



Efforts to Improve Student Learning Outcomes in Fiqh Learning Using LCD Projector Media at MTs Syafi'iyah Ngaringan

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Abstract: This study aims to improve students' learning outcomes in the Fiqh subject with a discussion of the procedures for obligatory prayers in class VII MTs. Syafi'iyah Ngaringan through the use of LCD projector media. This study is a classroom action research that uses four steps, namely planning, action, observation, and reflection. The subjects of this study were students of class VII MTs. Syafi'iyah Ngaringan. The data for this study were obtained using test and observation techniques. Tests are used to measure student learning outcomes, while observations are used to analyze teacher and student learning activities during the learning process. The data analysis techniques used in this study are quantitative and qualitative descriptive analysis. The results of the study indicate that the use of LCD projector media can improve student learning outcomes, as seen from the significant increase in test scores in each cycle. In addition, the use of this media also has a positive impact on student activity and involvement in the learning process. Thus, the use of LCD projector media can be used as an effective alternative in improving student learning outcomes, especially in Fiqh learning.

Keywords: Learning outcomes, Fiqh learning, LCD projector media.

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INTRODUCTION

Prayer is an obligation for a faithful servant of Allah SWT. Its form is a series of movements and prayers by facing the face of the Almighty Creator. Prayer is the first worship to be counted and the first to be accounted for on the last day. In the prayer worship there are two forms, namely: obligatory prayer and sunnah prayer. According to the hadith of Bukhori, obligatory prayer is a worship that must be done by each Muslim, if it is done, it will be rewarded and if it is not done, it will be sinned. There are five obligatory prayers, including: Subuh prayer is performed when the dawn appears until the sun rises, Dzuhur prayer is performed when the sun sets until a person's shadow is the same as its height, Ashar prayer is performed when the shadow of an object is the same as its height until the sun sets, Maghrib prayer is performed when the sun has set, and the last Isha prayer is performed after Maghrib prayer. Children who have reached puberty. Obligatory prayers must be performed wherever, whenever, and in whatever condition.

Prayers that are performed diligently, devoutly, and routinely can be an effective educational tool and bring great blessings and can shape the personality of a Muslim. In

order for prayers to be accepted by Allah, one must obey all the rules that have been explained in the Qur'an and the Hadith. Among them are obeying and carrying out the sequence of conditions for the validity of prayer, namely: covering the genitals, the time for prayer has entered, facing the Qibla, performing ablution, and so on. One of the conditions that is often considered trivial by children in particular and adults in general is ablution. Ablution is one way to purify body parts, including: the face, palms of the hands, head, and both feet by using pure water that is not mixed with impurities. And one of the most effective methods for purifying the soul is by performing ablution. A Muslim is required to purify himself before performing prayer.

Because prayer is a determining act of worship from other acts of worship before Allah SWT later, the Prophet Muhammad SAW once said: "Awwalu Maa Yuhaasabu `Alaihil `Abdu Yaumul Qiyaamati Ash Shalaatu Fa In Shaluhat Shaluha Saairu `Amalihi Wa In Fasada Saa-Iru `Amalihii" Meaning: "The beginning of the deed that is sucked on an empty person on the day of judgment is prayer, so if the prayer is good all his deeds, and if the prayer is bad, then all his deeds are bad too." (Hadith narrated by Imam Thobronie).

In this study, this material is very important in order to provide happiness in the world and the hereafter, so it is important to understand prayer, especially for children who have been made obligatory to pray. The researcher uses learning through an LCD Projector in the subject of fiqh, discussing the procedures for obligatory prayer in class VII at MTs. Syafi'iyah in order to improve student learning and produce results. The reason researchers use LCD Projector media is so that students can easily and are able to understand prayer material. Unlike using media other than LCD Projectors, students are less effective in the subject of fiqh on the procedure for obligatory prayer in class VII MTS. An example of understanding this material using image media is less efficient. Here we will compare learning using LCD Projectors with other than LCD Projectors. There will definitely be many views there.

