"How to Perform Wudu": A Storytelling Video for Children with Autism

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Abstract
Similarly, children with autism also need to learn the proper way to perform wudu because it has various benefits. As is known, autism is a developmental disorder that affects children's mental growth, causing issues with communication, social interaction, and behaviour. Children with this disorder face challenges in understanding and actively participating in religious activities. Although they are exempt from religious obligations such as prayer, they should still be given the opportunity to learn about religious practices. In Islam, wudu is one of the obligatory steps ordained by Allah (SWT) to ensure that the prayers performed by Muslims are considered valid. However, learning wudu is difficult for them due to their challenges in reading and understanding religious texts, along with the lack of suitable teaching tools for their condition. This situation can hinder their understanding and involvement in religious practices as a whole. Therefore, this research aims to develop a practical learning video to visualize the steps of wudu for children with autism. The goal is to enhance their understanding of religious practices and help them participate in prayer. This study is qualitative in nature and uses the DDR design method to plan and develop a practical video for the teaching and learning process of wudu. The results of this study show the effectiveness of using practical video resources in helping children with autism learn about religious practices, especially wudu.
Keywords: Autistic Children, Religious Practice, Storytelling Video, Teaching and Learning, Wudu.

Introduction
In Islam, wudu (ablution) is one of the obligatory steps ordained by Allah (SWT) to ensure that the prayers (salat) performed by Muslims are considered valid. Moreover, performing wudu has extraordinary effects on both the soul and body, such as calming a person down when angry and restoring positive energy within oneself. The Prophet Muhammad (PBUH) emphasized the importance of wudu before performing prayers in his hadith. Prayers will be valid if a person performs wudu properly and is free from both major and minor impurities. There is much evidence that highlight the obligation of performing wudu before prayers. As narrated in the hadith by Abu Hurairah:

عَنْ أَبِي هُرَيْرَةَ، عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ، قَالَ: «لاَ يَقْبَلُ اللَّهُ صَلاَةَ أَحَدِكُمْ إِذَا أَحْدَثَ حَتَّى يَتَوَضَّأَ»

From Abu Hurairah, he said; the Prophet Muhammad (PBUH) said: "Allah does not accept the prayer of any one of you when he is in a state of impurity until he performs wudu" (Sahih al-Bukhari, 6954).

As Muslims, we must learn the proper and complete method of performing wudu so that our prayers are accepted by Allah. It is crucial for parents to teach their children the correct and perfect way to perform wudu from a young age so that they can carry out their religious duties properly.

Problem Statement

Children with autism face challenges in understanding and actively participating in religious practices due to difficulties in reading religious texts, understanding religious knowledge, and engaging in verbal recitations. Every student, including those with autism, has varying levels of intelligence and learning abilities. These differences in abilities among students indirectly pose challenges in the context of teaching and learning, as some may easily grasp the lessons taught, while others may struggle to understand them. Students facing such difficulties require long-term and specialized learning methods because each of them has different levels of understanding (Nura'tikah Mohd Razali, 2020). Additionally, children with special needs are considered very "special" because they present greater challenges to teachers in the learning process, especially in religious matters that require a high level of understanding. They often lose focus during classroom learning sessions. It is challenging for teachers to prevent them from acting aggressively (Nor et al., 2021). Furthermore, according to research by Siti Fatimah and Mustafa (2018), some teachers use the same teaching techniques and methods for all students without considering the capabilities and potential of students in the Inclusive Education Program (PPI) classes.

Moreover, some existing teaching aids for religious practices may not effectively meet the learning needs of students with autism. Teaching aids such as written notes and overly complex instructional videos are seen as unsuitable for the teaching and learning process of children with autism due to their difficulties in reading and understanding religious texts. Additionally, the lack of teaching tools suitable for these children's conditions indirectly hinders their involvement and learning in Islamic education. Therefore, the use of technological streams such as videos as teaching aids is highly recommended to enhance learning for both individuals with special needs and typical individuals (Baglama, B. et al., 2018). The effectiveness of visuals and audio provided by videos can help capture the interest of children with autism and maintain their attention, while the interactive and multisensory nature of videos can help make learning more engaging. These videos can also have a positive impact on Islamic education learning, especially in the area of religious practices, for students with autism by increasing their motivation, enthusiasm, and understanding.

The purpose of this qualitative study is to explore suitable teaching aids approaches for teaching religious practices, particularly in performing wudu, to children with autism. This study also aims to provide effective teaching strategies and resources through practical videos that can meet their learning needs, enhance their understanding, and increase their involvement in religious practices.

