

Practice of Corpse Management Using Props

Anisa Destiani¹ , Imam Tabroni² , Scherschligt Oscar³ , Morse Kathryn⁴ 

¹ Universitas Islam Bunga Bangsa, Indonesia

² Sekolah Tinggi Agama Islam Dr. KH. EZ Muttaqien Purwakarta, Indonesia

³ Amur State University, Russia

⁴ University of Warmia and Mazury, Poland

ABSTRACT

Background. Learning in the classroom One of the factors that most determines the success of the learning process in the classroom is the learning method An ideal learning process is when in the learning process the teacher is able to activate students to develop their assumptions in building a perception related to the competencies or material to be learned. There are many kinds of learning methods.

Purpose. one of the methods used to improve the skills of female students in taking care of the corpse is using the demonstration method.

Method. the practice method is a learning method to train female students with the aim of increasing the ability of female students to apply the knowledge and skills that have been learned.

Results. practice method is a learning method to train female students with the aim of increasing the ability of female students to apply the knowledge and skills that have been learned.

Conclusion. Meanwhile, according to Roestiyah, the practice method is a way of teaching students through direct practice in the field by involving students actively in activities in the field.

KEYWORDS

Corpse, Tools, Using

INTRODUCTION

As an educator, the teacher is responsible for determining learning (Dagan dkk., 2021) . Given the importance of the existence of a method in the learning (Alcock dkk., 2019, hlm. 202), the method to be used should be really considered so that in teaching and learning activities it can create (Mazza dkk., 2020) . Educational activities that encourage the achievement of educational goals effectively and (Eisenhofer dkk., 2019) .

Without mastery and selection of the right (Ferlay dkk., 2021) , a teacher will not pursue (“Immune responses in COVID-19 and potential vaccines,” 2020) . The use of appropriate teaching methods can increase the absorption of material for students and can have a direct impact on achieving (Hughes dkk., 2019). The right learning method will be interesting to (Shao dkk., 2020) , so that learning activities will take place in an atmosphere that is

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Correspondence:

Anisa Destiani,
anisadestiani177@gmail.com

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(Hegarty & Thompson, 2019) , challenging and stimulates students to be active and can improve skills in learning and learning in the (Adetola dkk., 2019) . One of the factors that most determine the success of the learning process in the classroom is the learning (Basile dkk., 2018) .

An ideal learning process is when in the learning process the teacher is able to activate students to develop their assumptions in building a perception related to the competency or material to be (Yi dkk., 2020) . So that at the end of the learning process students gain a valid and correct understanding of a competency or (Bajwa dkk., 2019) . This ideal condition is not possible in every learning process. There are many obstacles that cause this ideal condition in a learning process cannot be (M. Zhang dkk., 2020) , such as the emergence of several problems experienced by (Lindgren dkk., 2020) , such as an atmosphere that is less (Di Virgilio dkk., 2019) , (Cerezo dkk., 2019) , and tends to be (Murali dkk., 2019) .

The same thing happened at Bungursari Junior High (Adetola dkk., 2019), during the learning process there were many students who did not understand about taking care of the (Sessa dkk., 2020). This is seen from the previous years until now, because this school is divided into two with class VIII which is in the process of being built and temporarily class VIII participates in the learning process in class XI. With this, the division of learning hours automatically becomes less which causes the material delivered not to be achieved (Jajarmi dkk., 2019). Then the learning method focuses on the active teacher who tends to be (Liu dkk., 2019), the lecture method is a method that is often used so that students in the material of taking care of the corpse become ineffective because the lecture method students can only listen but students are less skilled in terms of (Grundy dkk., 2019). The students studied were 20 students in class IX.

The real effort in achieving it all is one of them by applying the right method in delivering subject matter to students so that the learning process takes place in a varied manner so that students are not bored and passive in the learning (Attia dkk., 2019) . There are many kinds of learning (Cao dkk., 2020) , one of the methods used to improve students' skills in taking care of the corpse is using the demonstration method. One of the advantages of this technique is the pleasant atmosphere of students. In (Wang dkk., 2020) , the objectives of this practice method are: 1) knowing the skills of students in taking care of the (Miyata dkk., 2021) , 2) knowing the process of applying the demonstration method in taking care of the corpse to improve student learning skills in each (Tu dkk., 2020) . Based on the description (J. Zhang dkk., 2019) , I want to conduct a class action research on improving students' skills in taking care of the corpse by practicing the demonstration method using (Aneja dkk., 2020), in conducting this research I wrote the title PTK.

