

FACILITATING KNOWLEDGE TRANSFER TO STUDENTS THROUGH TAYAMMUM TREKATHON IN AN INTERACTIVE ACTIVITIES

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Received: 14 Mac 2024

Accepted: 7 May 2024

Published: 31 May 2024

DOI: <https://doi.org/10.33102/jfatwa.vol.29no2.583>

ABSTRACT

Tayammum, an essential aspect of Islamic jurisprudence, serves as an alternative method of ritual purification (ablution) when water is unavailable or its use is impractical. Tayammum purification method uses ground dust, a significant aspect of Islamic practice. However, traditional teaching methods may not always effectively convey its intricacies to students. To address this, interactive activities are employed to engage students actively in the learning process. This study investigates the effectiveness of utilising interactive activities to facilitate the transfer of Tayammum knowledge to students. Through a combination of hands-on experiences, simulations, and group activities, students are immersed in practical scenarios related to Tayammum is developed. The title of the program is Tayammum Trekathon with five (5) different activities will be involved. This approach not only enhances understanding but also fosters a deeper connection to the subject matter. The findings suggest that incorporating interactive activities into teaching Tayammum significantly improves knowledge transfer and student engagement, ultimately enriching the learning experience.

Keywords: *Tayammum, Knowledge transfer, interactive activities, Tayammum Trekathon.*

1. INTRODUCTION

Islam is a practical religion that alleviates humanity's burdens. For

example, the requirement for Muslims to perform five daily prayers is not a hardship but rather a means of achieving physical, emotional, and spiritual serenity without exerting undue effort. Similarly, it acts as an expression of thankfulness to God (Has-Yun Hashim, 2022). However, praying is a natural therapy for human beings. In addition, Muslims have some commitments that must be met regardless of the circumstances. Some exceptions exist, such as doing dry ablution (tayammum) without water for purification (taharah) (Abd. Aziz et al., 2020).

Taharah is an etymological term that relates to the act of cleaning oneself, namely by removing any impurity or filth. Taharah, in essence, refers to the act of removing impurities and purifying something deemed filthy. Taharah is defined by Al-Gazi (1925) as partaking in an action worthy of prayer. Nurdin (2021) describes the taharah form as including activities like ablution, bathing, tayammum, and impurity removal.

Islam teaches ablution procedures and other sanitation and personal hygiene measures to help preserve cleanliness and prevent and treat illnesses (Nesa et al., 2023). Dry ablution, or tayammum, is another type of ablution used in Islam. In this ritual, Muslims are called upon to do ablution using arid soil.

In times of water shortages, people use arid soil to cleanse their private parts, a process known as dry ablution in the Islamic faith. According to current research, washing private parts with water and dry soil is more beneficial than cleaning them with tissue paper (Kamran, 2018).

Tayammum, also known as dry ablution, is lightly touching the hands to pure soil and then rubbing the palms of both hands on the back of the other. After brushing away the dust, the hands are moved over the face (Yousofi, 2011). Ablution (*wudu*) is required before prayer, although ghusl (a thorough cleaning of the entire physique) is required after sexual intercourse by all Muslims (Syuhaida et al., 2018).

According to Destri et al. (2023), the community's inadequate understanding of tayammum's proper concepts and practices in Islam has resulted in an ineffective implementation. Despite its practicality and religious significance, there persists a lack of understanding within the Muslim community regarding the proper application of Tayammum.

This misunderstanding often leads to difficulties when individuals are in situations requiring purification but are unable to access water (Ahmad Zakirullah Mohamed Shaarani, 2021). The core of Tayammum is its use as an

alternative source of cleansing when water is unavailable or inaccessible.

However, misconceptions about its implementation have created uncertainty and hesitation among some Muslims to use this technique when necessary. This lack of clarity affects not just individual adherence to religious responsibilities but also the entire community's capacity (Yakar, 2021) to negotiate circumstances requiring Tayammum.

In these circumstances, it is critical to dig deeper into the fundamentals of Tayammum, its relevance in Islamic jurisprudence, and the correct application methods. By addressing this misconception and providing clear guidance, the Muslim community will be more prepared to fulfill its religious responsibilities even in difficult times.