Literature Review

Previous research will review several academic papers on autism studies. By examining past studies, researchers can enhance their understanding and identify research gaps in developing practical videos for children with autism in the context of religious practices.

Characteristics of Autism

Autism, or Autism Spectrum Disorder (ASD), is a condition characterized by escaping from reality. Individuals with autism fall under the category of people with disabilities (PWD) in the learning difficulties category, as stated in the Persons with Disabilities Act 2008 (Mohd Azim Hakimin Ibrahim et al., 2022).

Research by Mastura Badris and Mimi Firiana Zaini (2014), explains that children with autism tend to exhibit repetitive movements or behaviors such as body rocking, repeating words, or focusing on specific objects or activities. These children also show aggressive behavior and tantrums when exposed to environments different from what they are accustomed to or when there are changes in their daily routines.

Some key characteristics of autism include weaknesses in social interaction, communication difficulties, and repetitive movements and stereotyped preferences, which pose learning challenges. This aligns with the findings of Seriayuna Sa'don Zubir (2019), which explain that in the school environment, these children face learning challenges such as difficulties in communication and understanding readings. Consequently, autistic students are categorized alongside other learning difficulties such as Down Syndrome, Dyslexia, and Attention Deficit Hyperactivity Disorder. They also use a different curriculum compared to mainstream classes, namely the Special Integrated Education Program (Norhisham Muhamad et al., 2021).

Teaching Methods for Children with Autism

The teaching and learning process for children with autism, particularly concerning religious practices, requires various approaches different from those used with typical children. Since these children have diverse characteristics and traits, different approaches tailored to each child's individual needs are essential to help them reach their optimal potential.

Alternative and visual communication methods, such as using pictures, symbols, or technology, can help children with autism understand learning more effectively. These methods are seen as helpful for children with autism who tend to experience verbal communication difficulties. The study by Ahmad Khairi Hafiz Khairul Hisham & Noraziahtulhidayu Kamarudin (2021), suggests a teaching method through a mobile application for autistic children, focusing on the basics of Salat and Wudu. This application combines learning and gaming elements to engage the learning process. The technique of repetitive learning strengthens memory, using Assistive Technology (AT) to help autistic children overcome difficulties.

The study by Szymona et al (2021), proposes the use of Robot-Assisted Autism Therapy (RAAT), where autistic children can benefit from RAAT to enhance communication skills, emotional recognition, and physical touch sensitivity. RAAT uses robots with advanced control systems, providing benefits such as precise movements, manipulation, facial recognition, and

supporting decision-making. For example, Soleiman (2021), uses Zoomorphic Robots and RoboParrot, which provide therapeutic support to reduce stress, manage emotional disturbances, and support communication in children with autism. In conclusion, the article suggests that these therapy robots can facilitate relationships, stimulate conversation, teach, and entertain, making them valuable tools for further research in autism therapy.

Furthermore, the study by Raina Siska (2018), identified that the lack of infrastructure and teaching resources in schools hinders the learning progress of children with autism. The study found that interactive multimedia positively impacts Islamic education learning and can help overcome learning difficulties. Students showed increased motivation, enthusiasm, and understanding, leading to improved learning outcomes and satisfactory grade achievements.

According to the study titled "Using Animation as a Means of Enhancing Learning of Individuals with Special Needs" by Basak Baglama et al (2019), this research provides a comprehensive review of the effectiveness of using animation for individuals with special needs, such as those with autism spectrum disorders, and difficulties in reading and writing. The study concluded that animation has great potential in special education to enhance engagement, learning, and development.

Based on these studies, it can be understood that selecting appropriate teaching methods and teaching aids (TAs) is crucial in ensuring effective teaching and learning for autistic students. Multimedia materials with elements such as graphics, audio, and colours can attract attention and enhance their understanding during the teaching and learning process. Therefore, developing practical videos tailored to the specific needs of autistic children is seen as a solution to help them understand religious practices more deeply and effectively.

Religious Practices for Children with Autism
The study conducted by Hakim Hakiman (2021), titled "Religious Instruction for Students with Autism in an Inclusive Primary School" focuses on the welfare of autistic children who also have the right to be treated equally in terms of intellectual, physical, social, and spiritual aspects. The opportunity to learn religious education is also crucial for them. They have the right to understand and practice religious rituals, such as prayer and wudu.

Additionally, Arnie Adnan (2016), in his study titled "The Implementation of Prayer for Students with Learning Disabilities," emphasizes the guidance of sharia for special education students in performing prayers while considering their disabilities. The requirements for prayer in Islam vary for students with learning disabilities, depending on the type of disability they have. For those with severe cognitive issues, the requirement for prayer is considered non-existent. Students with moderate cognitive issues have partial requirements, while those with normal intelligence but with behavioural issues and short-term memory problems have obligatory prayer requirements. The procedures for prayer for students with learning disabilities emphasize allowances (rukhsah) and consider the abilities of these children.