"Practicing Corpse Management Using Props".

OVERVIEW

Practical Methods

The practice method according to Hamzah is learning skills that require motor (Zeng dkk., 2019) , the implementation of learning carried out in the workplace / (Barrett dkk., 2019) . Based on Hamzah's opinion, practical learning is a learning process that involves motor skills or movements in the workplace or field. There is also an opinion from Sudjana, the practice method is a learning method to train students with the aim of increasing students' ability to apply the knowledge and skills they have (Sun dkk., 2019). Meanwhile, according to Roestiyah , the practice method is a way of teaching students through direct practice in the field by involving students in actively visible activities in the field.

Corpse Management

The management of

Taking care of the dead is an obligation that every Muslim must (Andrychowicz dkk., 2020). In the Shari'ah

Islam, there are several procedures that must be fulfilled when taking care of a deceased (Mazza dkk., 2020).

who has died. Considering the law of taking care of the corpse is fardu kifayah, of course the procedures for taking care of the corpse need to be known by every Muslim. Launching from NU,

there are at least four obligations that every Muslim must do for the (Cao dkk., 2019).

people who die. Such as (Zielinski & Botero, 2020), (Ilhan dkk., 2022), praying and (Xu dkk., 2019).

In its (Ben-Daya dkk., 2019), every Muslim is encouraged to apply according to the sunnah which has been (L. Zhang dkk., 2020), namely:

a) Bathing the corpse

The corpse is bathed in accordance with the methods that have been exemplified by the Prophet PBUH. The procedure for bathing the corpse The procedure for bathing the corpse is as follows:

- The corpse is laid on a high place, such as a bed or a hall on which five or six pieces of banana stems (pads) have been placed.
- The body is washed in a closed place. It is forbidden for anyone other than the person who is bathing the body and those who are helping to bathe the body to see it.
- When bathed, the corpse should be dressed in a wet cloth (preferably a sarong) so that its aurat is not easily exposed.
- After the corpse has been laid on the banana tree, using water and soap, the corpse is cleaned of any impurities that are attached to the body or that may come out of the rectum (after the stomach is pressed). After that, the corpse's rectum is cleaned thoroughly with the left hand wearing gloves. Then the gloves worn are replaced with clean gloves and using the fingers of the left hand that is already wearing gloves, the teeth, and mouth of the corpse are cleaned.
- After the corpse is cleaned of impurities and the teeth and mouth are cleaned, then using water and soap, the entire body of the corpse from the hair of the head to the soles of the feet is washed until it is clean. When bathing the corpse, it is Sunnah to give precedence to the right side of the body, and then the left side. It is also recommended that the corpse be washed three times or five times.
- After the corpse has been washed, the hair is trimmed and the wudhu is performed in the normal way. Then the body is dried using a towel. This completes the stages of bathing the corpse.

b) Shrouding the corpse

Shrouding a corpse means wrapping the corpse in a shroud. The ruling on shrouding a corpse is fardu kifayah for living Muslims. The shroud is obtained by lawful means, namely from the estate of the deceased, if he left property. things that need to be known (especially by the person who has the right to shroud) about the method / provisions in shrouding the corpse are:

→ Male or female corpses should be wrapped in at least one layer of shroud that can cover their entire body. However, it is better for male corpses to be wrapped in three layers of shroud, each layer of which can cover the whole body. As for women, they should be

covered with five pieces of shroud, namely basahan cloth (bathing cloth), clothes, headgear, veil (cadarniqab), and shroud that can cover their entire body.

