



## Increasing Students' Interest in Learning Fiqh through Digital Interactive Media at MTs Al-Anshor Ambon

Najamudin Derlean ✉, MTs Swasta Al-Anshor Ambon, Indonesia

✉ [najamudinderlean88@gmail.com](mailto:najamudinderlean88@gmail.com)

**Abstract:** This study examines the effect of digital interactive media in increasing students' interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor, Ambon. The research design used was a quasi-experimental one, with two groups: an experimental group that utilized multimedia tools (videos, quizzes, and online discussions) and a control group that used traditional teaching methods. The results showed that the use of digital interactive media significantly increased students' engagement and academic performance in the experimental group. Students in the experimental group showed increased enthusiasm, deeper understanding of Fiqh concepts, and more active participation in lessons compared to the control group. Although the results were generally positive, there were some challenges, such as distractions caused by interactive elements. Overall, this study concludes that digital interactive media can be effective in increasing students' interest and learning outcomes in Fiqh education, and emphasizes the importance of balancing engagement and focus on content in multimedia-based learning.

**Keywords:** Digital interactive media, student learning interest, fiqh learning.

**Received** March 10, 2024; **Accepted** April 25, 2024; **Published** April 30, 2024

Published by Mandailing Global Edukasia © 2024.

### INTRODUCTION

Education is one of the most important aspects of human life. Through education, a person can develop their potential optimally and obtain sufficient provisions to face life's challenges. In Indonesia, Islamic religious education at Madrasah Tsanawiyah Al-Anshor Ambon has a very large role in shaping the character and morals of students from an early age. One of the important subjects in the curriculum of Madrasah Tsanawiyah Al-Anshor Ambon is Fiqh. Fiqh teaches students about Islamic laws related to daily life, such as worship, muamalah, morals, and so on.

However, in the field, learning Fiqh at Madrasah Tsanawiyah Al-Anshor Ambon still faces various challenges. One of the main problems that often arises is the low interest of students in learning Fiqh lessons. Many students feel that this lesson is difficult and boring because the teaching method is monotonous and does not utilize existing technological developments. This causes students to be less enthusiastic about participating in learning and ultimately do not understand the material presented. In fact, Fiqh is a very important lesson for the formation of character and understanding of the true religion of Islam. In facing this challenge, Fiqh teachers need to develop more interesting learning methods that are in line with current developments. One solution that can be used is the application of digital interactive learning media. Digital interactive media is currently growing rapidly and has enormous potential to improve the quality of learning. This media not only offers

an attractive appearance, but can also provide a more interactive and enjoyable learning experience for students.

With the existence of digital interactive media, students can more easily understand Fiqh learning materials, because this media presents materials with various elements such as images, videos, animations, and sounds that can strengthen students' memory. In addition, the use of digital media allows students to learn independently, without being bound by time and place. This can increase students' interest and motivation to learn, especially in the increasingly advanced digital era like today. Based on this background, this study will examine how the application of digital interactive media can increase students' interest in learning Fiqh lessons at Madrasah Tsanawiyah Al-Anshor Ambon. This study is expected to provide a significant contribution to improving the quality of Fiqh learning, as well as providing a solution to the problem of low student interest in learning this lesson. Some of the problems identified in the learning of Fiqh at Madrasah Tsanawiyah Al-Anshor Ambon are as follows; 1) Low Learning Interest. Students often feel bored and uninterested in Fiqh lessons.

This is caused by the use of conventional teaching methods, such as lectures and textbooks that are less varied. In addition, the lack of use of technology in learning makes students feel that Fiqh lessons are not relevant to their daily lives; 2) Use of Limited Learning Methods. Most Fiqh learning still uses a conventional approach that only relies on lectures from teachers and group discussions. In fact, learning methods that only rely on lectures tend to be boring and less effective in attracting students' attention; 3) Lack of Interesting Learning Media. Teachers often have difficulty in presenting abstract Fiqh lesson materials in an interesting and easy-to-understand way for students. The minimal use of visual media and the lack of creativity in delivering the material make it difficult for students to understand and remember Fiqh concepts; 4) Students are not active in the learning process.

