



Improving Understanding of *Istinja* Procedures Through Picture Guessing in First-Grade Students at SDN 100270 Mompang

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Abstract:

A good understanding of *Istinja* procedures is essential for elementary school students as part of character education and personal hygiene in daily life. However, many first-grade students at SDN 100270 Mompang still face difficulties in comprehending the concept and practice of *Istinja* correctly. These difficulties arise due to the lack of engaging learning media suitable for early childhood characteristics. Therefore, this study aims to improve students' understanding through the picture-guessing method as an interactive and enjoyable learning medium. The research method used is classroom action research (CAR) with two cycles. Each cycle consists of planning, implementation, observation, and reflection stages. The instruments used include observation, interviews, and student comprehension tests before and after learning. The research results indicate that the picture-guessing method significantly enhances students' understanding of *Istinja* procedures. This is evidenced by an increase in the average comprehension test scores from the first to the second cycle. Additionally, students demonstrated more active participation and enthusiasm in the learning process. Thus, the picture-guessing method can be an effective alternative for improving students' understanding of *Istinja* procedures at the elementary school level.

Keywords: *Istinja*, picture guessing, student comprehension, elementary school, interactive learning.

INTRODUCTION

Personal hygiene education is a crucial aspect of character development from an early age. One essential hygiene practice that must be taught is *Istinja*, which refers to cleansing oneself after urination or defecation according to religious teachings and health principles. A good understanding of *Istinja* helps students maintain cleanliness and prevent diseases caused by poor sanitation (Rahmawati & Suryani, 2021). Therefore, teaching *Istinja* should be conducted using methods appropriate to the cognitive development of young children.

In reality, many first-grade students at SDN 100270 Mompang struggle to understand and correctly practice *Istinja*. This difficulty arises because traditional teaching methods, such as lectures and demonstrations, fail to engage young learners effectively (Hidayat et al., 2022). As a result, many students find it challenging to remember and correctly apply the steps of *Istinja* in their daily lives.

To enhance students' understanding of *Istinja*, innovative teaching methods are needed. One effective approach is picture guessing, a visual-based learning strategy that makes concepts more engaging and interactive. Research by Prasetyo & Lestari (2023) indicates that image-based learning methods improve students' memory retention and comprehension by utilizing visual elements that are easier for young children to understand. The primary goal of this study is to improve the first-grade students' comprehension of *Istinja* at SDN 100270 Mompang through picture guessing. Additionally, this study aims to assess the effectiveness of this method in increasing students' active participation in the learning process. By implementing a more engaging teaching strategy, students are expected to grasp and apply *Istinja* practices correctly in their daily routines.

Through picture guessing, students may feel more motivated to learn and retain the steps of *Istinja* more easily. This method is also expected to create a more enjoyable learning environment, reducing boredom and cognitive overload (Nurhidayah et al., 2021). Moreover, it fosters better teacher-student interaction, making the learning process more effective. However, previous studies highlight some challenges in implementing picture-based methods, such as limited access to suitable teaching media and teachers' lack of experience in adapting these methods effectively (Setiawan & Ramadhani, 2020). To address these issues, this research systematically designs and applies picture guessing to optimize its use in teaching *Istinja*. By conducting this study, picture guessing is expected to be an effective alternative for improving students' understanding of *Istinja*. The findings can serve as a reference for teachers in developing more creative and innovative teaching strategies in elementary schools, particularly in hygiene education and character building.

METHODS

This study employs a Classroom Action Research (CAR) approach consisting of two cycles. The primary data source in this research is first-grade students at SDN 100270 Mompang, who serve as the research subjects. Primary data is collected through observations, interviews, and comprehension tests administered before and after implementing the picture guessing method. Additionally, secondary data is obtained from relevant literature, including books, journals, and previous studies discussing visual-based learning methods in elementary education (Hidayat et al., 2022). The data collection process occurs in two stages. The first stage is the pre-research phase, which aims to assess students' initial understanding of *Istinja*. The second stage involves the research implementation, where the picture guessing method is applied in learning activities across two cycles. Each cycle consists of the stages of planning, implementation, observation, and reflection (Sari & Wibowo, 2022).

The collected data is analyzed using a qualitative and quantitative descriptive approach. Qualitative data, derived from observations and interviews, is analyzed through data reduction, data presentation, and conclusion drawing. This process aims to understand students' behavioral changes during the learning process and evaluate the effectiveness of the picture guessing method in enhancing their comprehension (Setiawan & Ramadhani, 2020). Meanwhile, quantitative data is obtained from students' comprehension test scores before and after implementing the picture guessing method. This data is analyzed by comparing pre-test and post-test scores using descriptive statistics, including the increase in average scores and the percentage of students' success in understanding the steps of *Istinja* (Wijayanti et al., 2023).

