

This study has several limitations. First, only one class was used at SDIT Al Bashirah with a limited number of students, so the results cannot be generalized to a larger population or schools with different conditions. Second, the limited duration of the learning process, covering only the Pre-Cycle, Cycle I, and Cycle II, restricts the study to the impact of the use of prayer bag media on students' learning motivation in the short term. Third, this study focuses only on Islamic Education and Moral Values, specifically the topic of the pillars of prayer, thus not allowing for an assessment of the effectiveness of prayer media in improving learning in other subjects.

## **CONCLUSION**

This study shows that the prayer bag is an innovative approach to teaching Islamic Education and Moral Values. Students in class 2B at SDIT Al Bashirah were more motivated to study fiqh material about the pillars of prayer. The results show that students' learning motivation from the pre-cycle to Cycle II fell into the 'Excellent' and 'Good' categories.

Bag-based media helps students understand the material visually and kinesthetically, in line with constructivist teaching theory. This research contributes to the development of more engaging and interactive teaching strategies. The study also shows that the prayer lesson material is effective for use across various educational levels and subjects, especially in Islamic Education learning.

This research has a positive impact on the field of education, particularly in addressing the challenges of conventional learning, which tends to be monotonous. Prayer bag media is beneficial for increasing student participation, creating an engaging learning environment, and encouraging students to be more active in the classroom. Teachers can use innovative media in their teaching process to improve the quality of education in elementary schools.



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