

The Effect Of Audio Materials Based On The 'Taqrivot Sadidah' Textbook On The Teaching Of Wudhu to Visually Impaired Children At The Tunas Melati MGSI TPQ

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Abstract

This study aims to determine the extent to which audio media based on the Taqrivot Sadidah book influences wudu learning among visually impaired children at TPQ Tunas Melati MGSI. This study employed a quantitative approach using a pre-experimental research design with a one-group pretest-posttest design. The subjects of the study consisted of seven visually impaired students. Data were collected through pretests and posttests using a performance test instrument to measure students' ability to understand and practice the procedures of performing wudu. The data analysis techniques included a normality test, a paired-sample t-test, and an N-Gain effectiveness test. The results showed that the research data were normally distributed. The paired-sample t-test yielded a significance value of $0.000 < 0.05$, indicating that the use of audio media had a significant effect on wudu learning among visually impaired children. The mean pretest score also showed a significant improvement. Furthermore, the N-Gain effectiveness test yielded a score of 0.50, which falls into the moderate effectiveness category. Based on these findings, it can be concluded that audio media based on the Taqrivot Sadidah book is moderately effective in improving visually impaired children's understanding and practical performance of wudu at TPQ Tunas Melati MGSI. The implications of this study indicate that audio media can be utilized as a learning medium for teaching the practical procedures of wudu to visually impaired students.

Keywords: Ablution Learning; Blind; Audio Media

Abstrak

Penelitian ini bertujuan untuk mengetahui seberapa besar pengaruh media audio berpedoman Kitab Taqrivot Sadidah dalam pembelajaran wudhu bagi anak tunanetra di TPQ Tunas Melati MGSI. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian pre-eksperimen dan desain one-group pretest-posttest design. Subjek penelitian berjumlah 7 peserta didik tunanetra. Teknik pengumpulan data menggunakan pretest dan posttest dengan instrumen berupa tes perbuatan (performance test) untuk mengukur kemampuan peserta didik dalam memahami dan mempraktikkan tata cara berwudhu. Teknik analisis data menggunakan uji

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normalitas, paired sample t-test, serta uji signifikansi N-Gain. Hasil penelitian menunjukkan bahwa data penelitian berdistribusi normal, Hasil uji paired sample t-test memperoleh nilai signifikansi sebesar $0,000 < 0,05$ yang menunjukkan adanya pengaruh penggunaan media audio terhadap pembelajaran wudhu bagi anak tunanetra. Nilai rata-rata pretest juga menunjukkan adanya peningkatan yang signifikan. Selain itu, hasil uji signifikansi menggunakan N-Gain memperoleh nilai sebesar 0,50 yang termasuk kategori signifikansi sedang. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa media audio berpedoman pada Kitab Taqrirot Sadidah cukup efektif dalam pemahaman praktik berwudu bagi anak tunanetra di TPQ Tunas Melati MGSI. Implikasi penelitian ini menunjukkan bahwa media audio dapat dimanfaatkan sebagai media pembelajaran dalam praktik wudu bagi peserta didik tunanetra.

Kata kunci: Tunanetra; Pembelajaran Wudhu; Media Audio

I. Introduction

The teaching of Islam to visually impaired children requires an adaptive approach to overcome accessibility barriers in understanding procedural fiqh material. The use of audio media has proven to be a crucial tool in strengthening the imagination, reasoning and holistic understanding of religious material for visually impaired pupils (Agustin, L. K., & Azharghany, 2025). The integration of auditory-based media tailored to specific curricula, such as the the book **Taqrirot Sadidah**, can bridge the accessibility gap regarding classical fiqh literature, which has hitherto been limited to Braille print formats (Gandara, 2024). This is particularly important given that the complexity of the wudhu stages demands precision of movement and a systematic understanding of the sequence for children with visual impairments. The use of systematically structured audio media can optimise the process of internalising the sequence of wudhu movements through intensive auditory stimuli, as has been proven effective in facilitating the acquisition of motor and cognitive skills in learners with special educational needs (Prakoso, 2019).