Recognising the importance of bridging this understanding gap, it is critical to explore innovative approaches to spreading knowledge and awareness of Tayammum within the Muslim community. One practical answer is to apply educational activities and games to engage learners of any generation in a way that is instructive, engaging, and pleasant (Gibbons et al., 2018).

By integrating activities and games into educational initiatives, students can actively participate in the learning process (Gu et al., 2018), leading to a better knowledge of Tayammum's concepts and procedures. Individuals are able to gain the confidence and abilities needed to perform Tayammum effectively in challenging circumstances by engaging in hands-on experiences, simulations, and interactive discussions.

Introducing the "Tayammum Trekathon" – an innovative educational initiative designed to immerse participants in an interactive learning experience centred around Tayammum. This unique blend of education and adventure allows students to engage with Tayammum principles in a fun and stimulating environment.

During the Tayammum Trekathon, participants embark on a journey that combines physical challenges with educational activities related to Tayammum. Through a series of stations and checkpoints, participants learn about the significance of Tayammum, its conditions, and proper procedures. Activities include interactive discussions, role-playing scenarios, and problem-solving challenges, all aimed to deepen participants' understanding of Tayammum and its practical application (Avcı & Gümüş, 2021).

Participating in the Tayammum Trekathon provides students with not just essential Tayammum information and abilities but also a sense of confidence and readiness to apply them when needed. This innovative approach increases awareness of religion in the Muslim community and promotes a more significant commitment to Islamic practices and values.

In this study, we will look at the Tayammum Trekathon to bridge knowledge gaps among Muslims on Tayammum. Through a look at its effectiveness and impact, we hope to highlight the potential of innovative educational programs to foster religious awareness and empowerment (Mohamed, 2019) among Muslims globally.

2. TAYAMMUM TREKATHON

In a world where understanding and practising the practices of religion are essential, innovative educational approaches are required to effectively engage students (Ab Rahman & Asman, 2019). Tayammum Trekathon emerges as a ground-breaking solution that combines adventure, exploration, and interactive activities that will help students gain a better understanding of Tayammum, an important Islamic cleansing ritual.

The Tayammum Trekathon is not just an ordinary educational program but a transformative experience with several key purposes. It holds several significant purposes, tailored to their religious and personal growth needs within an Islamic context.

The primary purpose of the Tayammum Trekathon for Muslim students is to improve their understanding of Tayammum, a religious practice outlined in Islam. Through hands-on activities and interactions, students thoroughly understand the concepts, conditions of use, and procedures of Tayammum as taught in Islam.

Tayammum Trekathon also equips Muslim students with the practical skills necessary to perform Tayammum correctly when water is unavailable or scarce. Through hands-on demonstrations and simulated scenarios, participants learn how to apply Tayammum confidently, ensuring they can fulfill their religious obligations effectively regardless of environmental constraints.

The Tayammum Trekathon helps Muslim students develop a stronger spiritual connection with their beliefs and practices. Students develop a more profound sense of religious identity, devotion, and commitment to carrying out their

religious duties per Islamic principles when participating in the activities.

It also provides Muslim students with opportunities for community engagement and interaction. Students build bonds with fellow Muslim peers by participating in group activities and challenges, fostering a sense of unity, solidarity, and mutual support within the Muslim community.

In addition to its religious significance, the Tayammum Trekathon fosters cultural awareness and understanding among Muslim students. Students get a greater awareness of their heritage of culture and religious practices through interactions about Tayammum's historical context and cultural significance within Islamic practices, which develops tolerance and respect for the Muslim community.

Last but not least, the Tayammum Trekathon offers Muslim students opportunities for personal growth and development. Through outdoor exploration, adventure, and experiential learning, participants build confidence, resilience, and leadership skills (Boyd & Scott, 2022), empowering them to navigate challenges and positively contribute to their communities as confident and responsible Muslim individuals.

2.1 Activities Description

The Tayammum trekathon requires participants to solve questions and puzzles related to Tayammum at each checkpoint provided. The programs will start with arranging for the students to participate in all the activities. These arrangements are:

- i. A theoretical class will be the start of the activities. Theoretical classes help students understand the theological and practical and provide detailed explanations of the steps involved in performing tayammum according to Islamic teachings.
- ii. Students will be divided into groups (10 people/group) or according to the number of students depending on the size of the student's number.
- iii. A total of five (5) checkpoints will be prepared.
- iv. Each group must move from one checkpoint to another checkpoint by answering the questions or solving all the puzzles that will be given by the facilitator.
- v. Each group will be evaluated using the score obtained at each

checkpoint.