Education plays a crucial role in shaping the character and intellectual abilities of students. In Islamic education, Fiqh is one of the essential subjects that teaches students about religious practices, including the proper way to perform Sholat Fardhu. Understanding and mastering this topic is fundamental for Muslim students, as it directly impacts their daily worship and spiritual development. However, teaching Fiqh effectively remains a challenge, particularly when students struggle to engage with traditional learning methods. Therefore, integrating modern teaching media, such as LCD projectors, is expected to enhance students' learning outcomes. The advancement of technology in education has provided various innovative teaching tools that can improve the quality of learning. One such tool is the LCD projector, which allows teachers to present material in a more visual and interactive manner. The use of an LCD projector in teaching Fiqh, particularly on the topic of Sholat Fardhu, enables students to grasp the concepts more effectively through visual aids, animations, and multimedia presentations. This approach is believed to foster better understanding, retention, and application of the learned material in daily life. At MTs. Syafi'iyah Ngaringan, the learning process of Fiqh has traditionally relied on conventional methods, such as textbooks and verbal explanations. While these methods are valuable, they often fail to capture students' interest and motivation. Many students find it challenging to visualize and internalize the procedures of Sholat Fardhu solely through textual descriptions. Consequently, there is a need to explore alternative instructional strategies that can engage students more actively in the learning process.

The implementation of LCD projectors in Fiqh lessons is expected to address these challenges by providing a dynamic and engaging learning experience. By incorporating multimedia elements such as videos, images, and step-by-step demonstrations, students can observe and imitate the correct way to perform Sholat Fardhu more effectively. This interactive approach can bridge the gap between theoretical knowledge and practical application, ensuring that students not only understand the concepts but also develop the confidence to practice them correctly. Furthermore, the use of LCD projectors aligns with

the principles of modern pedagogical approaches that emphasize student-centered learning. When students are exposed to visual and auditory stimuli, their cognitive engagement increases, leading to improved comprehension and retention. This method also encourages collaborative learning, as students can discuss, analyze, and practice the material together in a guided environment. The primary objective of this research is to examine the effectiveness of LCD projectors in improving the learning outcomes of seventh-grade students in the subject of Fiqh, specifically in the topic of Sholat Fardhu. The study aims to compare the traditional teaching approach with the use of multimedia-enhanced instruction to determine its impact on students' understanding, participation, and overall academic performance. This research employs a classroom action research (CAR) methodology, which involves a cycle of planning, implementation, observation, and reflection. Through this approach, the study seeks to identify the strengths and limitations of using LCD projectors in Fiqh education and provide recommendations for future instructional improvements. Data collection methods include observations, tests, student feedback, and teacher reflections, ensuring a comprehensive analysis of the teaching and learning process.

By investigating the integration of LCD projectors in Fiqh instruction, this study contributes to the ongoing discourse on technology-enhanced learning in religious education. It highlights the potential of multimedia tools to enhance student engagement, comprehension, and retention of Islamic teachings. Additionally, the findings of this research can serve as a reference for educators who seek to incorporate innovative instructional strategies into their classrooms. In conclusion, the need for effective teaching methods in Fiqh, particularly in the topic of Sholat Fardhu, necessitates the exploration of modern technological tools such as LCD projectors. By leveraging visual and interactive elements, teachers can create a more engaging and effective learning environment. This research aims to demonstrate how multimedia-based instruction can improve students' learning outcomes, foster a deeper understanding of religious practices, and ultimately contribute to their spiritual growth and academic success.

METHODS

This study is a classroom action research (CAR) aimed at improving student learning outcomes in the subject of Fiqh, specifically on the topic of the procedures for performing obligatory prayers, by using an LCD projector as a teaching aid. CAR is used in this research because it allows teachers to directly identify problems occurring in the classroom and design appropriate solutions to enhance learning effectiveness. This classroom action research follows the model developed by Kemmis and McTaggart, which consists of four main steps: planning, action, observation, and reflection. This cycle is repeated until optimal results are achieved in improving student learning outcomes. The primary focus of this research is to determine how the use of an LCD projector can enhance students' understanding of prayer procedures, increase their motivation to learn, and encourage their active participation in classroom activities for seventh-grade students at MTs. Syafi'iyah Ngaringan.