The author identified a research gap between this study and previous research, due to the lack of innovative audio-based learning materials specifically designed for teaching wudhu to visually impaired children based on classical fiqh texts. Therefore, the researcher introduced an innovation in the form of audio materials based on the the book **Taqrirot Sadidah** for teaching wudhu to visually impaired children at the Tunas Melati MGSI TPQ. The difference between this study and previous research lies in the focus of the subject matter: whilst previous studies were limited to investigating the impact of audio media on learning for visually impaired children, this study has a specific focus, namely the use of the book **Taqrirot Sadidah** as a guide in teaching wudhu to visually impaired children at the TPQ Tunas Melati MGSI.

This innovative approach to learning using audio media for visually impaired children is crucial because conventional teaching methods often fail to engage pupils actively; therefore, media is required that can present instructions clearly and in a measurable manner, whilst significantly enhancing motivation to learn (Subagiya et al., 2023). Given that the subject of thaharah requires a high level of concentration to understand each pillar in depth, the use of audio media integrated with authoritative fiqh literature is

expected to provide a more concrete and inclusive learning experience (Febrianto, 2025; Rozi, F., & Alawiyah, 2021). Furthermore, the urgency of developing these audio-based tools is in line with the principle of equal educational rights for people with disabilities in accessing accurate religious literature (Yahya, 2024). Although there are literacy initiatives using Braille, the barriers to the blind internalising complex worship procedures still require media interventions that are more responsive to motor and cognitive needs (Amelia et al, 2024).

This approach seeks to optimise the sense of hearing as the primary assistive tool to compensate for visual limitations in processing complex information and procedures (Sudarma et al, 2024). This is consistent with findings that the use of auditory-based media is the most relevant strategy for learners with visual impairments to master content rich in procedural instructions (Zurriyatussholehah, 2025). Furthermore, the development of multisensory learning materials has been shown to have a significant impact on improving learning outcomes in the area of *taharah*, including an understanding of the pillars and conditions that invalidate *wudhu* (Hamdani, 2025). The integration of assistive technology focused on auditory stimulation offers a strategic solution to minimise learning barriers in both formal and non-formal educational institutions, such as TPQs (Dermawan, 2024). The use of this medium harnesses pupils' acute sense of hearing to compensate for visual impairments, effectively transforming *fiqh* narratives into instructions that are easily internalised (Fornia, 2025). By maximising their auditory sensitivity, blind children can improve their concentration and motivation in absorbing religious material in depth (Praptaningrum, 2020).

Although multisensory methods are theoretically recognised as capable of optimising learning outcomes (Hamdani et al., 2025), the urgent need to develop concrete and practical media remains a key requirement for supporting children's independence, in line with the principles of Universal Design for Learning within the context of inclusive education, which requires responsive pedagogical adaptation (Al-Thulaia et al., 2025). Consequently, the integration of audio resources based on the book **Taqrirot Sadidah** is expected to transform the learning experience into a more inclusive one, equipping pupils with essential practical skills, and building their confidence in performing acts of worship independently (Febrianto, 2025). It is hoped that this strategic transformation will minimise the disparities in implementation that have occurred due to the limited availability of supporting media within inclusive educational settings (Sabiladin, M. W., & Ridwan, 2025). Given the complexity of these challenges, the significance and impact of this medium are measured not only in terms of the accessibility of the material, but also through the students' success in developing an understanding of the *wudhu* ritual that is in accordance with authoritative *fiqh* guidelines (Rivai & Azis, 2025).

The implementation of this approach is in line with the principles of Universal Design for Learning, which emphasises the flexibility of media in ensuring that every learner, including those with sensory impairments, has equal access to learning materials (Ofiani,

O., Harmi, H., & Wanto, 2025). This study confirms that the targeted use of assistive tools can mitigate the constraints posed by teachers' competencies and the limitations of adaptive materials, which often hinder inclusive participation in Islamic educational settings. The author argues that the integration of audio media is not merely a matter of meeting technical requirements, but rather the embodiment of inclusive pedagogy that enables educators to overcome resource constraints through structured stimulation, in line with the principles of Universal Design for Learning, which emphasise the importance of flexibility and adaptability in instruction for learners with special needs (Agustin, L. K., & Azharghany, 2025).