According to the guidelines of the Malaysian Social Welfare Department (JKM), seven categories of Persons with Disabilities (PWD) have been established. The existence of PWD should be accepted based on their capabilities in all aspects of life, including religious

practices, opportunities to learn, career building, family, and other aspects. This is essential to ensure effective support for their welfare and enable them to achieve a better future (Izzatul Najiha & Farhah Zaidar, 2020). Overall, these studies provide significant insights for the success of religious education in an inclusive environment.

Research Methodology

This study uses the Design and Development Research (DDR) approach, which requires a systematic and organized process. The DDR approach allows for testing the theory and practical utility of a model or product (Richey and Klein 2007). ADDIE, as a standard procedure for design, provides a dynamic and adaptable standard for effective performance (McIver et al., 2015). The technique used to deliver the video is the ADDIE Model technique because it is most suitable for developing practical videos for teaching religious practices to children with autism. Practically, this study involves five phases.

| Analysis | Design | Development | Implementation | Evaluation |

Figure 1: ADDIE MODEL

Analysis Phase

Beginning with the initial analysis phase, the researcher identifies the problems, root causes, and potential solutions in this study. The teaching objectives for the video output are evaluated by considering the unique characteristics of the target audience, specifically children with autism. Document analysis is conducted to gather necessary information by examining documents such as journals, proceedings, and other relevant materials related to the study topic to identify issues and challenges in teaching religious practices to autistic children. This is crucial in analysing the learning needs and challenges faced by autistic children during religious activities. Additionally, determining the appropriate content for developing this practical video is based on the analysis of past studies and observations from online sources such as YouTube. The results of this analysis serve as a benchmark for the researcher in developing a creative and effective approach for creating an animated practical video as a teaching aid for autistic children in religious activities.

Design Phase

Next is the design phase, which is the most crucial phase where objectives are set. In this phase, the researcher plans how to achieve the goals determined during the analysis phase and expands the foundation. In the context of the research topic, the design phase involves selecting an appropriate delivery system by creating a storyboard. This design or pre-production phase outlines the animation's appearance, content discussion, initial sketches, and suitable storyboard construction that is not overly complex to ensure the practical video meets the criteria for effective animated videos for autistic children. Content discussion is important in this phase before the initial sketching of animated characters and an appropriate storyboard. The storyboard is a guiding document before creating interactive multimedia. It is sequentially planned for pre-display of the story and motion graphics to convey the main idea of the animation production. It shows how the content of various elements such as content, graphics, and animation will be arranged (module by module, screen by screen) before being produced into the final product.

Figure 2: Initial Sketches

Development Phase
The development phase involves implementing the actual system using all appropriate media and technology elements based on the requirements. This phase includes several important activities. First, developing the content and creating the storyboard outlined in the design phase using suitable applications. Additionally, interactive activities are designed and incorporated into the video to reinforce the understanding of wudu among autistic children. The development or production phase is very important as it requires processes, creativity, and diligence to transform initial sketches and ideas into visual designs. Throughout the development process of this practical video, the researcher has used various applications such as Ibis Paint, FlipaClip, and CapCut as the main mediums for producing each scene in the storyboard and the voice-over recording process.

Implementation Phase
Next, the implementation phase involves ensuring the effective and efficient delivery of instructional information. Subsequently, installation and testing are conducted. This includes implementing and monitoring various features in the video application, such as playback, accessibility options, and appropriate interactive elements. Additionally, testing the video and identifying any issues present in the video.

Evaluation Phase
In the final phase of video development, the evaluation process is crucial to measure practical effectiveness. In this phase, the developed video undergoes a summative evaluation process to ensure the functionality of the practical video development and the research objectives are achieved. Accessibility is carefully evaluated to determine how well the video meets the specific needs of autistic children. The evaluation focuses on user engagement and experience, ensuring that autistic children can learn effectively and acquire the skills to perform wudu. It also assesses the practicality and usability of the video, whether the wudu practice is easily understood and can be performed with minimal assistance.
Therefore, the goal is to create a practical and user-friendly video for autistic children. However, the phases achieved in this study are the analysis, design, development and implementation phases.