→ How to put on the shroud:

- First spread a piece of mat on the floor. Then stretch 4 ropes over it, approximately where the head, hands, knees, and ankles of the corpse to be shrouded are located.
- Spread on the mat the shroud that has been prepared one piece and each piece is perfumed.
- The corpse should be smeared with fine camphor, then placed on the shroud that has been provided. Both hands of the corpse are placed on his chest, the right hand on top of the left hand or it is also permissible for both hands to be straightened down. Put enough cotton on the face of the corpse, his navel, his genitals, and his rectum.
- After that, the entire body of the corpse is wrapped in the shroud until it is neat, then tied with four threads of rope that have been prepared, namely at the top of the head, arms, knees, and ankles.

c) **Praying for the dead**

The ruling of praying for a corpse is fardu kifayah for Muslims/Muslims who are still alive. The immediate family of the corpse, especially his pious / pious children should participate in praying for him, because the sins of pious / pious children for their parents who have died, will certainly be granted by Allah SWT. Some things that need to be known about the funeral prayer include:

- Conditions for Salat Jenazah

- 1) The person performing the prayer must be a Muslim, clean from major and minor impurity, clean from impurity in body, clothes and place, cover the 'awrah, and face the qiblah.
- 2) The funeral prayer is performed after the body has been washed and dressed.
- 3) The location of the corpse is on the qiblah of the person praying, except when the funeral prayer is performed over a grave or occult prayer.

- The pillars of the funeral prayer

- 1) The funeral prayer is performed with the sincere intention for the sake of Allah SWT.
- 2) Takbir four times
- 3) Reciting Al-Fatihah after the first takbir (takbiratul ihram).
- 4) Reciting shalawat on the Prophet SAW, after the second takbir.
- 5) Reading the prayer after the third takbir. Among the sounds of the prayer are:
- 6) Praying after the fourth takbir. The words of the prayer are:
- 7) Stand up if authorized
- 8) Saying the greeting of peace

- Sunnahs of the Funeral Prayer Unlike the five daily prayers, the Adhan and Iqamah are not recommended in the funeral prayer. Some of the things that are recommended in the funeral prayer are:

- 1) Raising the hands during takbir. The Hadith of the Prophet (SAW) mentions:
- 2) Isra, which is lowering the voice of the prayer recitation.
- 3) Reciting ta'awwuz (a'uzu billahi minasy shaitanir rajim).

- A few things about the funeral prayer

- 1) The funeral prayer may be done munfarid, but it should be done in congregation. If the funeral prayer is performed in congregation, it should be made up of three rows, with at least two people in each row.
- 2) It is permissible and valid for Muslim women to offer the funeral prayer.

