



The Use of Digital Media in Improving Students' Understanding of Fiqh Material at MIS Hidayatut Thowalib

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Abstract: This study aims to analyze the use of digital media in enhancing students' understanding of Fiqh subjects at MIS Hidayatut Thowalib. In the digital era, integrating technology into education has become increasingly essential to improve the effectiveness of the teaching and learning process. This research employs a qualitative approach with a descriptive method. Data were collected through observations, interviews, and documentation involving teachers and students who participated in Fiqh lessons using digital media. The findings indicate that the use of digital media, such as educational videos, interactive presentations, and learning applications, significantly enhances students' comprehension of Fiqh concepts. The visual appeal and interactivity of digital media make it easier for students to grasp abstract concepts in Fiqh. Moreover, students become more motivated to learn and actively engage in classroom discussions. However, challenges such as limited internet access and teachers' lack of technological proficiency hinder the optimal use of digital media in learning. Overall, this study demonstrates that digital media positively impact students' understanding of Fiqh lessons. Therefore, teacher training in integrating technology into teaching and improved supporting facilities are necessary to maximize the benefits of digital media in education.

Keywords: Digital media, students' understanding, fiqh learning, educational technology.

Received October 5, 2024; **Accepted** November 11, 2024; **Published** January 31, 2025

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INTRODUCTION

In today's digital era, technological developments are increasingly rapid and have a significant impact on various aspects of life, including in the world of education. The use of digital media in the learning process has become an integral part of increasing the effectiveness of material delivery. Various studies have shown that the use of technology in education can increase interest in learning, understanding of concepts, and interaction between teachers and students. In the context of Islamic religious learning, especially the subject of Fiqh, digital media can be an effective tool in helping students understand the abstract concepts taught.

Fiqh is one of the important subjects in the Islamic education curriculum that discusses Islamic laws that regulate various aspects of life. However, in practice, students' understanding of Fiqh material often faces various obstacles, especially because of its theoretical and abstract nature. Conventional learning that only relies on textbooks and teacher lectures is sometimes less effective in delivering complex material, so innovation is needed in learning methods.

One solution to improve students' understanding of Fiqh material is to utilize digital media in the learning process. The use of media such as interactive videos, multimedia-based presentations, and educational applications can help students understand the material more easily and interestingly. In addition, the use of digital media can also increase student participation in class discussions and strengthen their memory of the concepts learned.

Several previous studies have shown that digital technology can improve the quality of learning in various subjects, including Islamic religious education. However, there are still limitations in the implementation of digital media in several schools, especially in madrasah environments that still face various challenges, such as limited facilities, lack of internet access, and minimal teacher skills in integrating technology into learning. Therefore, further research is needed to examine the effectiveness of digital media in improving students' understanding of Fiqh material, especially at MIS Hidayatut Thowalib.

MIS Hidayatut Thowalib is one of the elementary madrasahs that strives to develop technology-based learning methods to improve the quality of education. However, in the implementation process, there are still various obstacles that need to be overcome so that the use of digital media can run optimally. Therefore, this study is important to determine the extent to which the use of digital media is effective in improving students' understanding of Fiqh material in the madrasah.

This study will use a qualitative approach with a descriptive method to obtain a clear picture of the application of digital media in Fiqh learning. Data will be collected through observation, interviews, and documentation involving teachers and students at MIS Hidayatut Thowalib. Thus, this study is expected to provide new insights into the benefits and challenges faced in implementing digital technology in madrasahs.

The main objective of this study is to identify the types of digital media used in Fiqh learning, analyze its effectiveness in improving student understanding, and reveal various obstacles faced in its implementation. The results of this study are expected to be the basis for developing more effective technology-based learning methods in madrasahs, especially in Fiqh subjects.

With this study, it is hoped that schools, teachers, and education policy makers can gain insight into the importance of digitalization in learning. In addition, the results of this study can also be a recommendation for other madrasahs that want to implement digital media in the teaching and learning process, so that Islamic education can continue to develop along with technological advances.