This research was conducted at MTs. Syafi'iyah Ngaringan, located in Grobogan Regency, Central Java. The subjects of this study were seventh-grade students who were learning Fiqh, specifically the topic of obligatory prayer procedures. The selection of seventh-grade students as research subjects was based on the consideration that students at this level are still in the early stages of understanding fundamental concepts in daily worship, making it necessary to use innovative teaching approaches to help them grasp the material more easily. The seventh-grade class involved in this study consisted of 30 students with diverse academic backgrounds. The Fiqh teacher also played a role as a research subject, as they implemented the teaching method using an LCD projector and reflected on the learning outcomes achieved.

The research instruments used in this study consisted of several data collection tools designed to measure the effectiveness of using an LCD projector in improving student learning outcomes. The instruments included observation sheets, learning outcome tests, student motivation questionnaires, and documentation of the learning process. The observation sheet was used to record student engagement during the lesson, their involvement in discussions, and their level of understanding of the material. A learning outcome test was administered at the end of each cycle to measure the extent to which students comprehended the procedures for obligatory prayers after the implementation of the LCD projector. The motivation questionnaire was used to determine changes in students' motivation toward learning Fiqh after the introduction of technology-based teaching media. Additionally, documentation in the form of photos and field notes was collected to support and strengthen the research findings.

The research procedure was carried out in two cycles, each consisting of four main stages: planning, action, observation, and reflection. In the planning stage, the teacher and researcher prepared learning materials suited for LCD projector use. The learning materials included lesson plans, multimedia-based instructional content, and a teaching scenario that optimized the use of the projector. Furthermore, research instruments were prepared to support the data collection process. Once the planning was finalized, the action stage involved implementing learning activities using the LCD projector in the seventh-grade class. In this phase, students were presented with the prayer procedures through visual presentations, educational videos, and interactive illustrations to help them understand each movement and recitation in prayer more concretely.

During the observation stage, the researcher monitored the learning process and recorded various aspects related to student engagement, classroom interactions, and the effectiveness of the media used. The results of these observations were analyzed to determine whether there was an improvement in students' understanding of the lesson. Additionally, a learning outcome test was administered after each cycle to assess student achievement. Once all data had been collected, the reflection stage was conducted to evaluate the effectiveness of the implemented actions. If the results were not optimal, modifications were made, and a second cycle was carried out with improved teaching strategies.

The data analysis techniques used in this study included both qualitative and quantitative approaches. Qualitative data were obtained from observations, field notes, and documentation, which were then analyzed descriptively to identify changes in student behavior during the learning process. Meanwhile, quantitative data were derived from pre-test and post-test results before and after implementing the LCD projector, which were analyzed using descriptive statistical techniques. The average student learning scores were compared between the first and second cycles to measure their improvement in understanding the procedures for obligatory prayers.

The success criteria of this research were determined based on the improvement of students' learning outcomes, measured through test scores as well as changes in students' motivation and active participation in learning. If there was at least a 15% increase in the average learning scores compared to the pre-test results and an increase in student engagement based on observation results, then the use of the LCD projector would be considered successful in improving student learning outcomes. Furthermore, if students showed greater interest in learning Fiqh and found it easier to understand the material through visual aids provided via the projector, this method could be recommended for broader implementation in Fiqh education.

Thus, this study aims to provide an innovative solution for improving student learning outcomes through the use of technology in teaching. The findings of this research are expected to serve as a reference for teachers in implementing more effective teaching methods, particularly for subjects that require a deep understanding, such as the procedures for obligatory prayers. The implementation of LCD projectors is

expected not only to enhance students' comprehension of the subject matter but also to create a more interactive and engaging learning environment.