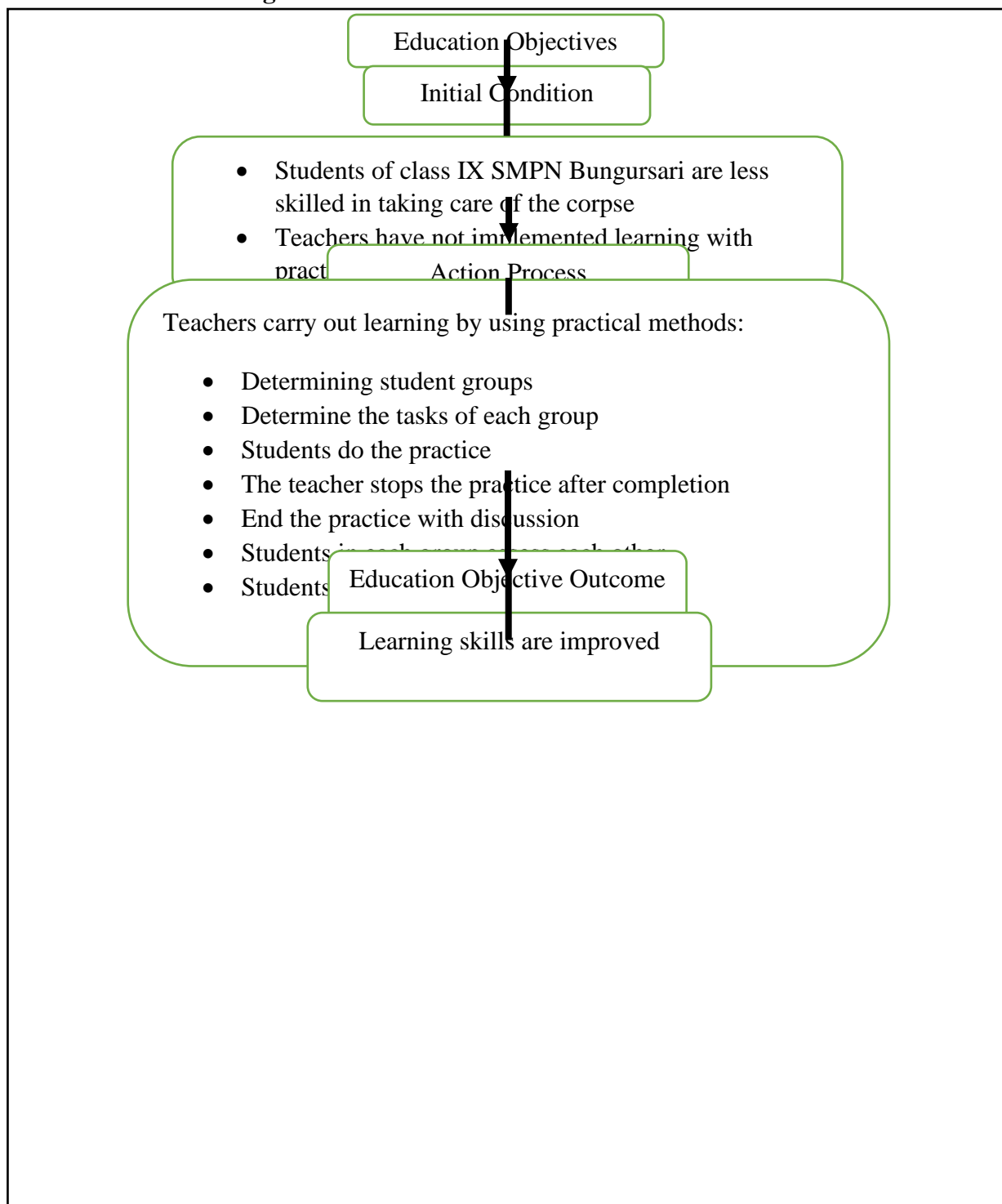
- 3) If the corpse to be prayed for is at the place of prayer, pay attention to the following points:
 1. The corpse is placed in front of the person praying (imam), with the position of the corpse's head in the north, the body and legs stretching straight to the south.
 2. If the corpse is male, the person offering the prayer (imam) should stand facing the corpse at the level of its head. But if the corpse is female, the imam should stand in line with the center of the body.
 3. If there are many male and female corpses, then it is permissible to save them all at once, provided that the male corpse is placed closer to the praying person (imam), while the female corpse is closer to the qiblah.
 4. The funeral prayer is performed in the order in which it is performed, as listed in the pillars of prayer.
- 4) Absentee funeral prayer is praying for a corpse that is not at the place of prayer. For example, the corpse is in America, while the person praying for it is in Indonesia. The prayer for an unseen corpse is permissible, and the procedure is the same as if the corpse was present at the place of prayer. The difference is that the corpse may not be in the direction of the qiblah of the person praying.
- 5) It is permissible to pray over the grave of the deceased.

d) Burying the dead

The body is buried after it has been washed, shrouded and prayed over. The ruling on burying the body of a Muslim is fardu kifayah for all living Muslims. The burial of the body should be done immediately.

