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Practical Worship Training: How to Perform Ritual Bathing, Wudhu, and Istinja` for Sdn Balayon Students

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A R T I C L E I N F O

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A B S T R A K

Purification is an important part of worship in Islam. Understanding the proper procedures for purification needs to be instilled from elementary school age because students are developing habits and skills in performing daily religious practices. Based on initial observations, students at SDN Balayon still require strengthened understanding and skills regarding the procedures for ritual bathing, ablution (wudu), and istinja'. This activity aimed to improve students' understanding and skills in comprehending and practicing the procedures for ritual bathing, ablution (wudu), and istinja' in accordance with Islamic teachings. The activity was conducted on July 30, 2026, at SDN Balayon, Liang District, Banggai Islands Regency, Central Sulawesi Province. The methods used included observation, coordination with the principal and Islamic Religious Education teacher, material presentation, demonstration, direct practice, question-and-answer sessions, and guidance. The materials covered the definition and procedures of istinja', the pillars and procedures of ablution (wudu), the procedures for ritual bathing, and the importance of maintaining personal cleanliness and purity. The implementation of the activity showed that the students were able to participate actively and well throughout the training. The students gained an understanding of the procedures for ritual bathing, ablution (wudu), and istinja', as well as practical experience in performing them directly based on the demonstrations provided. Practical worship training provided students with a concrete learning experience and helped improve their understanding and skills in practicing purification. This activity also encouraged students to develop the habit of maintaining cleanliness and purity as an integral part of daily worship

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INTRODUCTION

Worship is one form of human devotion to Allah SWT, expressed through various practices according to Islamic law. In carrying out worship, cleanliness and purity are important, especially before performing certain acts of worship like prayer (Hasibuan & Rizki, 2026). One way to prepare for worship is through purification, or thaharah. Thaharah includes different ways of cleansing oneself, such as wudu to remove minor impurities, bathing to remove major impurities, and istinja' to clean up after using the toilet. The Ministry of Religious Affairs of the Republic of Indonesia explains that wudu is a form of purification from minor impurities and is an important part of meeting the conditions for valid prayer (Bakti, 2026).

Understanding how to perform purification rituals should be given to children starting in elementary school because at this stage, students are building habits and skills for carrying out daily worship. Knowledge that is only gained through theoretical explanation doesn't necessarily make students able to practice worship correctly (Rusli, 2024). That's why learning about basic worship needs to be accompanied by examples and hands-on practice so that students can see, understand, and then carry out each step according to the guidance being taught. Research by Kasmawati shows that learning about purification (taharah) for elementary school students can be developed through activities that give students concrete experiences (Muslim, 2025).

Wudu, ritual bathing, and istinja' are part of purification practices that are close to students' daily lives. Wudu is performed as a way to cleanse oneself from minor impurities, while obligatory bathing or ghusl is used to remove major impurities (Ni'mah Wahyuni, 2023). Meanwhile, istinja' is related to cleaning parts of the body after using the toilet, so cleanliness and purity are maintained (Fajrin, 2023). These three forms of purification are not only about physical cleanliness but also part of a Muslim's readiness to perform worship. Therefore, a proper understanding of the procedures and rules of purification needs to be instilled gradually from an early age (Ala'ul Islam, 2026).

Based on initial observations of students at SDN Balayon, there is still a need to strengthen students' understanding and skills in performing worship practices, especially those related to the proper way of ritual bathing, ablution, and istinja'. Some students already know that purification is an important part of worship, but their understanding of the sequence, rules, and practice still needs to be clarified through more hands-on learning. This shows that teaching worship material is not enough to just explain it in class, but it also needs to be complemented with demonstrations and direct practice. This aligns with purification learning activities at the elementary school level, which show that practicing ablution directly can help students understand and master the steps of worship more effectively.

Using the demonstration method in teaching worship is also really relevant because students can watch the steps being demonstrated before trying them out on their own. Other research on teaching ablution to elementary school students shows that the demonstration method can help improve students' understanding and skills in performing ablution. So, practical worship training activities can be

a good way to connect religious knowledge with students' practical abilities (Fajri, 2024).

IMPLEMENTATION AND METHODS

Time and Place of the Activity

This practical worship training activity was held on July 30, 2026, at SDN Balayon, Liang District, Banggai Islands Regency, Central Sulawesi Province.