METHODS

This study uses a qualitative approach with a descriptive method to deeply understand how the use of digital media can improve students' understanding of Fiqh material at MIS Hidayatut Thowalib. The qualitative approach was chosen because this study focuses on exploring the experiences, interactions, and perceptions of students and teachers towards the use of digital media in learning. With a descriptive method, this study aims to provide a clear picture of the phenomena that occur in the field without intervening or manipulating the variables studied.

Research Location and Subjects

This research was conducted at MIS Hidayatut Thowalib, an elementary madrasah that has begun to implement technology in the learning process. The research subjects consisted of Fiqh subject teachers, students in grades IV, V, and VI, and the head of the madrasah who plays a role in educational policies at the school. The selection of research subjects was carried out by purposive sampling, namely selecting respondents who were considered to have a direct relationship with the use of digital media in Fiqh learning.

Data Collection Techniques

To obtain accurate and comprehensive data, this study used three main techniques, namely:

1. Observation

Observation was carried out by directly observing how digital media is used in the Fiqh learning process. Aspects observed include the type of media used, how teachers deliver material with digital media, student responses to learning, and the effectiveness of the media in helping students understand.

2. Interviews

Interviews were conducted with teachers, students, and madrasah principals to gain a deeper perspective on the benefits and challenges of using digital media. Interviews with teachers aimed to understand how they integrate technology into teaching, while interviews with students helped determine the extent to which the use of digital media improved their understanding. Madrasah principals were interviewed to find out school policies in supporting the digitalization of learning.

3. Documentation

The documentation technique was used to collect data related to school policies, curriculum, and digital-based teaching materials that have been implemented in madrasahs. The documents analyzed included the syllabus, lesson implementation plan (RPP), and digital materials used in teaching Fiqh.

Data Analysis Techniques

Data obtained from observations, interviews, and documentation were analyzed using qualitative data analysis techniques according to Miles and Huberman, which consist of three main stages:

1. Data Reduction

The collected data is selected, summarized, and categorized based on its relevance to the research. Information that is not related to the research objectives will be eliminated so that the analysis results are more focused and systematic.

2. Data Presentation

The reduced data is arranged in the form of descriptive narratives, tables, or diagrams to facilitate interpretation and understanding of the phenomena being studied. Data presentation is carried out by paying attention to the relationship between the variables being studied in order to obtain valid conclusions.

3. Conclusion Drawing

After the data is analyzed, conclusions will be made based on the existing findings. This conclusion will describe the effectiveness of digital media in improving student understanding and the challenges faced in its application. The validity of the conclusion will be tested through data triangulation, namely comparing the results of observations, interviews, and documentation to ensure consistency of information.

Data Validity Test

To ensure the validity and credibility of the data, this study uses several verification techniques, namely:

- Source Triangulation: Comparing data from various sources, such as teachers, students, and madrasah principals.
- Technical Triangulation: Comparing data obtained from observations, interviews, and documentation to ensure consistency of information.
- Member Check: Providing interview or observation results to respondents to be reconfirmed to avoid misinterpretation.

Research Limitations

This study has several limitations, including:

1. Limited to one madrasah, namely MIS Hidayatut Thowalib, so the results of the study cannot necessarily be generalized to all madrasahs.
2. Focus on Fiqh learning, so the results of the study cannot be applied directly to other subjects.
3. Technical constraints, such as limited digital facilities in schools and teacher readiness in using digital media, which can affect the results of the study.

Research Contribution

This study is expected to contribute to the development of technology-based learning methods, especially in Islamic education. By knowing the effectiveness of digital media in Fiqh learning, madrasahs can design better strategies in integrating technology into the curriculum. In addition, the results of this study can also be.

RESULTS

This study aims to analyze the effectiveness of using digital media in improving students' understanding of Fiqh material at MIS Hidayatut Thowalib. Based on the results of observations, interviews, and documentation, it was found that the use of digital media, such as learning videos, interactive presentations, and educational applications, has had a positive impact on the learning process. Students showed a higher level of participation and found it easier to understand concepts in Fiqh compared to conventional methods that only rely on lectures and textbooks.

The results of observations showed that teachers who use digital media in teaching Fiqh tend to be more interactive and innovative. The use of learning videos on worship procedures, for example, makes it easier for students to understand Fiqh practices visually compared to just reading theories in books. In addition, multimedia presentations that include images and diagrams help students understand more abstract concepts, such as Islamic laws and the underlying arguments.