- Procedures for Burying the Body Before the body is sent to the grave, the grave hole and the lahat hole should have been made. After arriving at the grave, the corpse (still on a stretcher) is placed on the upper edge of the grave hole on the Qibla side, parallel to the grave hole. Then three Musli men (close relatives of the corpse) go down to the grave, and three others stand on top facing the corpse. The three men standing facing the corpse lift the corpse and hand it to the three men standing at the grave pit. Then the corpse is carefully placed in the grave on its side, head to the north and feet to the south, facing the qibla. The four threads of rope binding the corpse are removed, and the shroud covering the face is uncovered, so that the corpse's face can kiss the ground. After the corpse has been placed in the grave, the corpse is covered with a board or bamboo, then covered with soil.
- Sunnah Deeds at Funerals
 - 1) If the corpse is a woman, then when the corpse is put into the grave, it should be shaded with a cloth or other.
 - 2) Raising the grave as much as possible, so that it is known that it is a grave.
 - 3) Marking the grave with stones or wood.
 - 4) Putting pebbles on the grave and wet fronds.
 - 5) Watering the grave with water.
 - 6) Praying for the corpse in order to get forgiveness of sins and the mercy of Allah SWT..

From some of these opinions, I conclude that the practical learning method is a learning technique that has the aim of developing students' abilities by applying the skills that students have in a real activity.

FRAME OF MIND**Schematic of Thinking Framework**

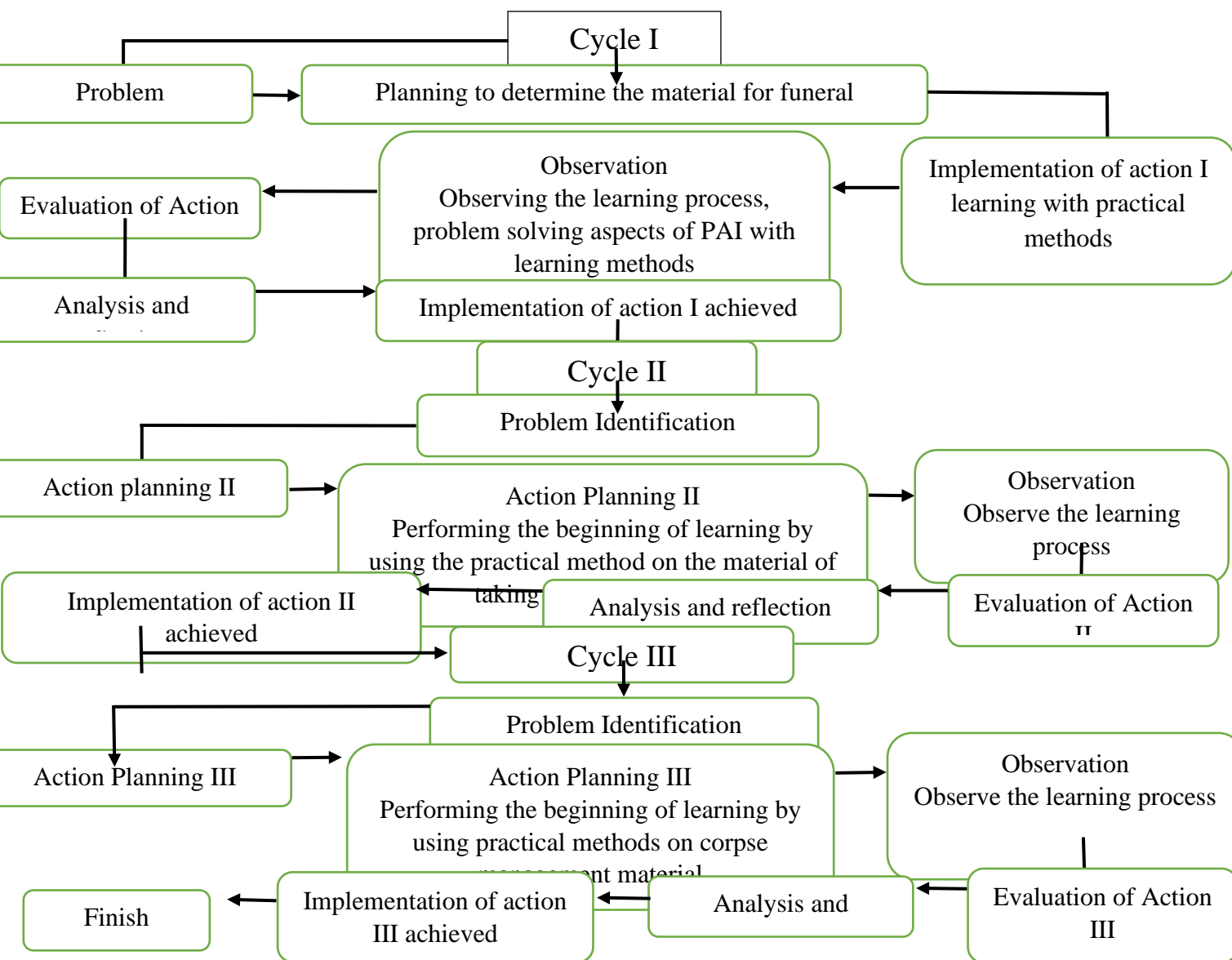
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This research uses a Classroom Action Research design. This PTK research is not just teaching but this PTK is an action taken on the basis of efforts to improve student learning outcomes, which are better than before. Classroom action research is not about the subject matter, but about its presentation, such as strategies, methods and approaches. The way to obtain results through a PTK is by testing. This class action research was conducted in three cycles where at the end of each cycle a test was given and scrutinized with an observation sheet. Each cycle was carried out by completing one basic competency during one meeting and one meeting for the final test, so that in total there were four meetings, three meetings were used as cycle times with three actions.