Activity Procedure

At the stage of carrying out this activity, it started with observations of the principal and the religion teachers at SDN Balayon, Liang District, Banggai Islands Regency. Then it continued with further coordination with the religion teachers at SDN Balayon. Next was the implementation of practical worship training. The stages and methods of the activity implementation are presented in the following table.:

Table 1: Activity Implementation Methods

Stages of Implementation	Activities	Method	Material
Observations	Carrying out observations at SDN Balayon, Liang District, Banggai Islands Regency	Meeting with school principals and religious teachers	Observations on the work program on practical worship training in the procedures of holy bath, Ablution and Istinja'
Coordination	Carry out coordination with resource persons. The place and time of the practical worship training activities	Meeting with religious teachers and principals of SDN Balayon	- Coordination with the principal of SDN Balayon regarding the time and place. - Coordination with religious teachers regarding the material and time of practical worship training
Implementation	Implementation of practical worship training for students of SDN Balayon	A meeting with the students of S.S. Balayon	- Discussing the meaning of istinja' - Discussing the Istinja Ordinance' - Discussing the Meaning of Wudhu - Discussing the procedure of ablution

			- Discussing the meaning of holy bathing - Discussing the procedure of holy bathing - Discussing the importance of maintaining cleanliness and purity

RESULTS AND DISCUSSION

The initial stage results of the practical worship training at SDN Balayon were carried out through observation and communication with the principal and religious teachers. The activity aimed to understand the state of worship learning and the students' needs in understanding purification material. From the observations, the training material focused on three forms of purification: istinja', wudu, and full ritual bathing. After that, discussions were held with the school regarding the schedule, location, material to be provided, and training techniques.

The training was held on July 30, 2026, at SDN Balayon, Liang District, Banggai Kepulauan Regency, Central Sulawesi Province. The activities were carried out through several forms of learning, including explaining the material, giving examples or demonstrations, student practice, and Q&A sessions. The material covered included the understanding of istinja' and its procedures, the meaning and practice of wudu, the concept and steps of ritual bathing, as well as the importance of maintaining personal cleanliness and purity.

After the material is given, students follow a demonstration carried out according to each stage of the purification practices. Students are then given the opportunity to try out the procedures for istinja', wudu, and ritual bathing themselves. During the process, students follow the instructions given and practice based on the examples shown. A Q&A session is also conducted to give students the chance to ask about anything they don't understand. In this way, the activity not only provides knowledge verbally but also gives students firsthand practical experience.

Based on the activities carried out, the students participated in the entire training series, which included delivering material, demonstrations, practice, and Q&A sessions. The students were also directly involved in practicing the material that had been provided. The results show that the students gained an understanding of the rituals of holy bathing, ablution, and istinja', as well as experience in performing purification practices. Thus, the activities conducted provided learning that combined knowledge about purification with hands-on practice.

The training results at SDN Balayon are similar to Kasmawati's (2021) research on taharah learning for elementary school students. That study showed that teaching purification material can be done by giving students a more hands-on learning experience. The similarity lies in the material related to taharah and the target audience, which is elementary school students. The difference is in the implementation method. Kasmawati's research used audio-visual media in classroom action research, while the activities at SDN Balayon used material delivery, demonstrations, hands-on practice, and Q&A.

This activity also has similarities with Nurdin's (2026) research that used demonstration methods in teaching wudu to elementary school students. Both activities provide direct examples before the students practice. The difference lies in the scope of the material. Nurdin's research focuses on the procedure of wudu, while the training at SDN Balayon covers three materials: istinja', wudu, and the ritual bath.

In addition, the training activities at SDN Balayon are similar to the purification learning activities conducted by the Regional Office of the Ministry of Religious Affairs of South Kalimantan, which is giving students the chance to practice ablution directly after receiving an explanation about purification materials. The similarity lies in using practice as part of the learning process. Meanwhile, activities at SDN Balayon have more varied material because they not only provide ablution training but also cover istinja' and ritual bathing.

Overall, the practical worship training activities at SDN Balayon were carried out through stages of observation, coordination, material delivery, demonstration, practice, and Q&A. These activities provided students with knowledge and hands-on experience on how to properly purify themselves. Issues regarding the need to strengthen students' understanding of ritual bathing, ablution, and istinja' were addressed through lessons accompanied by examples and direct practice. The results also showed similarities with several previous activities and studies that used practice or demonstration in teaching worship to elementary school students. The main difference in this activity lies in the combination of three purification materials, namely istinja', ablution, and ritual bathing, in a single training session.

Activity Observation

Kegiatan ini dilaksanakan pada tanggal 23 Juli 2026 bertempat di SDN Balayon kecamatan liang kabupaten b This activity was held on July 23, 2026, at SDN Balayon in the Liang district of Banggai Islands Regency. The activity was carried out through direct interviews with the school principal and the religion teacher regarding the provision of practical worship training activities for SDN Balayon students.