With the support of authoritative voice-based tools, the psychosocial and technical barriers often faced by teachers when presenting complex fiqh material can be minimised, thereby creating a more equitable and self-directed learning ecosystem (Al-Thulaia et al, 2025). The implementation of this medium also addresses the real challenge of limited accessibility to adaptive fiqh literature, whilst broadening theoretical insights regarding the integration of technology in inclusive religious education (Syaidah et al., 2025). The use of audio media in this study is further supported by the learning characteristics of visually impaired children, who rely more heavily on their hearing to receive information. Audio media enables learners to listen to the material repeatedly, thereby helping to improve their memory and understanding of the procedures for wudhu. Thus, audio media based on the book **Taqrirot Sadidah** is expected to provide an innovative solution for creating a more effective, inclusive and needs-based approach to teaching wudhu to visually impaired learners.

This approach is driven by the principle that providing a variety of information representation modalities is crucial for accommodating the diversity of students' learning styles (Dalimunthe et al., 2020), particularly in facilitating the internalisation of accurate and comprehensive concepts of fiqh. Providing accessibility through universal instructional design has been empirically proven to enhance students' active participation and independence within religious education settings (Mizwar, 2025). This innovative strategy not only bridges the accessibility gap but also reinforces the success of adaptive Islamic Education (PAI) strategies in accommodating the unique characteristics of each learner (Fitriani et al., 2025). Therefore, the optimisation of these audio-based resources is expected to minimise the digital divide that often limits the participation of students with disabilities in accessing authoritative religious literature (Afif et al, 2025). Furthermore, the enrichment of these auditory-based learning tools provides an additional dimension that facilitates visually impaired pupils in constructing conceptual understanding independently through a more dynamic multisensory approach (Wardhani et al., 2023).

Through the use of this adaptive media, the process of internalising fiqh can take place in a more concrete manner, thereby mitigating the barriers caused by the lack of inclusive

support resources in religious education settings (Rusyianti, 2025). The development of these media is crucial, given that the adaptation of learning materials is a key pillar in realising an inclusive educational ecosystem capable of accommodating the diverse needs of pupils with sensory impairments (Mukti, 2019). In line with this urgency, this study focuses on the development of audio resources based on the book **Taqrirot Sadidah** at the Tunas Melati MGSI TPQ as a systematic effort to address the shortage of inclusive learning resources for visually impaired children (Suwahyu, 2025). This initiative responds to the urgent need for flexible and contextual teaching materials, as curriculum adaptation and collaborative methods have proven crucial in supporting the success of inclusive religious education (Djayadin, C., & Nurhikmah, 2025).

It is hoped that this integration of audio-based media will minimise pedagogical barriers whilst serving as a concrete model for the development of disability-friendly Islamic Education (PAI) materials in non-formal settings (Qodriyah et al, 2025). This initiative is in line with the urgent need to enhance educators' skills in managing inclusive classrooms, given that a well-accommodated learning environment is a fundamental prerequisite for the independence of visually impaired children in performing their religious duties (Pratama et al, 2024). The use of audio media is expected to help learners understand the steps of wudhu more clearly through coherent, practical and easy-to-remember voice instructions. Based on the above, this study aims to determine the extent of the influence of audio media based on the book **Taqrirot Sadidah** on wudhu learning for visually impaired children at the Tunas Melati MGSI TPQ.

II. Research Methods

The approach used in this study was a quantitative approach, specifically a pre-experimental study design. The research design employed was a one-group pre-test-post-test design. This design was chosen because the study utilised only one sample group without a control group (Sugiyono, 2019); furthermore, this study did not employ total sampling, which involves using the entire population as the research sample. The study was conducted at the TPQ Tunas Melati MGSI. The study took place over six sessions with the research subjects comprising visually impaired children participating in wudhu lessons; there were seven pupils, all of whom had visual impairments.

Table 1. The interventions carried out by the author during the six sessions.

Session	Topic/Focus	Treatment Activities
1	Pre-tests for pupils and mapping the learning process	The researcher posed brief questions to the pupils regarding wudu, ranging from its requirements and essential elements to the things that invalidate wudu, followed by the identification of the problem
2	Introduction to wudu and the parts of wudu	The pupils listened to an audio recording explaining the definition of wudu, its purpose, the requirements, and the parts of the body that are washed or wiped during wudu. The researcher provided a verbal explanation and guided the pupils to identify the parts of the body through touch.