The design used is in accordance with the models of several experts who put forward Classroom Action Research models with different charts, but in outline there are 4 stages that are passed including: (1) planning, (2) implementation (3) observation, and (4) reflection. The research design is in the form of a picture of a research cycle that follows the research models of various experts as follows:

Figure 1.2

PTK Cycle Flow Scheme



RESULT AND DISCUSSION

This Classroom Action Research is called participant PTK, participant PTK where the founder must be directly involved in the research process from the beginning to the end of the research in the form of a report. Thus, since the research planning the researcher is always involved, then the researcher monitors and collects data, then analyzes the data and ends with a report on the results of his research.

The Classroom Action Research procedure includes several cycles, according to the level of the problem. These cycles can be explained as follows:

Cycle I

- a. Plan, the PTK implementation plan includes, among others, the following activities:

- 1) Researchers conducted a content standard analysis to find out the Competency Standards and Basic Competencies (SKKD) that will be taught to students.
- 2) Develop a Learning Implementation Plan (RPP) by paying attention to skill indicators.
- 3) Developing teaching aids, or learning aids or media that support the formation of SKKD in the context of implementing PTK.
- 4) Analyzing various alternative solutions to problems that are in accordance with learning conditions.
- 5) Develop student worksheets (LKS).
- 6) Develop guidelines or instruments used in the PTK cycle..
- b. Implementation, the implementation of PTK includes the procedures and actions to be taken, as well as the improvement process to be carried out.
- c. Observation, observation includes procedures for recording data about the process and implementation of the actions to be taken.
- d. Reflection, reflection outlines the procedures and impact of the corrective actions taken, as well as the criteria and action plan for the next cycle..

Cycle II

- a. Plan, based on the results of the reflection on the first cycle the teacher as a researcher makes a lesson plan (RPP) in accordance with the SKKD in the Content Standards (SI).
- b. Implementation, teachers carry out learning based on lesson plans developed from the results of the first cycle reflection.
- c. Observation, researchers conduct observations of the learning process and the formation of student competencies.
- d. Reflection, researchers reflect on the implementation of the second cycle and develop lesson plans based on the SKKD for the third cycle..

Cycle III

- a. Plan, based on the results of the reflection on the second cycle the teacher as a researcher made a Learning Implementation Plan (RPP) in accordance with the SKKD in the Content Standards.
- b. Implementation, teachers carry out learning based on lesson plans developed from the results of the second cycle reflection.
- c. Observation, researchers conduct observations of the learning process and the formation of student competencies.
- d. Reflection, the researcher reflects on the implementation of the third cycle and analyzes and draws conclusions on the implementation of the learning that has been planned by carrying out certain actions.

RESULTS

From the results of the discussion above, this study aims to describe the teacher's efforts to improve children's ability to carry out Corpse Management Practices in PAI learning at Bungursari Purwakarta Junior High School, totaling 20 students.