- vi. The winner will be determined based on the highest score.
- vii. The total score for this game is 50 marks.
- viii. The total time for these games/activities is 40 minutes.

In preparation for the Tayammum Trekathon, it is essential to conduct pre-test and post-test assessments for all participants. These assessments are valuable tools for evaluating participants' knowledge, understanding, and skills related to tayammum before and after the event.

The pre-test allows us to gauge participants' baseline understanding of tayammum, including their knowledge of its conditions, procedures, and significance in Islamic teachings. It also helps identify any misconceptions or areas of weakness that may need to be addressed during the event.

Following the Tayammum Trekathon, the post-test assessment provides an opportunity to measure participants' learning outcomes and assess the event's effectiveness in enhancing their understanding and proficiency in performing tayammum. By comparing pre-test and post-test results, evaluation of the impact of the Trekathon on participants' knowledge and skills, identifying areas of improvement, and informing future event planning and educational initiatives can be tested.

Overall, conducting pre-test and post-test assessments is crucial for ensuring the educational value and success of the Tayammum Trekathon, empowering participants to deepen their understanding of tayammum and strengthen their practice of this important ritual in Islam.

2.2 Checkpoints

The Tayammum Trekathon checkpoints are vital stations along the trekking route that participants must reach within specified timeframes. These checkpoints serve multiple purposes, including ensuring participant safety, monitoring progress, and providing support if needed.

Each checkpoint is strategically placed along the exploring route, usually at distances that allow for reasonable lengths between stops. Hydration checks, health inspections to make sure the students are not too exhausted, and rest breaks are included in the activities available at these stations. In addition, the facilitator may provide refreshments, first aid, and route guidance.

Checkpoint personnel, i.e. facilitators, play a crucial role in managing the event, including recording participant arrivals and departures, monitoring weather conditions, and coordinating emergency responses if required. Furthermore, checkpoints serve as meeting points for participants to regroup, exchange experiences, and receive encouragement from fellow trekkers and event staff. Checkpoints also serve as meeting points for participants to regroup, exchange experiences, and receive encouragement from other explorers and facilitators.

The establishment of checkpoints (Table 1) enhances the overall organisation and safety of the Tayammum Trekathon, ensuring that participants can enjoy the trekking experience while minimising risks and maximising support throughout the journey.

Table 1. Activities in Each Checkpoint.

Checkpoint 1	
Items	Description
Question	Participants are asked to give a definition of tayammum.
Explanation	The facilitator will give a sheet of paper to participants to write down the definition of tayammum.
Time taken	5 minutes.
Marks	5 marks.
Mark details	Accuracy (2 marks): ✓ Provides a precise definition of tayammum. Clarity (2 mark): ✓ Avoids ambiguity or confusion in the explanation. Comprehensiveness (1 mark): ✓ Covers all essential aspects of tayammum, including its ritualistic aspects, materials used, and the circumstances under which it is performed.