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Session	Topic/Focus	Treatment Activities
3	Intention and washing both palms	The pupils listened to an audio recording explaining the intention behind wudu and the procedure for washing the palms of the hands. The researcher provided verbal demonstrations and helped the pupils perform the movements correctly through direct guidance.
4	Rinsing the mouth, sniffing water into the nose, and washing the face	The pupils listened to audio instructions on how to rinse the mouth, draw water into the nose (istinsyaq), and wash the face. The pupils then practised each step in stages under the researcher's guidance.
5	Washing the arms up to the elbows and wiping the head, and wiping the ears and washing the feet	The pupils listened to an audio recording explaining how to wash their right and left hands up to the elbows and how to wipe their heads. The researcher gave verbal instructions and provided guidance whilst the pupils practised. The pupils then listened to an audio recording explaining how to wipe their ears and wash both feet down to the ankles. The pupils practised the movements in sequence under the guidance of the researcher.
6	Practising wudu in its entirety, concluding with a post-test for the pupils	The pupils listened again to the audio recording covering all the stages of wudu according to Taqrirot Sadidah. Next, the pupils performed the full wudu ritual from start to finish with minimal guidance from the researcher. At the end of the session, the pupils' understanding was reinforced and assessed. The author then asked the pupils brief questions relating to wudu, ranging from its requirements and essential elements to the things that invalidate wudu.

The data collection techniques used in this study included a pre-test and a post-test. The pre-test was conducted prior to the intervention to assess the initial ability of visually impaired pupils to understand and practise the procedures for wudhu. Subsequently, the post-test was carried out after the intervention—which involved the use of audio materials based on the book **Taqrirot Sadidah**—to assess the improvement in the students' understanding and practical ability regarding wudhu.

The research instrument used was a performance test to measure the ability of visually impaired students to practise the procedures for wudhu in the correct sequence and in accordance with the prescribed guidelines. A performance test was used because this study focused on the pupils' practical ability to perform the movements and recitations of wudhu directly. The pre-test was administered before the learning or intervention began, with the aim of measuring the pupils' initial ability regarding the subject of wudhu, assessing their readiness to participate in the learning process, and serving as a basis for determining the implementation of the intervention. Meanwhile, the post-test is a test administered after the learning process or intervention has been completed, with the aim of measuring pupils' abilities following the use of audio materials based on the book **Taqrirot Sadidah**, evaluating the effectiveness of the learning materials, and determining the improvement in pupils' learning outcomes. The research instrument framework is as follows:

Table 2. Research Instrument Framework

No.	Aspects	Indicators	Type of Instrument	Total
1.	Understanding wudhu	Stating the intention for wudhu	Performance test	1 question
2.	Understanding wudhu	Stating the sequence of wudhu	Performance test	1 question
3.	Practising wudhu	Practising washing the face	Performance test	1 question
4.	Practising wudhu	Practising washing the hands up to the elbows	Performance test	1 question
5.	Practising wudhu	Practising wiping the head	Performance test	1 question
6.	Practising wudhu	Practising washing the feet up to the ankles	Performance test	1 question
7.	Correct sequence	Performing wudhu in the correct sequence	Performance test	1 question
8.	Recitations during wudhu	Reciting the prayer after wudhu	Performance test	1 question
9.	Use of audio materials	Following the audio instructions carefully	Performance test	1 question
10.	Independent learning	Practising wudu independently after listening to the audio	Performance test	1 question

Using the instrument described above, validity and reliability tests can be carried out using the SPSS application. The assessment instrument used in this study employed a Likert scale with a score range of 1 to 4. The practical test instrument in this study comprised several assessment aspects, namely the ability to recite the sequence of wudhu, to perform the movements of wudhu correctly, to recite the wudhu prayers, and the accuracy of the sequence of wudhu performance in accordance with the guidelines in the book **Taqrirrot Sadidah**.