Table I

Observation Results of Cycle I Meeting

Based on the results of observations about the teacher's efforts to improve students' ability to carry out Corpse Management Practices as stated in the following data:

Based on the table above, it can be seen the percentage in improving the ability to bathe the corpse through the practice method for class IX students, at the first meeting of the first cycle. In the first aspect, namely students can practice the steps of bathing the corpse, which has been Highly Developed (SB) in the practice of bathing the corpse as many as 5 students with a percentage of 25%, which has Developed (B) as many as 3 students with a percentage of 10%, and students in the criteria are Moderately Developed (CB) as many as 7 students with a percentage of 10%. percentage of 40% and as for students in the criteria for Less Developed (KB) as many as 5 students with a percentage of 25%.

In the second aspect, namely, children can practice the steps of bathing the corpse, which are Highly Developed (SB) as many as 12 students with a percentage of 58%, which are Developed (B) as many as 8 students with a percentage of 42%, and there are no students in the criteria for Moderately

(CB) and Developed

Table 2
Observation
the Second
Cycle I

No.	Student Development	Students can practice bathing the corpse	
No.	Criteria	Students can practice bathing the corpse	
No.	Student Development Criteria	Number of Students	%
1	SB	12	58%
2	B	8	42%
1	SB	5	25%
2	CB	7	40%
3	CB	7	40%
4	KB	5	25%
Total		20	100%

Developed
Less
(KB).

Results of
Meeting of

4	KB	0	0%
Total		20	100%

Based on the table above, it can be seen the percentage in increasing the practice of bathing the corpse through the practice method for class IX students, at the second meeting of Cycle I. In the first aspect, namely the child can practice the steps of bathing the corpse, which is Less Developed (KB) as many as 5 students with a percentage of 25%, and for students, who are Moderately Developed (CB) as many as 2 students with a percentage of 5%, who are Developed (B) as many as 3 students with a percentage of 10% and who are Highly Developed (SB) as many as 5 students with a percentage of 25%.

In the second aspect, namely, children can practice the steps of bathing a corpse, for the criteria of Less Developed (KB) and Moderately Developed (CB) there are no students in these criteria, who are Developed (B) there are 8 students with a percentage of 42% and for the criteria for Highly Developed (SB) there are 12 students with a percentage of 58%. Judging by the researcher's statement between Table 1 and Table 2 there are differences in the assessment of student development criteria. So with the second meeting in cycle I, it has reached the criteria for Very Well Developed as expected.

Table 3
Observation Results of the Second Meeting of Cycle II

No.	Student Development Criteria	Students can practice the Mengkafani of the Corpse		Students can practice Mensalati Jenazah	
		Number of Students	%	Number of Students	%
1	SB	6	30%	6	30%
2	B	4	20%	4	20%
3	CB	8	45%	8	45%
4	KB	2	5%	2	5%
Total		20	100%	20	100%

Based on the table above, it can be seen the percentage in improving the practice of shrouding the corpse and praying for the corpse through the practice method for class IX students, the first meeting of Cycle 2. In the first aspect, namely students can practice shrouding the corpse and praying for the corpse, who have been Highly Developed (SB) in the practice of shrouding the corpse as many as 6 students with a percentage of 30%, who have Developed (B) as many as 4 students with a percentage of 20%, and students in the criteria for Moderately Developed (CB) as

many as 8 students with a percentage of 45% and as many as 2 students in the criteria for Less Developed (KB) with a percentage of 5%.

In the second aspect, namely, children can practice kkaifani bathing the corpse and praying for the corpse, which is Highly Developed (SB) as many as 15 students with a percentage of 80%, which is Developed (B) as many as 5 students with a percentage of 20%, and there are no students in the criteria for Moderately Developed (CB) and Less Developed (KB).