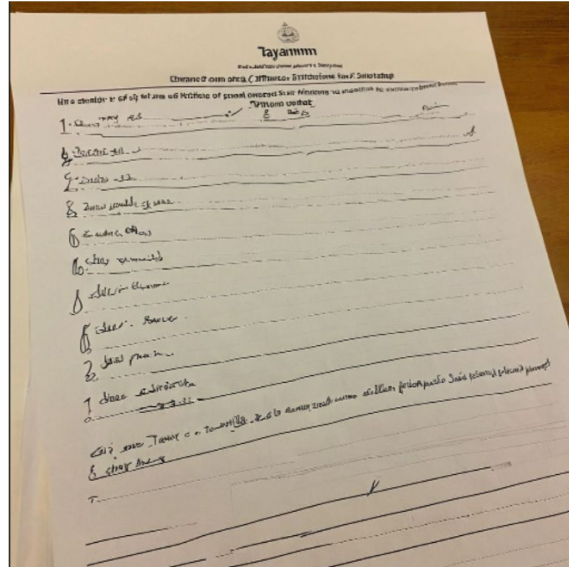


Figure 1: Task on Checkpoint 1

Checkpoint 2

Items	Description
Question	Based on the pieces of cards received, you are required to put together a puzzle of the complete verse of niyyah (intention) for tayammum.
Explanation	The facilitator will provide a breakdown of sentences and verses cards. Participants are asked to rearrange the correct niyyah (intention) for tayammum.
Time taken	10 minutes.
Marks	10 marks.
Mark details	<p>Correct Sequence (4 marks):</p> <ul style="list-style-type: none"> ✓ The puzzle pieces must be arranged in the correct order to form the complete verse of niyyah (intention) for tayammum. <p>Accuracy of Text (4 marks):</p> <ul style="list-style-type: none"> ✓ Each puzzle piece must contain the accurate wording of the niyyah (intention) for tayammum without any errors or omissions. <p>Neatness and Organization (2 marks):</p> <ul style="list-style-type: none"> ✓ The assembled puzzle should be neatly arranged, with all pieces fitting together seamlessly. There should be no overlapping or gaps between pieces, and the overall presentation should be visually appealing.



Figure 2: Task on Checkpoint 2.

Checkpoint 3

Items	Description
Question	There are nine (9) types of elements on the table. You are required to identify the elements that can be used for tayammum.
Explanation	The facilitator will provide nine (9) elements, which are stones, sands, muds, clays, castor sugars, brown sugars, salts, pebbles and ground dust. Participants are asked to choose the correct element that can be used for tayammum.
Time taken	5 minutes.
Marks	5 marks.
Mark details	<p>Identification of Suitable Elements (3 marks):</p> <ul style="list-style-type: none"> ✓ The student correctly identifies the correct element out of the six types of elements on the table that can be used for tayammum according to Islamic practices. <p>Accuracy of Selection (2 marks):</p> <ul style="list-style-type: none"> ✓ The student provides a brief explanation or justification for why each identified element is suitable for tayammum, demonstrating an understanding of the reasoning behind the selection.



Figure 3: Task on Checkpoint 3.

Checkpoint 4

Items	Description
Question	Based on the pictures of the steps of the tayammum received, you are required to rearrange the pictures according to the correct flow of the tayammum process.
Explanation	The facilitator will provide pictures of the tayammum steps. Participants are asked to rearrange the correct flow of the tayammum process.
Time taken	10 minutes
Marks	15 marks.
Mark details	<p>Correct Sequence (10 marks):</p> <ul style="list-style-type: none"> ✓ The pictures are arranged in the correct order to depict the sequential steps of the tayammum process according to Islamic teachings. <p>Clarity and Coherence (3 marks):</p> <ul style="list-style-type: none"> ✓ The arrangement of pictures clearly illustrates the logical progression of the tayammum process, with each step flowing smoothly into the next. Transitions between pictures are clear and coherent. <p>Accuracy of Details (2 marks):</p> <ul style="list-style-type: none"> ✓ Each picture accurately represents the specific action or step of the tayammum process, with attention to detail and adherence to Islamic guidelines.



Figure 4: Task on Checkpoint 4.

Checkpoint 5

Items	Description
Question	Please show the correct way to perform tayammum.
Explanation	The facilitator will provide ground dust for participants to perform tayammum. Participants are asked to perform tayammum the correct way.
Time taken	10 minutes.
Marks	15 marks.
Mark details	<p>Demonstration of Correct Procedure (10 marks):</p> <ul style="list-style-type: none"> ✓ The student demonstrates each step of the tayammum process accurately and in the correct sequence according to Islamic teachings. <p>Clarity and Explanation (3 marks):</p> <ul style="list-style-type: none"> ✓ The demonstration is clear and easy to follow, with the student providing verbal explanations or descriptions of each step to ensure understanding. <p>Accuracy of Actions (3 marks):</p> <ul style="list-style-type: none"> ✓ Each action performed during the tayammum process is done with precision and attention to detail, reflecting a thorough understanding of the correct method.



Figure 5: Task on Checkpoint 5.

2.3 *Floor plan*

The floor plan for the Tayammum Trekathon with five checkpoints is designed to facilitate the smooth operation and management of the event. The layout typically includes designated areas for each checkpoint along the exploration route.