The data analysis technique used in this study was the paired-sample t-test, which compared the results and examined the two-tailed significance level; a value of < 0.05 was taken to indicate the presence of a significant effect. This test was also used to analyse whether there was a significant difference between the pre-test and post-test results for the same sample after the treatment, which involved the use of audio materials based on the book **Taqrirrot Sadidah** in teaching wudu to visually impaired children.

III. Result and Discussion

A. Research Findings

To assess the success of the study, the researcher conducted a field test by administering a test to visually impaired participants on their understanding of the procedures for wudhu following the audio-based intervention. In the previous stage, the researcher had administered the assessment instrument whilst the participants had not

yet received the intervention, in order to gauge the extent of improvement achieved. After obtaining both sets of data, the researcher proceeded to test the normality of the research data before carrying out the hypothesis testing. The following are the pre-test and post-test data, the normality of which was subsequently tested using SPSS for Windows.

Table 3. Data Post Test & Pretest.

Student	Pretest	Posttest
P1	23	30
P2	26	34
P3	21	28
P4	25	33
P5	28	36
P6	22	30
P7	27	35
Mean	24,57	32,29

From the data, the normality test results are as follows:

Table 4. Normality Test

Kolmogorov-Smirnova			Shapiro-Wilk			
Variable	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,140	7	0,200*	0,953	7	0,424
Posttest	0,150	7	0,200*	0,957	7	0,456

A normality test was conducted to determine whether the pre-test and post-test data were normally distributed, as this is one of the prerequisites for parametric statistical analysis. As there were seven research subjects, the normality test was carried out using the Shapiro-Wilk test with the aid of the SPSS for Windows software. The decision criterion was that if the significance level was greater than 0.05, the data were deemed to be normally distributed.

Based on the results of this prerequisite test, the researcher then conducted a hypothesis test to determine the significance of using audio media based on the Taqrirot Sadidah textbook in teaching wudhu to visually impaired children at the Tunas Melati MGSi TPQ. The hypothesis test was carried out by comparing the pupils' learning outcomes before the audio media intervention (pre-test) and after the intervention (post-test). This test aimed to determine whether there was a significant difference between the two sets of measurement results and to prove whether the audio media used actually had an impact on improving the pupils' understanding and practical skills regarding wudhu. The results of the hypothesis testing using a paired-sample t-test are presented in the following table.

Table 5 Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Nilai – Kelas	-7.714	2.812	1.063	-10.315	-5.114	-7.259	6	.000

Based on the results of the paired-sample t-test above, the two-tailed significance value is found to be $0.00 < 0.05$. This indicates that there was an improvement following the implementation of the audio medium as a treatment for teaching wudhu to visually impaired children at the Tunas Melati MGSI TPQ. This is also evidenced by a comparison of the mean scores of the two data sets, where the pre-test score was 24.57, whilst the post-test score was 32.28. There was an improvement of 7.71 following the intervention. Having established that an improvement had occurred, the researcher proceeded to test the effectiveness of the audio medium in wudhu learning using the formula:

$$g = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Ideal Score} - \text{Pretest Score}}$$

$$g = \frac{32.28 - 24.57}{40 - 24.57}$$

$$g = \frac{7.71}{15.43}$$

$$g = 0.50$$

The value of g, or significance, was found to be 0.50, which falls into the category of moderate significance. It can therefore be concluded that the use of audio materials aids the learning of wudhu for visually impaired children at the Tunas Melati MGSI TPQ.

B. Discussion

Based on the results of the research conducted, it was found that the use of audio materials based on the *Kitab Taqrirot Sadidah* had an impact on the learning of wudhu by visually impaired children at the Tunas Melati MGSI TPQ. This was demonstrated by the results of statistical tests, which showed an improvement in the pupils' abilities following the intervention involving the use of audio materials. Prior to hypothesis testing, the researcher first carried out a normality test as a prerequisite to ensure that the research data met the requirements for parametric statistical analysis. Further analysis using a paired-sample t-test confirmed that there was a significant improvement in the pupils' wudhu skills following the intervention, indicating that the use of audio media is able to overcome visual barriers to understanding the rituals of worship as set out in the book *Taqrirot Sadidah* (Idris et al, 2022).