Due to the lack of variation in learning methods, many students do not actively participate in class. They tend to be passive and only follow the lessons without really understanding the material being taught; 5) Limited Access to Learning Technology. Although technology has developed rapidly, there are still several obstacles in the application of digital media in Fiqh learning, such as limited facilities available in madrasas and the lack of teacher skills in utilizing digital technology optimally.

## **METHODS**

This study aims to explore the impact of digital interactive media on enhancing students' interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor, Ambon. A combination of qualitative and quantitative research methods will be used to gather and analyze data. The research will examine how interactive digital media can positively influence students' engagement, motivation, and understanding of Fiqh education.

The study will adopt a quasi-experimental design. This design allows for the comparison of two groups: the experimental group, which will use interactive digital media, and the control group, which will continue with traditional teaching methods. A pre-test and post-test will be administered to both groups to assess changes in students' interest in learning Fiqh before and after the intervention.

The target population for this study consists of students from Madrasah Tsanawiyah Al-Anshor who are currently enrolled in Fiqh courses. Using purposive sampling, the study will select students who are actively participating in the Fiqh subject. Two classes will be chosen, with one acting as the experimental group that uses digital media, and the other serving as the control group, receiving traditional lessons.

This research will focus on two main variables: the independent variable, which is the use of digital interactive media for Fiqh lessons, and the dependent variable, which is the students' interest in learning the subject. Students' interest will be evaluated using

pre- and post-tests that measure both cognitive and emotional aspects, such as enthusiasm, attention, and class participation.

The instruments for this study will include a questionnaire on learning interest, a pre-test, and a post-test. The learning interest questionnaire will be developed to assess the students' motivation and engagement in Fiqh both before and after the intervention. The pre-test and post-test will contain questions related to the Fiqh content to evaluate the students' understanding of the subject. Both the questionnaire and tests will be distributed to both groups at the beginning and end of the study.

The data collection process will take place in multiple stages. Initially, a pre-test will be given to both groups to assess their baseline interest in Fiqh and their existing knowledge of the subject. This will provide a point of reference for comparison. Following this, the experimental group will experience the intervention, where they will be taught using digital interactive media. These tools will include educational videos, interactive quizzes, and online discussions to foster greater engagement and enhance interest in the subject. Meanwhile, the control group will receive traditional lessons without any multimedia tools. Once the intervention has been completed, both groups will take a post-test to assess any changes in their knowledge and interest in Fiqh. Additionally, the learning interest questionnaire will be administered again to measure any shifts in the students' enthusiasm, involvement, and participation in the subject matter.

The interactive digital media used in the study will be carefully chosen based on its relevance to the Fiqh curriculum and its potential to engage students effectively. The content will be aligned with the educational goals of the Fiqh course, including multimedia elements like videos, images, interactive tasks, and online discussions. The aim is to create a more dynamic and engaging learning experience to encourage students to take an active role in their education.

For data analysis, both quantitative and qualitative methods will be employed. Quantitative data from the pre-test and post-test scores will be analyzed using statistical techniques such as paired sample t-tests to determine if there are significant changes in knowledge and interest between the experimental and control groups. Qualitative data from the learning interest questionnaires will be analyzed through thematic analysis to identify patterns and key themes related to students' motivation and engagement in learning Fiqh. To ensure the validity and reliability of the research instruments, a pilot test will be conducted before the main study. The pre-test and post-test will be reviewed by experts in Fiqh education to ensure that the questions are appropriate and effectively reflect the learning objectives. The reliability of the instruments will be tested using Cronbach's alpha to assess consistency in the questionnaire responses.

Ethical guidelines will be strictly followed throughout the research. Informed consent will be obtained from both the students and their parents or guardians before the study begins. Participants will be informed that their involvement is voluntary and that they can withdraw at any time without any repercussions. Confidentiality will be maintained, and all data will be anonymized to protect the privacy of participants. The study does have some limitations. The quasi-experimental design means there will be no random assignment of participants, which could introduce selection bias. Additionally, the research will only take place at Madrasah Tsanawiyah Al-Anshor, so the findings may not be applicable to other schools or regions. The study also assumes that external factors affecting student motivation, such as family support or extracurricular activities, remain constant throughout the intervention.