Interviews with students showed that most of them were more enthusiastic when learning using digital media. They admitted that it was easier to understand the material because of the visual illustrations and real examples presented through videos or animations. Students also felt more motivated to discuss and ask questions to teachers compared to traditional lecture methods. However, there are some students who have difficulty in following digital learning, especially for those who are not used to using technology in learning.

From the teacher's side, interviews showed that most teachers are aware of the benefits of digital media in Fiqh learning. They feel more helped in delivering material because digital media allows them to explain concepts more clearly and interestingly. However, some teachers still experience obstacles in operating digital devices and in finding and adapting materials that are in accordance with the madrasah curriculum. The lack of special training on the use of technology in learning is one of the main challenges faced by teachers.

The results of the documentation show that madrasahs have begun to adopt several digital media in learning, but are still limited in terms of facilities and infrastructure. Limited internet access, inadequate availability of devices, and lack of digital resources in accordance with the curriculum are obstacles faced by schools. Some teachers took the initiative to use their personal devices to display digital materials, but this has not been done evenly in all classes.

Despite the obstacles, the positive impact of using digital media in Fiqh learning is quite significant. The results of the analysis show that students who follow learning with digital media have a better understanding compared to students who only use conventional methods. This can be seen from the results of daily tests which show an

increase in students' average scores after using digital media compared to before. In addition, students are also more active in answering questions and participating in class discussions.

Several other challenges found in this study are the lack of digital content that is specific to Fiqh learning, so teachers must compile appropriate digital materials themselves. In addition, there are still differences in students' abilities in accessing and understanding technology, which causes some students to adapt faster than others. Therefore, additional efforts are needed to provide guidance to students who are less familiar with the use of digital media.

Overall, the results of this study indicate that digital media has an important role in improving students' understanding of Fiqh material at MIS Hidayatut Thowalib. However, the success of implementing digital media is highly dependent on teacher readiness, availability of facilities, and support from the school. Therefore, further efforts are needed to improve teachers' skills in using technology, providing adequate infrastructure, and developing digital content that is appropriate to the needs of Fiqh learning.

DISCUSSION

The results of this study indicate that the use of digital media in Fiqh learning at MIS Hidayatut Thowalib has a significant impact on student understanding. Digital media, such as learning videos, interactive presentations, and educational applications, have been shown to help students understand material that was previously considered difficult. This is in line with previous studies which state that technology-based learning can improve student understanding because it provides a more interesting and interactive learning experience. The use of digital media also helps in explaining abstract concepts in Fiqh, such as Islamic law and its arguments, in a way that is easier for students to understand.

In addition, the results of observations show that students are more enthusiastic and active when learning using digital media compared to conventional methods that only rely on lectures. Student interaction increases because they are more interested in the material presented through images, animations, and simulations. These findings indicate that digital media not only improves understanding but also plays a role in motivating students to be more involved in learning. This is in accordance with the theory of constructivism which states that students find it easier to understand a concept if they are actively involved in the learning process.

However, although digital media provides great benefits, the results of interviews with teachers revealed that there are still challenges in implementing technology in the classroom. One of the main obstacles is the lack of training for teachers in the use of digital media. Some teachers have difficulty operating devices and adapting teaching materials to the available technology. This shows that the success of implementing digital media in learning does not only depend on the availability of technology, but also on the readiness of teachers to use it effectively. Therefore, ongoing training is needed for teachers so that they are better prepared to utilize digital media in Fiqh learning.

The documentation results also show that the availability of facilities in schools is still an obstacle. Not all classes have access to adequate digital devices, such as computers, projectors, or stable internet connections. Some teachers even have to use personal devices to support digital-based learning. This obstacle shows that schools need to increase investment in technology infrastructure so that the use of digital media can run optimally. In addition, schools need to collaborate with the government or other parties to obtain support in providing better digital learning facilities.