The results of the normality test using the Shapiro-Wilk test showed that the significance value for the pre-test was 0.424 and for the post-test was 0.456. Both values were greater than 0.05; therefore, the research data were deemed to be normally distributed and met the requirements to proceed to the hypothesis testing stage using a paired-sample t-test. The results of the paired-sample t-test showed a significance value of $0.000 < 0.05$. This value demonstrates that there is a significant difference between the pre-test and post-test results following the use of audio aids in teaching wudhu to visually impaired children. An improvement in learning outcomes is also evident from the pre-test average score of 24.57, which increased to 32.28 in the post-test. The difference in improvement of 7.71 indicates that audio media helped visually impaired learners to understand and practise the procedures for wudhu more effectively than before the intervention. This finding is consistent with previous research showing that an auditory-based approach is effective in facilitating the acquisition of procedural information for individuals with visual impairments (Primasari, A., & Hidayat, 2022). The integration of traditional text-based material into an audio format has been shown to strengthen pupils' cognitive retention in internalising the systematic sequence of religious practices.

Furthermore, the effectiveness of audio-based media in facilitating information retention amongst pupils with special educational needs has been demonstrated, particularly in memorising the sequence of complex religious rituals through intensive repetition (Sabit et al, 2024). The results of this study can be explained by the Cognitive Theory of Multimedia Learning proposed by Richard E. Mayer (2021). This theory explains that individuals learn more effectively when information is conveyed through channels that are appropriate to their cognitive capacity. For visually impaired learners, the auditory channel is the primary means of receiving and processing information. Therefore, the use of audio media in this study helped learners understand the stages of wudhu more systematically than learning that relied solely on the teacher's verbal explanations. Mayer explains that the learning process is optimised when information is presented in an organised manner and does not overburden the learners' working memory (cognitive load). In this study, the audio instructions, which were structured according to the sequence of material in the book *'Taqrirrot Sadidah'*, helped the pupils process information step by step, thereby enhancing their understanding and practical skills in performing wudhu.

These findings are supported by international research conducted by Richard E. Mayer and Moreno, which shows that the delivery of information through audio narratives is able to improve knowledge retention and transfer compared to the delivery of unstructured information. This was evident in the increase in learners' average scores from 24.57 to 32.28 following the use of audio media. This improvement indicates that learners not only remembered the sequence of wudhu but were also able to apply it more accurately in practice. This enhancement in retention aligns with the dual-channel

principle in multimedia cognitive theory, whereby the optimisation of the auditory channel effectively minimises excessive cognitive load during the processing of complex procedural material (Astatin, G. R., & Nurcahyo, 2016). Thus, the optimisation of audio media within the context of the Tunas Melati MGSI TPQ serves not merely as a tool for repetition, but as a strategic instructional medium that ensures inclusive cognitive accessibility for visually impaired pupils (Ons, J. S. M., & Yahaya, 2022). The integration of this medium fundamentally supports the principles of instructional design, which emphasise the importance of reducing extrinsic cognitive load so that learners can focus their mental resources on processing meaningful content. Audio media enables learners to listen to the material repeatedly until they are able to remember and practise the procedures for wudhu correctly. This explains the improvement in learning outcomes, as evidenced by the rise in the average mark from 24.57 in the pre-test to 32.28 in the post-test following the intervention over several sessions. These findings reinforce Bandura's view that a learning process involving observation, imitation and repeated reinforcement can lead to better behavioural changes and skills. The successful use of audio media in this study was also influenced by the use of the book **Taqrirot Sadidah** as a guide for the learning material. This book contains systematic and straightforward basic fiqh material, making it easier for learners to understand the procedures for ritual purification, particularly wudhu. The delivery of material via audio tailored to the book's content made the learning process more structured and easier for visually impaired learners to follow. This integrative approach minimised reliance on conventional lecture methods, which are often less effective for students with visual impairments in comprehending procedural fiqh material (Budi, 2025).