The floor plan (Figure 6) suggested for the Tayammum Trekathon with five checkpoints is designed to ensure participant safety, monitor progress, and provide the necessary support throughout the exploration journey. Each checkpoint plays a crucial role in enhancing the overall experience and success of the event.

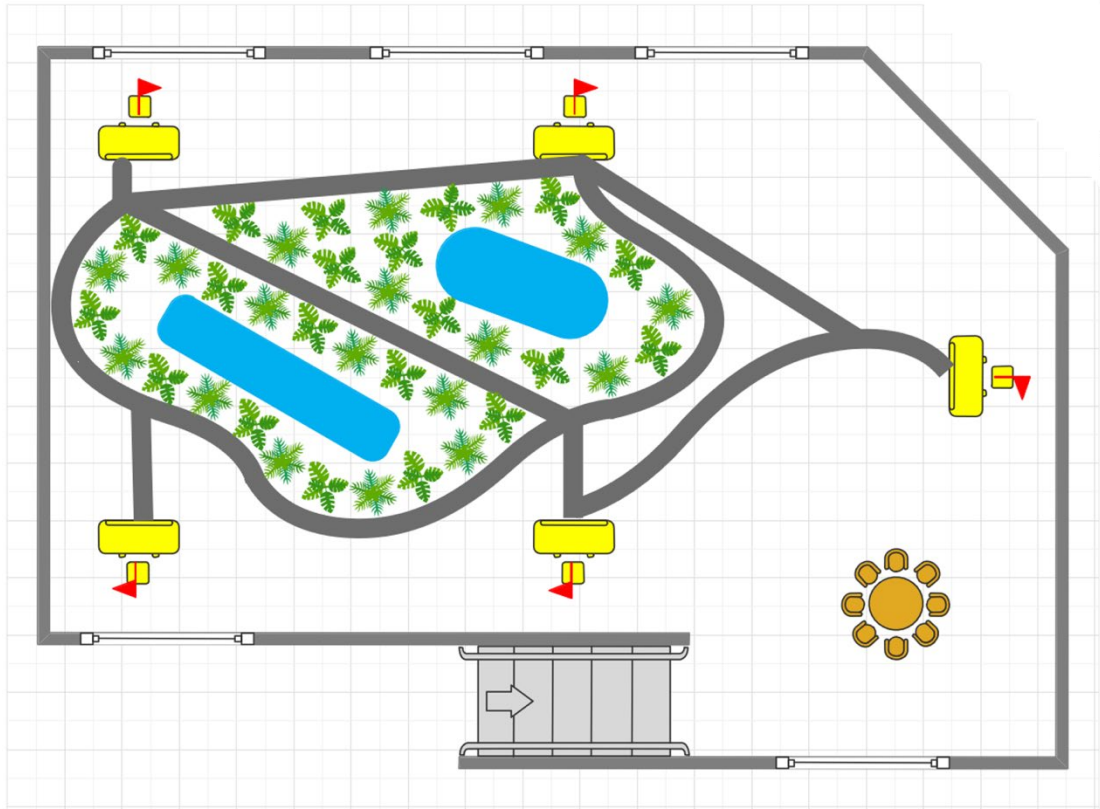


Figure 6. Floor plan suggested for the Tayammum Trekathon.

The starting point serves as the initial checkpoint where participants gather, register, and receive event briefings. It includes areas for registration booths, equipment checks, and event officials. Participants begin their journey from this point, following marked trails leading to the subsequent checkpoints.

The floor plan for the Tayammum Trekathon with five checkpoints integrates educational and interactive elements related to the practice of Tayammum, a ritual purification in Islamic tradition.

At Checkpoint 1, participants are asked to define Tayammum, emphasising its significance and relevance in Islamic teachings. This activity aims to ensure that participants fully understand Tayammum before proceeding further.

Then at Checkpoint 2, participants receive pieces of cards containing segments of the complete verse of Niyyah (intention) for Tayammum. At this checkpoint, they must assemble the puzzle by arranging the cards in the correct order. This activity reinforces the importance of doing Niyyah in performing Tayammum according to Islamic principles. Then, they are off to Checkpoint 3.

When they arrived at Checkpoint 3, nine (9) types of elements potentially usable for Tayammum were displayed on a table. According to Islamic guidelines, participants must identify which elements can be used for Tayammum. This checkpoint promotes understanding of the correct materials for Tayammum and enhances participants' practical knowledge.