After conducting in-depth observations, it can be concluded that students of SDN Balayon can be taught Islamic religious education regarding the procedures for ritual bathing, ablution, and istinja` so that they can improve their understanding of purification from an early age.



Figure 1: Observation activity at SDN Balayon, Liang District, Banggai Islands Regency

Activity Coordination

The coordination activity was held on July 28, 2026, at SDN Balayon, Liang District, Banggai Kepulauan Regency. The coordination was carried out with the principal and religious teachers of SDN Balayon as part of the preparation before the practical worship training. This activity aimed to ensure that the training could run according to the students' conditions and needs. During the coordination, several things were discussed related to the time, place, materials, participants, and the technical implementation of the activity.

Coordination with the principal was carried out to get approval and ensure the school's readiness to support the training activities. The discussion included determining the time and place of the event so it could run without disrupting school lessons. The school also supported the activities because the material provided is related to Islamic Religious Education, especially regarding the procedures for purification. In addition, coordination was done to make sure students could participate in an orderly manner and have the opportunity to be directly involved in the training process.

Next, coordination with the religion teacher was done to discuss the material that would be delivered to the students. The training material was adjusted to the purpose of the activity, which is to provide basic understanding and skills regarding the procedures of istinja', ablution, and ritual bathing. The religion teacher also gave input on how to present the material so that it could match the students' level of understanding in elementary school. With this discussion, the material provided is expected to be delivered in a simple, systematic, and easy-to-understand way for the students.

Besides discussing the material, coordination was also done to determine the methods that would be used during the activities. The training was planned to use material delivery, demonstrations, hands-on practice, as well as question-and-answer sessions and guidance. These methods were chosen so that students wouldn't just gain theoretical knowledge but could also see examples and directly practice the purification procedures that have been explained. Religion teachers and the school staff were also involved in the coordination process so that the activities could run in a focused way and suit the school's conditions.

The coordination results showed that SDN Balayon supported the implementation of practical worship training. Agreements on time, place, materials, and activity procedures became the basis for carrying out the training on July 30, 2026. By having coordination before the activity, the training could be prepared better, so the event went smoothly. This coordination also became an important step in building cooperation between the activity organizers and the school in providing a more practical worship learning experience for the students.



Figure 2: Coordination Activities for Practical Worship Training

Implementation of Study Guidance Activities
Practical Worship Training Material on How to Perform Istinja` and Wudu

This activity was carried out on July 30, 2026. The purpose of this practical worship training on how to perform istinja` and wudu is to increase children's knowledge about the meaning, rules, and importance of istinja' and wudu in maintaining cleanliness and purity from an early age. The practical worship training had a very positive impact on the children of SDN Balayon with the material that had been taught.



Figure 3: Practical Worship Training on the Procedure Of Istinja`



Figure 4: Practical Worship Training on Ablution Materials

Practical Worship Training Material on the Procedure of Ritual Bathing

The practical worship training activity with the material on the proper way to perform the sacred bath took place on July 30, 2026, at SDN Balayon, Liang District, Banggai Islands Regency. This activity aimed to provide students with knowledge, understanding, and basic skills about the correct way to perform the sacred bath according to Islamic teachings. During the activity, students were given an explanation about the meaning of the sacred bath and the importance of maintaining personal cleanliness and purity in daily life. The material was presented in simple language so that elementary school students could understand it.

After the material is presented, students are given the chance to pay attention to the explanations and examples provided, and then participate in hands-on practice with guidance. Through this practice, students can understand the stages of a ritual bath more concretely and not just gain theoretical knowledge. They are also given the opportunity to ask questions about anything they haven't understood, making the learning process interactive. This activity is expected to help students improve their understanding and skills in performing the purification rituals, as well as get used to maintaining cleanliness and purity as part of practicing their worship.



Figure 5: Practical Worship Training on the Procedure for Ritual Bathing

CONCLUSION AND RECOMENDATION

Based on the implementation of the work program in the field of community service regarding practical worship training on how to perform the purification bath, ablution, and istinja` at SDN Balayon, Liang District, Banggai Islands Regency, Central Sulawesi Province, it can be concluded as follows:

1. The practical worship training carried out at SDN Balayon is able to increase students' understanding of purification practices, especially in understanding and performing ritual bathing, ablution, and istinja' according to Islamic teachings. The students' activeness in paying attention to explanations, observing the examples given, asking questions, and participating in practice activities shows that the training process is well received and followed by the participants.
2. The training activities also give students the chance to develop their skills in performing purification rituals directly. Through practical activities, students not only gain theoretical knowledge but also experience doing the full ritual bath, ablution, and istinja'. Besides that, these activities also encourage students to form habits of paying attention to cleanliness and personal purity as an inseparable part of practicing worship in daily life.

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