The results of this data analysis will serve as the basis for evaluating the effectiveness of the picture guessing method and providing recommendations for teachers in applying more interactive and engaging teaching strategies in elementary schools. Thus, this research is expected to make a significant contribution to improving the quality of hygiene education at the elementary education level.

RESULTS

This study was conducted on first-grade students at SDN 100270 Mompang, involving 30 participants. Before implementing the picture guessing method, the pre-test results indicated that students' understanding of *Istinja* procedures was still low. The initial test results showed that only 12 students (40%) were able to answer the questions correctly, while 18 students (60%) struggled to recall the proper steps of *Istinja*.

After applying the picture guessing method over two learning cycles, a significant improvement in students' comprehension was observed. By the end of the first cycle, the average comprehension score increased to 19 students (65%), and by the end of the second cycle, the score further improved to 26 students (85%). Additionally, classroom observations revealed that students became more active and enthusiastic in learning when using this method. The use of visual aids helped students retain information about *Istinja* more effectively.

Interviews with the classroom teacher also highlighted the positive impact of the picture guessing method on students' motivation to learn. The teacher noted that this approach helped students stay more focused and engaged in the lesson compared to the conventional lecture method previously used. The teacher also observed increased student participation in classroom activities following the implementation of this method. In addition to teacher interviews, student interviews were conducted to assess their response to the picture guessing method. The majority of students expressed a preference for learning with images over listening to lectures. They reported that visual stimuli made it easier to remember information and made the learning process more enjoyable.

To provide a clearer overview of students' comprehension improvement, the following table presents the test results before and after the implementation of the picture guessing method:

Learning Cycle	Number of Students Who Understood (Correct Answers)	Percentage (%)
Pre-test (Before Learning)	12 students	40%
Cycle 1	19 students	65%
Cycle 2	26 students	85%

The table above illustrates a 25% improvement in the first cycle and an additional 20% increase in the second cycle. This demonstrates that the picture guessing method is highly effective in enhancing students' understanding of *Istinja* procedures.

To ensure data validity, this study employed source and method triangulation. Data were gathered from multiple sources, including students' comprehension test results, classroom observations, and interviews with teachers and students. Additionally, method triangulation was conducted by comparing pre-test and post-test results while also observing students' behavioral changes during learning sessions. Quantitative data analysis was carried out by comparing pre-test and post-test scores using descriptive statistics. The increase in average scores indicates that the picture guessing method contributed to better student comprehension. Meanwhile, qualitative data were analyzed through data reduction, data presentation, and conclusion drawing based on observations and interviews.

Apart from improving understanding, this study also found that the picture guessing method enhanced student engagement in the classroom. Students asked more questions and participated actively in discussions. This was different from the previous teaching method, where most students were passive and less enthusiastic about the subject matter. With strong data verification, this study can serve as a recommendation for teachers to develop more interactive teaching methods. The findings also demonstrate that visual-based learning methods are highly suitable for early-age students, particularly in lessons related to personal hygiene and character education.

Based on these findings, it can be concluded that the picture guessing method is an effective strategy for improving the understanding of first-grade students at SDN 100270 Mompang regarding *Istinja* procedures. In addition to enhancing comprehension, this method also plays a role in boosting learning motivation and increasing student engagement in the learning process. Thus, this approach can be considered an alternative visual-based learning strategy that is more engaging and easier to understand for elementary school students.

CONCLUSION

This study demonstrates that the picture-guessing method significantly enhances first-grade students' understanding of *Istinja* at SDN 100270 Mompang. Before its implementation, only 40% of students had a good understanding, which increased to 65% after the first cycle and 85% in the second cycle. This proves the effectiveness of visual-based learning in teaching personal hygiene concepts. Beyond comprehension, the method also boosts student enthusiasm and participation. Students find it easier to grasp the material through images, while teachers benefit from more active discussions and quicker understanding compared to traditional lectures. Data validation through triangulation of sources and methods reinforces these findings. Tests, classroom observations, and interviews confirm that the method not only improves understanding but also creates a more interactive and enjoyable learning experience. Academically, this study contributes to developing more effective and engaging teaching strategies, especially in character education and hygiene. Socially, better understanding of *Istinja* fosters clean habits from an early age, helping prevent sanitation-related diseases. The picture-guessing method is a promising alternative for elementary education, encouraging teachers to adopt more innovative and interactive learning approaches.

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