At Checkpoint 4, participants receive pictures illustrating the steps of the Tayammum process. They are tasked with rearranging the pictures to demonstrate the correct flow of the Tayammum process from Niyah to completion. This activity helps reinforce the procedural aspects of Tayammum.

At the final checkpoint – Checkpoint 5, participants are asked to demonstrate the correct way to perform Tayammum. This involves a hands-on demonstration and verbal explanation, ensuring that participants grasp the practical application of Tayammum as part of their religious practice.

Overall, the floor plan for the Tayammum Trekathon with these five checkpoints offers participants an engaging and informative experience that deepens their understanding of Tayammum while promoting active participation and learning.

3. RESULTS

The Tayammum Trekathon is an innovative event that takes students on a transformative journey through the depths of Islamic rituals. Beyond the physical challenge of exploring, this event has enormous implications for participants' knowledge, cultural understanding, interpersonal skills, physical well-being, spiritual growth, community engagement, and personal achievements (Fadillah, 2020).

One of the most significant results for students participating in the Tayammum Trekathon is the gain of knowledge about Islamic practices. Through interactive checkpoints, participants dig into the complexity of Tayammum, understanding its meaning, procedural steps, and fundamental concepts. Students get a deeper understanding of cleansing practices in Islam through discussions and activities, which enriches their cultural literacy and promotes intercultural interaction.

In addition, participation in the Tayammum Trekathon serves as a gateway to giving students a first-hand understanding of Islamic practices. As students connect with various peers and participate in educational activities, they gain a greater awareness and appreciation for Islamic practices. Definitions are

addressed through exploration and discussion, and bridges of understanding are formed to promote intercultural harmony and respect (Francis, 2017).

Furthermore, the Tayammum Trekathon provides numerous opportunities for students to develop their interpersonal skills through teamwork and collaboration. At each checkpoint, participants take part in group activities that promote communication, cooperation, and problem-solving skills (Lee & Zhang, 2019). By overcoming obstacles together, students develop resilience, empathy, and good communication skills, all of which are necessary for success in both personal and professional settings.

Beyond the intellectual and cultural aspects, the Tayammum Trekathon offers students tangible physical fitness benefits. Trekking through natural landscapes not only challenges their physical endurance but also promotes cardiovascular health and overall well-being. As students conquer trails and ascend to checkpoints, they experience the invigorating effects of outdoor exercise, fostering a deeper connection with nature and a commitment to a healthy lifestyle (Prasetya et al., 2020).

On top of that, the Tayammum Trekathon offers opportunities for spiritual reflection and connection beyond the physical world. Participating in Tayammum-related activities invites people to consider the spiritual implications of ritual purification and the value of intentionality in day-to-day living. Students find inspiration and comfort in the calm of nature, which helps them develop a stronger bond with their inner selves and religion.

Moreover, Tayammum Trekathon serves as a nexus for community engagement, bringing together students, volunteers, and organisers in a shared endeavour. Bonds are forged as participants traverse trails and conquer checkpoints, and a sense of camaraderie permeates the atmosphere. Through shared experiences and mutual support, students cultivate meaningful connections and a sense of belonging within the larger community.

Lastly, completing the Tayammum Trekathon represents a significant personal achievement for students. By overcoming physical challenges, expanding their knowledge base, and actively participating in cultural and educational activities, students emerge with a profound sense of accomplishment and self-confidence. The journey from start to finish instils resilience, determination, and a belief in one's capabilities, empowering students to tackle future challenges with renewed vigour (Cotic et al., 2020).

4. CONCLUSION

In conclusion, the Tayammum Trekathon provides students with an unforgettable experience that has numerous benefits that go well beyond the physical activity route. Participants gain knowledge and empowerment through participation in Islamic practices, cultural immersion, social interactions, physical activity, self-awareness, community building, and personal growth. Students travel on a journey of comprehensive development that has a lasting impact on their lives as they navigate the terrains of knowledge and self-discovery through Islamic practices.

5. ACKNOWLEDGEMENT

The research financial was fully supported by the Universiti Sains Islam Malaysia (USIM) under the Centre of Excellence (COE), Institut Fatwa dan Halal (IFFAH) (PPPI /BM/DB/KGI/USIM/18222).

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