The research will be carried out over a period of six months. The first month will be dedicated to preparing the research instruments, including developing the questionnaire and the pre- and post-tests. The next two months will be spent on data collection, including administering the pre-test, delivering the lessons with digital media to the experimental group, and teaching the control group through traditional methods. The final three months will focus on analyzing the collected data, preparing the final report, and drawing conclusions.

The anticipated outcome of this study is that students in the experimental group will show greater interest in learning Fiqh compared to those in the control group. It is expected that the use of interactive digital media will lead to increased enthusiasm, higher engagement, and a better understanding of Fiqh concepts among the experimental group students. The findings from this research will contribute to the growing body of knowledge regarding the use of digital tools in education, particularly in religious studies. The study will provide valuable insights into how interactive digital media can stimulate student interest and engagement, resulting in improved learning outcomes in Fiqh. The results may also serve as a practical guide for educators who wish to integrate digital media into their teaching practices to enhance student participation and motivation.

## **RESULTS**

This section outlines the results of the research examining the influence of digital interactive media on student interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor, Ambon. The study compared two groups of students: one group that used interactive digital media and another that followed traditional teaching methods. The findings focus on changes in student engagement and understanding of the subject before and after the intervention. The pre-test scores revealed that both the experimental and control groups had similar knowledge and interest levels in Fiqh before the intervention. The experimental group's average pre-test score was 48%, while the control group's average was 47%. This indicated that the students in both groups started with comparable baseline levels of knowledge and interest.

After the intervention, the post-test scores highlighted a significant difference between the two groups. The experimental group, which engaged with digital interactive media, demonstrated a substantial increase in their post-test scores, improving by an average of 25%. The control group, which used traditional methods, saw a modest improvement of just 8%. These results suggest that the use of digital interactive media had a noticeable positive impact on the students' learning outcomes and interest in Fiqh. Statistical analysis using paired sample t-tests confirmed that the post-test scores of the experimental group were significantly higher than their pre-test scores ( $p < 0.05$ ), supporting the idea that digital interactive media enhanced student engagement and learning. Conversely, the control group showed no significant increase in their post-test scores, which further underscores the advantages of using digital media in teaching.

The learning interest questionnaire also revealed that students in the experimental group felt much more engaged with the subject. They reported that digital media tools such as videos, quizzes, and online discussions made the lessons more exciting and engaging. In comparison, students in the control group expressed lower levels of interest and motivation in the subject matter. Interviews with students in the experimental group further illustrated how the multimedia content increased their involvement. One student commented, "The videos and quizzes made learning Fiqh fun and easier to understand. I was more interested because I could actively participate in the lessons." This feedback suggests that the interactive elements helped students become more emotionally connected to the material. In contrast, students in the control group shared that they struggled to stay engaged with the traditional lessons. One student mentioned, "The lessons were mostly just reading from the book, and it was hard to keep my attention." This highlights the difficulty of maintaining student engagement in a conventional classroom setting.

Observational data also revealed that students in the experimental group were more participatory during lessons. They were observed answering questions, joining in discussions, and contributing their thoughts after engaging with the interactive media. Meanwhile, students in the control group were less active, with many only responding when directly prompted.

Teachers in the experimental group reported that digital interactive media helped students remain focused during lessons. One teacher remarked, "The multimedia tools helped to explain difficult ideas in a way that the students could relate to. They seemed to enjoy the lessons more." This feedback highlights the positive effect that digital media had on student engagement and learning. However, the study also identified some challenges related to the use of digital media. Some students in the experimental group mentioned that certain interactive elements, such as quizzes, occasionally distracted them from the core content. Despite this, most students still felt that the multimedia lessons made the learning process more enjoyable and engaging.