Table 4
Observation Results of the Second Meeting of Cycle II

No.	Student Development Criteria	Students can practice the Mengkafani of the Corpse		Students can practice Mensalati Jenazah	
		Number of Students	%	Number of Students	%
1	SB	15	80%	15	80%
2	B	5	20%	5	20%
3	CB	0	0%	0	0%
4	KB	0	0%	0	0%
Total		20	100%	20	100%

In the second aspect, namely students can practice shrouding the corpse and praying for the corpse, for the criteria of Less Developed (KB) and Moderately Developed (CB) there are no students in these criteria, which are Developed (B) there are 5 students with a percentage of 20% and for the criteria for Highly Developed (SB) there are 15 students with a percentage of 80%. Judging by the researcher's statement between Table 3 and Table 4 there are differences in the assessment of student development criteria. So with the second meeting in cycle I, it has reached the criteria for Very Well Developed as expected.

Table 6
Observation Results of the First Meeting of Cycle III

No.	Percentage of Success	Value	Category
1	80% - 100%	A	Very good
2	70% - 79%	B	Good
3	60% - 69%	C	Fair
4	50% - 59%	D	Insufficient

No.	Student Development Criteria	Students can practice the burial of dead bodies	
		Number of Students	%
1	SB	18	90%
2	B	2	10%
3	CB	0	0%
4	KB	0	0%
Total		20	100%

At the first meeting of cycle 3, namely, children can practice burying a corpse, for the criteria of Less Developed (KB) and Adequately Developed (CB) there are no students in these criteria, which are Developed (B) there are 2 students with a percentage of 10% and for the criteria for Highly Developed (SB) there are 18 students with a percentage of 90%. Judging by the researcher's statement Table 1 there is an assessment of student development criteria. So with the first meeting in cycle III, it has reached the criteria for Very Well Developed as expected.

Table 7

Percentage of Success

Judging from the results of the implementation of practical learning in Cycle I that has been observed. The results of practical learning in Cycle I have reached 79% of the results obtained are effective because in Cycle I the teacher has carried out practical learning well, but there are few shortcomings in the implementation of practice, namely the lack of students who have not actively participated because they feel embarrassed in the practice of bathing the corpse because they seem not used to doing this practice. Therefore, the teacher held a reflection to get more optimal implementation results by separating men and women in the practice of bathing the corpse, after Cycle I was completed, the teacher continued Cycle II by obtaining the results of the teacher's ability to implement practical learning, namely 75% in Cycle II there were no problems in the practice of shrouding and praying for the corpse. Then the teacher continued Cycle III by obtaining the results of the teacher's ability to implement practical learning, namely 90%. So seen from the results of the teacher's ability to carry out practical learning has been carried out well.

CONCLUSION

Based on the results of research that has been conducted and data analysis, it can be generally concluded that through the practice method can improve the ability to carry out corpse management practices in class IX SMPN Bungursari Purwakarta. The conclusions of the study can be described as follows: Judging from the results of Cycle I practical learning planning that has been observed has obtained 79% of the results obtained are effective because in Cycle I the teacher has designed a lesson plan well, but there are few shortcomings in the lesson plan. Therefore, the teacher held a reflection to get more optimal learning planning results, so the teacher continued Cycle II by obtaining 75% results. In cycle II there were no problems in learning, so the teacher continued in Cycle III by obtaining results, namely 90%. So seen from the results of the teacher's ability to plan practical learning is well planned.

Based on the analysis of data comparisons in Cycles I, II and III, it can be seen that there was an increase in the ability to carry out the practice of corpse management through the practice method in class IX SMPN Bungursari Purwakarta so that the researcher concluded that the increase was obtained because of the response of the students who were very good in the implementation of the practice of corpse management with the practice method.

Suggestion

From the above conclusions, researchers can provide suggestions for changes for the perfection of class action research in the future are: 1) Teachers should be able to use the direct practice method as one of the methods that can be used to improve practical skills in the management of corpses. 2) It is better when the teacher wants to carry out the lesson the teacher first knows what methods are appropriate and in accordance with the material to be delivered so that students are interested, not bored and easily accept the lessons delivered by the teacher. 3) To stimulate and improve students' abilities in learning, teachers should create an active, creative and fun classroom atmosphere; 4) Educational institutions that serve Muslim students should not rule out religious education, especially the practice of funeral arrangements, to be included in the learning program so that students have a basic provision of funeral arrangements at a young age

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

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