The use of authoritative classical Islamic texts in audio format also provides legal certainty and religious validity for students, ensuring that the process of internalising the values of worship takes place not only cognitively but also theologically. The synergy between a comprehensive fiqh curriculum and this audio-based assistive media ultimately creates an adaptive learning ecosystem, which is significantly capable of reducing accessibility barriers for people with disabilities in mastering crucial aspects of the ritual of thaharah (Haris, 2025). This strategy is in line with research findings regarding the use of voice-based technology to enhance the independent learning of students with special needs in understanding complex worship procedures (Maryam et al, 2026). Furthermore, the adaptation of multisensory methods in learning for people with disabilities has proven crucial in creating an inclusive bridge of accessibility within the religious education environment. The research findings can also be analysed using the theory of social constructivism developed by Lev Vygotsky (1978). According to Vygotsky, the learning process does not take place solely on an individual basis, but is shaped through interaction with the social environment and various forms of support provided to learners. One of the key concepts in this theory is scaffolding, which involves the provision of gradual support or assistance that enables learners to complete tasks

they were initially unable to perform independently. In this study, the audio material based on the The book *Taqrirot Sadidah* serves as a form of scaffolding that helps visually impaired learners understand each step of performing wudu systematically. The instructions delivered via audio provide clear guidance on the sequence of movements, recitations and the procedures for wudu, thereby ensuring that learners receive learning support tailored to their characteristics and needs.

In addition to the concept of scaffolding, Vygotsky (1978) also put forward the concept of the Zone of Proximal Development (ZPD), which refers to the gap between a learner's current abilities when learning independently and the potential abilities they can achieve with assistance from teachers, learning resources or the learning environment. Before the intervention, some pupils still experienced difficulties in understanding the sequence of wudhu and practising it correctly. However, after receiving support through audio materials and teacher guidance during the learning process, the pupils' abilities showed a significant improvement. The increase in the average score from 24.57 in the pre-test to 32.28 in the post-test indicates that the pupils successfully progressed from their current level of ability to a higher potential level. This finding reinforces Vygotsky's view that the use of appropriate learning aids can accelerate the process of knowledge and skill construction among pupils, particularly for those with special educational needs who require learning materials adapted to their sensory characteristics.

The findings of this study are also supported by previous research conducted by Praptaningrum (2020), which showed that audio media can enhance the motivation and learning comprehension of visually impaired learners. That study explained that the use of audio media helps pupils to focus more on the material because the information is conveyed verbally and can be repeated as required for their learning. Furthermore, the study by Sari et al. (2019) stated that audio-based learning media are effective for visually impaired children as they can improve pupils' concentration and independence in learning. The similarity between that study and the present study lies in the use of audio media as the primary means of learning for visually impaired children. However, this study offers a novel contribution by integrating audio media with the teaching of wudhu (ablution) based on the The book *Taqrirot Sadidah*, a topic previously rarely researched. Thus, the contribution of this study to Islamic education lies in the teaching of wudhu and prayer in accordance with the foundational guidelines of this classical fiqh text, which offers practical solutions; previously, this text could only be applied by sighted individuals. The book *Taqrirot Sadidah* was chosen as the primary reference for this study because, as stated by Al-Habib Salim Asyatiri in his foreword, this book is characterised by its straightforward style, which makes it easier for beginners to study fiqh; it contains various insights and a number of questions and answers on familiar issues, as well as solutions to incidental problems, (Zain bin Ibrohim, 2006).

In addition to demonstrating an improvement in understanding of wudhu, this study is also expected to measure the level of significance of the use of audio media through the N-Gain calculation. Based on the results of the calculation, a gain value of 0.50 was obtained, which falls within the category of moderate significance. This value indicates that audio media is sufficiently effective in assisting the learning of wudhu for visually impaired children. The 'moderate' category indicates that audio media has made a positive contribution to improving the learners' abilities, although there are still several factors that may influence learning outcomes, such as the learners' prior knowledge, the intensity of practice, and time constraints during learning sessions.

The significance of the influence of audio media in this study can also be explained through the 'Cone of Experience' theory developed by Edgar Dale (1969). According to Dale, learning experiences that involve the active participation of learners will result in higher levels of understanding and retention compared to learning that is purely passive. Within the Cone of Experience, activities involving direct, purposeful experiences provide a more concrete learning experience, making it easier for learners to understand and remember the material studied. In this study, learners did not merely listen to the material via audio media but also directly practised the procedures for wudhu based on the instructions they heard. This enables learners to gain a more tangible and meaningful learning experience than if they were merely receiving theoretical explanations. This integration of auditory input and motor activities aligns with findings that the use of auditory learning media has been shown to significantly improve pupils' learning outcomes, particularly through systematic repetition. In line with this principle, the optimal utilisation of the sense of hearing through audio media is capable of transforming abstract information into a more concrete learning experience that is easily absorbed by visually impaired pupils (Wasiyah et al, 2023).