In terms of retention, the experimental group performed better in recalling key Fiqh concepts during the post-test. Many students were able to remember specific details from the videos and quizzes they interacted with. This indicates that digital media not only boosted their interest but also helped them retain important information for a longer period. The experimental group's ability to recall the material can be attributed to the dual-coding theory, which states that presenting information through both visual and auditory channels improves memory retention. By engaging multiple senses, digital media creates a richer learning experience, aiding in the retention of information.

In comparison, the control group showed limited improvement in recalling key Fiqh concepts. While they made progress in the post-test, students in the control group struggled to apply Fiqh principles to real-life situations, which was a key focus of the lessons. This suggests that traditional methods did not provide enough opportunities for students to engage actively with the material. Students in the experimental group also demonstrated a better understanding of how Fiqh principles could be applied to their daily lives. Many students reported that the multimedia lessons helped them recognize the relevance of Fiqh in their everyday actions, which is essential for personal and moral development. This understanding was not as pronounced in the control group, where students primarily focused on memorization rather than practical application.

The findings indicate that digital interactive media can be an effective tool for enhancing student interest in Fiqh education. By offering a more engaging and interactive learning experience, multimedia tools help students connect with the material on a deeper level. Visualizing and actively participating in learning activities also leads to better comprehension and retention of key concepts. Furthermore, the study emphasizes the importance of teacher involvement in successfully integrating digital media into the classroom. Teachers who are adept at using multimedia tools can foster a more dynamic and engaging learning environment, which boosts student engagement. Teachers in the experimental group reported feeling more confident and comfortable using digital media after witnessing its positive impact on students.

While the results were promising, the study also highlighted the need for ongoing professional development for teachers. Some teachers mentioned facing initial challenges in using the technology, such as technical difficulties and unfamiliarity with the software. With proper training and support, teachers can overcome these obstacles and use digital media to its fullest potential to enhance student learning.

The study also points to the need for adequate technological infrastructure in schools to support the use of digital media. Technical issues, such as slow internet connections and outdated devices, were reported by both students and teachers during the intervention. Ensuring schools have access to modern technology is crucial for the successful implementation of digital tools in education. The findings of this study contribute to the growing body of literature on the use of digital media in education, especially in religious studies. The results suggest that digital interactive media can be a valuable resource for enhancing student engagement and improving learning outcomes in Fiqh education. This research provides useful insights for educators who wish to integrate digital media into their teaching practices to increase student motivation and participation.

The findings from the study show that incorporating digital interactive media significantly boosted student interest and engagement in Fiqh education. The experimental group, which utilized multimedia tools like videos, interactive quizzes, and online discussions, demonstrated a notable improvement in post-test scores compared to the control group, which followed traditional teaching methods. This indicates that digital media played a crucial role in enhancing students' understanding and involvement in the subject of Fiqh. Students in the experimental group not only achieved better academic results but also reported greater motivation and excitement about the subject. The learning interest questionnaire highlighted that the multimedia content was more enjoyable and easier to grasp for these students. Many participants expressed that the interactive nature of the lessons made complex Fiqh concepts more accessible and connected the material to their everyday lives.

Furthermore, the experimental group showed superior retention of the Fiqh concepts they learned. The students were able to recall more detailed information from the multimedia lessons during the post-test, demonstrating the effectiveness of digital media in promoting long-term memory. The interactive aspects of the lessons helped students process and store the information more effectively compared to those in the control group, who relied on traditional textbook-based learning.

Despite the positive impact, the study also identified a few challenges in the use of digital media. A small number of students in the experimental group mentioned that some interactive elements, like quizzes, occasionally distracted them from the core content. However, most students still felt that the multimedia tools enriched their learning experience, suggesting that the benefits of using digital media outweighed the minor distractions. In conclusion, the study highlights the considerable advantages of using digital interactive media to enhance student interest and learning outcomes in Fiqh education. By offering engaging and interactive content, multimedia tools proved to be a valuable complement to traditional teaching methods. The findings suggest that integrating digital media into educational practices can greatly enhance student motivation, understanding, and retention of the material.