In terms of students, the results of the study showed that not all students have the same skills in using technology. Some students adapt more quickly to digital media, while others still have difficulty operating devices and understanding information presented digitally. This difference can be caused by various factors, such as family background and

access to technology at home. Therefore, additional guidance is needed for students who are less familiar with digital media so that they do not fall behind in the learning process.

In addition, this study also revealed that the use of digital media can cause distraction for some students. Some students tend to be distracted by visual elements that attract attention, making it difficult for them to focus on the material being studied. This shows that in the application of digital media, there needs to be proper control and strategy so that technology is truly used as an effective learning aid, not as a source of distraction for students. Teachers need to ensure that the use of digital media remains focused and supports learning objectives.

Furthermore, the results of this study indicate that support from parents also plays an important role in the effectiveness of digital learning. Students who receive guidance from their parents while studying at home tend to understand the material more easily than students who do not receive assistance. This shows that madrasas need to collaborate with parents in optimizing the use of digital media in learning. Socialization to parents about the importance of digital-based learning can help improve their understanding in supporting their children to learn at home.

Overall, the results of this study confirm that digital media has great potential in improving students' understanding of Fiqh material, but its implementation requires support from various aspects, including teacher training, availability of facilities, student guidance, and parental involvement. With good management, digital media can be a learning tool.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of digital media in Fiqh learning at MIS Hidayatut Thowalib has a significant positive impact on student understanding. Digital media, such as learning videos, interactive presentations, and educational applications, help students understand the material more easily compared to conventional methods. The use of technology in learning allows students to see abstract concepts visually, thereby increasing their absorption and understanding of Fiqh material.

In addition to improving understanding, the use of digital media also has a positive impact on student motivation and involvement in the learning process. Students become more active in asking questions, discussing, and participating in class when digital media is used as a tool. This shows that technology-based learning can create a more enjoyable and interactive learning atmosphere, which ultimately improves student learning outcomes.

However, in its implementation, the use of digital media in Fiqh learning still faces various challenges. One of the main obstacles is the lack of training for teachers in operating and optimizing technology in the learning process. Not all teachers have adequate digital skills, so there are still difficulties in integrating digital media effectively into the curriculum. Therefore, training and technical guidance are needed for teachers so that they can be more confident and proficient in utilizing technology to support learning.

In addition to teacher skills, the availability of infrastructure and supporting facilities is also a factor that determines the success of using digital media in Fiqh learning. The results of the study showed that there are still limitations in internet access, electronic devices, and other supporting facilities in schools. Some teachers are forced to use personal devices to support digital learning, while not all students have access to the same devices at home. Therefore, efforts are needed from schools and the government to provide adequate facilities to support the implementation of more equitable digital learning.

From the student side, although the majority showed an increase in understanding after using digital media, there are still differences in their ability to adapt to technology. Some students are quicker to understand digital material, while others require additional

guidance. This shows that the use of digital media must be balanced with inclusive learning strategies, so that all students get the same benefits from the technology used.

In addition, one of the challenges found in this study is the potential for distraction or interference when using digital media. Some students become less focused because they are tempted by other features on digital devices, such as games or social media. Therefore, it is important for teachers to have good control in managing the use of technology so that it continues to be used effectively in learning.

The results of this study also highlight the important role of parents in supporting digital-based learning. Students who receive guidance from their parents while studying at home show better understanding compared to students who get less attention in using digital media. Therefore, schools need to improve communication and collaboration with parents so that they can better support their children in accessing and understanding digital materials.

Overall, this study proves that digital media is a very potential tool in improving students' understanding of Fiqh material, but its use requires support from various aspects, including teacher skills, infrastructure availability, effective learning strategies, and parental involvement. With good management, digital media can be an innovative solution in improving the quality of learning in madrasahs.

To improve the effectiveness of digital media in Fiqh learning, continuous evaluation and development are needed. Teachers need to continue to innovate in creating digital materials that suit students' needs, while schools and the government need to strengthen support in providing adequate facilities and infrastructure. In addition, further research needs to be conducted to explore the best strategies in overcoming the challenges that arise in the implementation of digital media in the madrasah environment. With continuous improvement, it is hoped that the use of digital media in Fiqh learning will not only improve students' understanding, but also create a more interesting, enjoyable, and relevant learning experience with the development of the era

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