Research Findings
Based on the research findings, the development process of the animation-based practical video was successfully carried out through several phases in the ADDIE model. The findings are as follows:

Synopsis of Practical Wudu (Ablution) Video

Aiman and Irsyad are close siblings. Aiman is a responsible and patient older brother who always sets a good example for his younger brother. Meanwhile, Irsyad is a younger brother who loves learning new things and possesses high intelligence. One morning during dawn, Irsyad learns how to perform wudu from his brother Aiman. Despite Irsyad's somewhat mischievous nature, Aiman patiently guides his brother in understanding how to perform wudu correctly and perfectly.

Table 1

Storyboard of Practical Wudu Video

No.	Storyboard	Descriptions
1		At dawn, Aiman goes to his younger brother Irsyad's room to invite him to pray the dawn prayer together.
2		Before praying, Aiman teaches his brother how to perform wudu (ablution) correctly and perfectly.
3		Irsyad starts the wudu by washing his hands. Washing the hands is a recommended (sunnah) action in wudu.
4		Then, Irsyad rinses his mouth three times. Rinsing the mouth is also a recommended action before performing the obligatory steps of wudu.

5		Next, Irsyad washes his face three times while intending in his heart to perform wudu. Washing the face is an obligatory step in wudu.
6		Following this, Irsyad washes his arms, right and left, up to the elbows three times. Washing the arms is also an obligatory step in wudu.
7		Irsyad continues by wiping his head with water three times. Wiping the head is an obligatory step in wudu.
8		The final step, Irsyad washes his right foot up to the ankle three times and does the same for his left foot.
9		After completing wudu, Irsyad recites the supplication after wudu.

Discussion

Efforts to provide Fardhu Ain education, particularly related to worship, for children with autism is a necessary endeavour that should be undertaken by all parties, especially parents and teachers. Observations on the needs for purification and the implementation of Fardhu Ain among children with autism reveal that their opportunities and rights to experience the

beauty of religious life are often diminished or nearly non-existent. This is primarily due to the lack of appropriate teaching aids and unsuitable teaching and learning methods that do not align with their conditions, capabilities, and needs.

Performing wudu (ablution) is one aspect of purification in Islam where each Muslim who performs wudu not only cleanses certain body parts but also generates a positive aura and calms the soul. This is supported by the study of Qurrotul Aien (2012), which states that the flow of water on the human body can have a positive effect on one's aura. Hence, wudu, being an act of worship involving water applied to specific body parts, is sure to generate a positive aura within an individual. Typically, the emotions of children with autism are easily affected, causing them to become anxious and have tantrums when in uncomfortable situations. Therefore, teaching children with autism the proper method of performing wudu can help calm their emotions and indirectly foster good behaviour.

Developing a practical animated video on the proper way to perform wudu is highly relevant and suitable for the learning needs of children with autism. This tool can be utilized by teachers and parents alike in teaching special needs children, particularly in religious activities. A study by Noraspalelawati and Ros Eliana (2017), indicates that a teaching curriculum focusing solely on facts or content is irrelevant in the current educational context. Thus, using practical animated videos as teaching aids is an ideal choice to capture interest and enhance understanding of religious activities among children. This aligns with the findings of Muhammad et al (2021), suggesting that multimedia elements can be employed in Islamic education for children with autism, helping them learn the proper way to perform wudu by mimicking the actions they see and hear.

Using videos also offers an alternative to traditional learning methods. The impact of video media is more quickly internalized by individuals compared to other media (Yudianto, 2017). This is because its usage involves screening that indirectly influences human thoughts and emotions. Videos are highly effective in conveying teaching materials because they combine two crucial elements—visual and audio—simultaneously. According to Novelia et al. (2020), children are more inclined to focus on moving images accompanied by appropriate sounds with an engaging background, which helps them stay focused and understand the content. Therefore, the idea of developing a practical animated video on the proper way to perform wudu, especially for children with autism, clearly meets the criteria of an effective teaching aid.

"Practical Wudu Video for Children with Autism" aims to directly demonstrate the proper method of performing wudu and assist special needs children, particularly those with autism, in performing ablution. Additionally, the production of this video serves as an initiative to help fulfil individual responsibilities in providing equal Fardhu Ain education to all children, similar to that given to neurotypical children.

Conclusion

In conclusion, it is the responsibility of parents and teachers to provide appropriate education to children with autism, especially in terms of religious activities. Children with autism should be given the same rights and opportunities as other children to perform religious practices, based on their capacity to understand and engage without prejudice from society. Teaching

methods for children with autism must be adapted to their level and pattern of understanding to ensure the learning process is not burdensome. Research findings indicate that children with autism are more inclined to engage in learning that involves visual, animated, and interactive content. Therefore, using videos as the main medium in teaching and learning religious activities, specifically the correct way to perform wudu, is an effective initiative to enhance the mastery and understanding of children with autism.

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