Furthermore, the use of audio media synchronised with hands-on practice is consistent with Dale's cone of experience theory, according to which knowledge acquisition reaches 80 per cent when learners can see, hear and carry out tasks simultaneously (Hadijah, S., Aulia, L., & Eviyanti, 2020). Thus, the optimisation of audio media in this context serves not merely as an auditory aid, but as a facilitator that bridges the cognitive gap between abstract instruction and practical application. The combination of listening to audio instructions and performing wudhu in person results in a learning process that simultaneously engages cognitive, affective, and psychomotor aspects. According to Dale (1969), the more senses and activities involved in the learning process, the greater the likelihood that learners will understand and retain information in the long term. Therefore, the improvement in learning outcomes achieved by the learners in this study stemmed not only from their theoretical understanding of the wudhu procedure but also from their active involvement in performing each stage of wudhu directly. These findings are reflected in the improvement in the learners' average

scores following the intervention, indicating that learning through hands-on practice supported by audio media helps visually impaired learners to understand and master the skills of wudhu more effectively. This is further reinforced by the use of the Taqrirot Sadidah text as the basis for the curriculum, which presents material on the fiqh of worship in a systematic and comprehensive manner for learners.

The integration of fiqh content from this classical literature into an audio-visual format helps to minimise information distortion whilst ensuring the accuracy of the worship procedures taught to students with visual impairments (Abbas et al, 2020). By optimising the use of the sense of hearing, this medium not only bridges the limitations of visual access but also places learners at the centre of building independent understanding through concrete stimuli. In the learning process, teachers also play a vital role in supporting the successful use of audio media. Teachers act as facilitators who guide pupils as they listen to audio instructions and practise the movements of wudu in person. The teacher's guidance helps pupils understand each stage of wudhu more accurately. This is in line with the views of Fauziah and Hasanah (2020), who state that teachers in inclusive education must be able to adapt learning strategies and resources to the needs of pupils with special needs so that learning takes place effectively. Consequently, this resource has proven effective in helping visually impaired children understand and practise the procedures for wudhu independently through structured auditory instructions that are consistent with the guidelines in the book *Taqrirot Sadidah*.

IV. Conclusion

Based on the results of the research conducted, it can be concluded that audio materials based on the the book *Taqrirot Sadidah* have an impact on the learning of wudhu by visually impaired children at the TPQ Tunas Melati MGSI. This is evidenced by the results of the paired-sample t-test, which showed a significance value of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test results following the intervention.

An improvement in the pupils' learning outcomes is also evident from the average pre-test score of 24.57, which increased to 32.28 in the post-test, representing an increase of 7.71. Furthermore, the results of the significance test using N-Gain yielded a value of 0.50, which falls within the category of moderate significance. These results indicate that audio media is sufficiently effective in helping visually impaired pupils understand and practise the procedures for wudhu.

The use of audio media is considered appropriate given the learning characteristics of visually impaired children, who rely more heavily on their sense of hearing to receive information. Through coherent voice instructions that can be played repeatedly, pupils

find it easier to understand the sequence of movements and recitations for wudhu in accordance with the guidelines of the the book *Taqrirot Sadidah*. Thus, audio media can serve as an adaptive and inclusive alternative for Islamic religious education, helping to enhance blind children's understanding of religious practices.

Given the diversity of needs amongst individuals with visual impairments, the development of this audio-based resource is expected to serve as an innovative model that supports the creation of a disability-friendly learning environment in other religious educational institutions. Furthermore, efforts to develop innovative learning resources based on adaptive technology need to be expanded in scope so that classical Islamic literature can be accessed in a more inclusive manner by the entire visually impaired community. It is hoped that this synergy between technological innovation and authoritative religious literature will help to reduce the gap in religious literacy amongst people with disabilities, in line with the importance of creating an inclusive educational environment that is responsive to special needs.

V. Bibliography

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