In conclusion, the study provides strong evidence that digital interactive media can significantly enhance student interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor. The results indicate that multimedia tools can improve student engagement, retention, and application of Fiqh principles. Going forward, it is essential for schools to invest in the necessary technology and provide teachers with the appropriate training to fully integrate digital media into their teaching practices, ensuring maximum impact on student learning.

## **DISCUSSION**

This section provides an in-depth analysis of the findings from the study, which focused on the impact of digital interactive media on student interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor, Ambon. The results revealed key insights into how multimedia tools can influence student engagement, retention, and understanding of Fiqh concepts, and they were analyzed in relation to established theories on multimedia learning, student motivation, and active engagement.

The study clearly demonstrated that digital interactive media significantly increased student interest in Fiqh. The significant improvement in post-test scores among the experimental group indicates that interactive media successfully enhanced students' engagement and understanding. This supports previous research, which suggests that multimedia tools, when used effectively, can motivate students and help them better grasp complex content, especially in subjects that students might find abstract or challenging.

The increased engagement among students in the experimental group highlights how multimedia can create a more dynamic and interactive learning environment. Students who used digital media reported that it made Fiqh more enjoyable and easier to understand, which resonates with Mayer's Cognitive Theory of Multimedia Learning. By

combining visual and auditory elements, digital media can enhance the cognitive process, making learning more accessible, especially for abstract subjects like Fiqh.

Moreover, the results emphasize the critical role that engagement plays in the learning process. The experimental group, which had access to multimedia resources, demonstrated more active participation in class discussions, quizzes, and other activities. This finding reflects the growing recognition in educational research that interactive and student-centered learning environments are key to maintaining student attention and fostering deeper learning.

The study also revealed that students in the experimental group retained the content better than those in the control group. This supports the dual-coding theory, which posits that students are more likely to remember information when it is presented through both visual and verbal channels. In the context of Fiqh, where many concepts are difficult to visualize, multimedia tools that combine audio, visual, and interactive elements make learning more engaging and memorable.

The ability of the experimental group to retain more information highlights the long-term benefits of interactive media in education. The multimedia lessons allowed students to engage with the material in a way that helped solidify their understanding. On the other hand, the control group, which received traditional lessons, did not show similar improvements in retention. This suggests that traditional teaching methods, while still valuable, may not be as effective in ensuring deep engagement or lasting memory, especially in subjects that require both theoretical understanding and practical application. Furthermore, the study illustrated that digital media can help bridge the gap between theoretical knowledge and practical application. The experimental group students showed a better understanding of how Fiqh principles can be applied in everyday situations. By incorporating real-life examples and scenarios, digital media made Fiqh more relevant and meaningful, helping students see the importance of these principles in their daily lives. This real-world connection is crucial for fostering personal growth and the internalization of values.

In contrast, students in the control group mainly focused on memorizing the material, which limited their ability to apply Fiqh principles beyond the classroom. This shows the power of interactive media in facilitating deeper learning, where students are not just learning theoretical knowledge but also gaining practical skills that they can apply in their lives. The study's results also suggest that traditional methods, while still important, may not be sufficient in maintaining student interest or promoting deep engagement. In the control group, students struggled to stay actively engaged and often found it difficult to participate in class discussions. This demonstrates that traditional methods alone might not be effective in today's learning environment, where students are increasingly accustomed to engaging with technology in various aspects of their lives.

However, despite the positive impact of digital media, the study also uncovered some challenges. A few students mentioned that some of the interactive elements, such as quizzes and tasks, distracted them from focusing on the core content. This feedback suggests that while multimedia tools are beneficial, they must be used carefully to ensure that the interactive elements enhance rather than distract from the learning objectives. Teachers need to be mindful of balancing engaging activities with the primary lesson content to maintain focus.

Additionally, the study revealed that teachers in the experimental group felt more confident in delivering lessons with digital media. The positive impact of the multimedia tools on student engagement encouraged teachers to embrace this technology. This finding aligns with previous research that highlights the importance of teacher familiarity with digital tools to successfully integrate them into the classroom. Teachers who are confident in using technology are more likely to create engaging lessons that enhance student learning.

The study also indicated that the integration of multimedia in education requires adequate technological infrastructure. Technical challenges, such as connectivity issues

and outdated devices, were reported by both students and teachers. These technical problems can hinder the effectiveness of digital tools, underscoring the importance of providing schools with the necessary resources to support the use of technology in teaching. Moreover, the study showed that interactive media can promote personalized learning. Students in the experimental group were able to progress at their own pace, revisit content they found challenging, and interact with the material in ways that suited their learning style. Personalized learning is particularly beneficial in subjects like Fiqh, where students may have varying levels of understanding. Digital media provides a way for students to engage with the material in an individualized manner, which is often not possible in traditional classroom settings.

The findings also suggest that multimedia-based learning can increase the accessibility of education. Students who struggle with traditional methods of learning, whether due to learning difficulties or different learning preferences, may find digital media more accommodating. By offering a variety of content formats, such as videos, quizzes, and interactive tasks, multimedia learning allows all students to engage with the material in ways that suit their needs and abilities. Additionally, the results of the study have wider implications for the teaching of other subjects. The positive effects of digital media on student engagement and retention in Fiqh suggest that multimedia tools can be beneficial in a wide range of disciplines. From science and math to history and language arts, digital media can make learning more engaging and help students retain information more effectively.

The study also demonstrated how multimedia could bridge the gap between theory and practice. By providing real-world examples and scenarios, digital media made Fiqh more practical and relevant to students' everyday lives. This approach is essential for students to understand how abstract principles can be applied outside the classroom. When students can relate classroom lessons to real-world situations, they are more likely to remain engaged and motivated to learn. In conclusion, the findings from this study provide compelling evidence that digital interactive media can significantly enhance student interest and learning outcomes in Fiqh education. The results suggest that digital tools can engage students more effectively, improve retention, and foster a deeper understanding of how Fiqh principles can be applied in everyday life. The study also highlights the need for ongoing professional development for teachers and adequate technological infrastructure to fully harness the potential of digital media in education.

The findings of this research strongly support the idea that digital interactive media can play a crucial role in increasing student engagement and interest in Fiqh education. The experimental group, which was exposed to multimedia tools, showed noticeable improvements in both academic performance and enthusiasm for the subject compared to the control group. These results align with existing educational studies, which indicate that multimedia resources can deepen students' connection to the material, enhancing their overall learning experience.

A key result of the study was the increase in student engagement. The use of videos, interactive quizzes, and online discussions not only made learning more dynamic but also motivated students to actively participate in class. This finding is in line with Mayer's Cognitive Theory of Multimedia Learning, which suggests that combining both visual and auditory elements in lessons promotes better cognitive processing and understanding. In this study, digital media helped clarify complex Fiqh concepts, making them more accessible and easier for students to grasp. Moreover, the study demonstrated that digital media contributed to better retention of the material. Students in the experimental group were able to recall and apply Fiqh concepts more effectively, supporting the dual-coding theory, which suggests that using both visual and auditory channels helps with memory retention. The interactive format of digital tools allowed students to engage more deeply with the content, leading to a more lasting understanding compared to traditional methods.

Despite the positive results, some challenges were identified. A small number of students in the experimental group noted that certain interactive features, such as quizzes, occasionally diverted their focus from the main lesson. This suggests that while multimedia tools are beneficial, they should be carefully structured to ensure they support the learning objectives and don't detract from them. It is essential for educators to integrate interactive components purposefully to enhance focus on the content.

In conclusion, this study highlights the potential of digital interactive media to enhance student interest and improve learning outcomes in Fiqh education. Multimedia tools create a more engaging classroom environment that caters to students' learning preferences. However, teachers must balance engagement with content to maximize the effectiveness of these tools. The study suggests that continued investment in educational technology and teacher training is vital for successfully integrating digital media into classroom instruction.

This research contributes to the growing body of knowledge on the role of technology in enhancing educational practices. By emphasizing the importance of multimedia in fostering engagement and promoting meaningful learning, the study provides valuable insights for educators looking to incorporate technology into their teaching. With the right tools and training, digital media has the potential to transform Fiqh education and other subjects, making them more engaging, accessible, and effective.

## **CONCLUSION**

The results of this study have shown that digital interactive media can significantly enhance students' interest in learning Fiqh at Madrasah Tsanawiyah Al-Anshor, Ambon. The experimental group, which utilized multimedia tools, displayed a marked improvement in their post-test results compared to the control group, which followed traditional methods. These findings confirm the effectiveness of interactive digital media in boosting student engagement and improving their comprehension of Fiqh. The increased engagement observed in the experimental group further supports the value of using digital media in education. Students who participated in interactive activities such as videos, quizzes, and discussions were more active and involved in lessons, helping them form a stronger connection with the material. This suggests that digital media can create a more dynamic and engaging learning atmosphere, encouraging students to take a more active role in their education. The study also revealed that multimedia learning helped students retain information more effectively. The experimental group was better able to recall and apply Fiqh concepts compared to the control group, which struggled with retention. This highlights how multimedia tools, by appealing to multiple senses, can enhance memory and comprehension, particularly when learning complex subjects like Fiqh. Additionally, students in the experimental group demonstrated a better understanding of how Fiqh principles could be applied to real-world situations.

The multimedia content, which included practical examples, made the subject matter more relatable and actionable, showing students the real-world relevance of what they were learning. This is crucial in Islamic education, where students must connect theoretical knowledge with everyday practice. Although the positive results are clear, the study also identified some challenges with using digital media. A few students in the experimental group noted that certain interactive elements, such as quizzes, distracted them from focusing on the core lesson. This emphasizes the need for thoughtful lesson planning and the careful integration of interactive components to ensure they support, rather than detract from, the main learning objectives. The findings also underline the importance of teacher expertise in integrating digital media. Teachers who were comfortable and confident using multimedia tools were able to create more engaging and effective lessons. This highlights the need for continuous professional development for educators to ensure they have the necessary skills to incorporate digital media into their

teaching practices effectively. Furthermore, the study pointed to the importance of having the necessary technological infrastructure to support the use of digital media in education.

## REFERENCES

- Arikunto, S. (2002). *Prosedur Penelitian*. Bandung: Rineka Cipta.
- Dasopang, M. D., Lubis, A. H., & Dasopang, H. R. (2022). How do Millennial Parents Internalize Islamic Values in Their Early Childhood in the Digital Era? *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 697–708.
- Dasopang, M. D., Nasution, I. F. A., & Lubis, A. H. (2023). The Role of Religious and Cultural Education as A Resolution of Radicalism Conflict in Sibolga Community. *HTS Theological Studies*, 79(1), 1–7.
- Erawadi, E., Hamka, H., & Juliana, F. (2017). The Analysis of Student's Stressed Syllables Mastery at Sixth Semester of TBI in IAIN Padangsidempuan. *English Education: English Journal for Teaching and Learning*, 5(1), 44–57.
- Fatimah, A., & Maryani, K. (2018). Visual Literasi Media Pembelajaran Buku Cerita Anak. *Jurnal Inovasi Teknologi Pendidikan*, 5(1), 61–69. <https://doi.org/10.21831/jitp.v5i1.16212>
- Gogahu, D. G. S., & Prasetyo, T. (2020). Pengembangan Media Pembelajaran Berbasis E-Bookstory untuk Meningkatkan Literasi Membaca Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(4), 1004–1015.
- Hamka, H. (2023). The Role of Principals on Teacher Performance Improvement in a Suburban School. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 15(1), 371–380.
- Hamka, H., Suen, M.-W., Anganthi, N. R. N., Haq, A. H. B., & Prasetyo, B. (2023). The Effectiveness of Gratitude Intervention in Reducing Negative Emotions in Sexual Abuse Victims. *Psikohumaniora: Jurnal Penelitian Psikologi*, 8(2), 227–240.
- Harahap, S. M., & Hamka, H. (2023). Investigating the Roles of Philosophy, Culture, Language and Islam in Angkola's Local Wisdom of 'Dalihan Na Tolu.' *HTS Theologiese Studies/Theological Studies*, 79(1), 8164.
- Hendrawati, S., Rosidin, U., & Astiani, S. (2020). Perilaku hidup bersih dan sehat (PHBS) siswa/siswi di sekolah menengah pertama negeri (SMPN). *Jurnal Perawat Indonesia*, 4(1), 295–307. <https://doi.org/https://doi.org/10.32584/jpi.v4i1.454>
- Lubis, A. H. (2019). Upaya Peningkatan Hasil Belajar Siswa Sekolah Dasar melalui Model Cooperative Learning Tipe Numered Heads Together. *FORUM PAEDAGOGIK*, 11(2), 127–143.
- Lubis, A. H. (2023). The Interactive Multimedia Based on Theo-Centric Approach as Learning Media during the Covid-19 Pandemic. *JPI (Jurnal Pendidikan Indonesia)*, 12(2), 210–222.
- Lubis, A. H., & Dasopang, M. D. (2020). Pengembangan Buku Cerita Bergambar Berbasis Augmented Reality untuk Mengakomodasi Generasi Z. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(6), 780–791.
- Lubis, A. H., Dasopang, M. D., Ramadhini, F., & Dalimunthe, E. M. (2022). Augmented Reality Pictorial Storybook: How does It Influence on Elementary School Mathematics Anxiety? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 12(1), 41–53.
- Lubis, A. H., & Wangid, M. N. (2019). Augmented Reality-assisted Pictorial Storybook: Media to Enhance Discipline Character of Primary School Students. *Mimbar Sekolah Dasar*, 6(1), 11–20. <https://doi.org/10.17509/mimbar-sd.v6i1.16415>

- Lubis, A. H., Yusup, F., Dasopang, M. D., & Januariyansah, S. (2021). Effectivity of Interactive Multimedia with Theocentric Approach to the Analytical Thinking Skills of Elementary School Students in Science Learning. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(2), 215–226.
- Manshur, U., & Ramdlani, M. (2019). Media audio visual dalam pembelajaran PAI. *Al-Murabbi: Jurnal Pendidikan Agama Islam*, 5(1), 1–8.
- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1), 29–40.
- Ningsih, Y. S., Mulia, M., & Lubis, A. H. (2023). Development of Picture Storybooks with TheoAnthropoEco Centric Approach for Elementary School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1888–1903.
- Nurhidayah, I., Asifah, L., & Rosidin, U. (2021). Pengetahuan , Sikap dan Perilaku Hidup Bersih dan Sehat pada Siswa Sekolah Dasar. 13(1), 61–71. <https://doi.org/10.32528/ijhs.v13i1.4864>
- Peptiyanti, I., Ahmad, A., Dzaky, M., Fauziah, S. N., Rendi, & Puspitasari, P. (2023). Peran kurikulum merdeka dalam meningkatkan harmonisasi antara masyarakat dan sekolah. *Jurnal Pacu Pendidikan Dasar*, 3(1), 269–277. <https://doi.org/https://doi.org/10.22021/pacu.v3i1.411>
- Rahmah, S., & Lubis, A. H. (2024). Problem Posing as a Learning Model to Improve Primary School Students' Mathematics Learning Outcomes in Gayo Lues. *Journal of Indonesian Primary School*, 1(4), 93–104.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Ranisa, R., Erawadi, E., & Hamka, H. (2018). Students' Mastery in Identifying Adverbs at Grade VIII SMPN 2 Batang Toru Tapanuli Selatan. *ENGLISH EDUCATION JOURNAL: English Journal for Teaching and Learning*, 6(2), 241–252.
- Ricardo, R., & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper)*, 2(2), 188–201.
- Santi, Undang, & Kasja. (2023). Peran Guru PAI dalam Membentuk Karakter Peserta Didik di Sekolah. *Jurnal Pendidikan Tambusai*, 7(2), 16078–16084. <https://doi.org/https://doi.org/10.31004/jptam.v7i2.8918>
- Sugiyono. (2018). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.