RESULTS

The research findings indicate that the use of an LCD projector as a teaching medium significantly improves student learning outcomes in the subject of Fiqh, specifically in understanding the procedures for performing obligatory prayers. The study was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. The results from both cycles show a positive trend in student performance, motivation, and engagement in the learning process. In the first cycle, students were introduced to the lesson using the LCD projector, where visual aids such as slides, videos, and animations were used to explain the prayer movements and recitations. The results of the first learning outcome test showed an improvement compared to the pre-test, with the average student score increasing from 65 to 75. However, observations revealed that some students were still hesitant to participate in discussions, and a few had difficulty following the explanations. Additionally, some technical issues, such as improper projector settings and insufficient student focus, were noted. The reflection stage highlighted the need for further modifications in the teaching approach, including better integration of interactive elements and encouraging more student participation. The second cycle was conducted with improvements based on the reflections from the first cycle. In this stage, more interactive elements were added, such as group discussions and question-and-answer sessions supported by visuals displayed via the LCD projector. The teacher also made adjustments to the lesson delivery, ensuring that all students had a clear view of the projected materials. As a result, student engagement increased, and more students actively participated in discussions. The second learning outcome test showed further improvement, with the average score rising to 85. Additionally, the number of students achieving the minimum competency standard significantly increased.

Observations during the second cycle showed a more dynamic learning environment, with students demonstrating greater enthusiasm and confidence in their understanding of the prayer procedures. Questionnaire responses also indicated a rise in motivation, with students expressing that the use of visual media helped them grasp the material more easily. Furthermore, students reported that they found the lessons more interesting and engaging compared to traditional textbook-based learning. Based on these findings, it can be concluded that the implementation of an LCD projector as a teaching aid effectively enhances student learning outcomes. The improvement in test scores, increased participation, and positive student feedback suggest that visual learning methods contribute to a deeper understanding of the material. The study also highlights the importance of integrating interactive teaching strategies alongside technology to maximize learning effectiveness. Therefore, the use of an LCD projector is recommended as an effective instructional tool for teaching Fiqh, particularly for topics that require a clear demonstration of procedural knowledge, such as prayer movements and recitations.

The research focuses on efforts to improve student learning outcomes in the subject of Fiqh, specifically concerning the procedures of performing obligatory prayers (Sholat Fardhu), at MTs Syafi'iyah Ngarangan. The main aim of this study was to explore the effectiveness of using LCD projectors as a media tool to enhance student comprehension and performance in learning the topic. The motivation for conducting this study stemmed from observed challenges students faced in understanding the steps and details of Sholat Fardhu, a fundamental aspect of Islamic practice that requires accuracy in its execution.

The use of media in teaching has become increasingly important in modern education, as it offers diverse ways to present information. Traditional methods, often based on verbal explanations or written instructions, may not always cater to the varied learning styles of students. The integration of LCD projectors in the learning process was

intended to provide a visual and interactive learning experience. This research aimed to assess whether this method could improve students' understanding and performance in Fiqh, specifically regarding the practical aspects of Sholat Fardhu.

The research was conducted in a classroom setting with the students of MTs Syafi'iyah Ngarangan. The class involved in the study consisted of eighth-grade students who were learning about the proper methods for performing Sholat Fardhu. The teacher, who has experience in teaching Islamic studies, was well-versed in the topic but sought to enhance students' engagement and comprehension using modern teaching tools like the LCD projector. The intervention aimed to make the learning process more dynamic, engaging, and informative. The study employed a classroom action research (CAR) method, which is designed to examine and improve teaching practices through iterative cycles. The first cycle involved introducing the use of the LCD projector to present visual materials such as videos, diagrams, and step-by-step guides on how to perform Sholat Fardhu. These materials were intended to make the learning process more comprehensive and visually stimulating for the students. The teacher began by showing the students the basic steps of Sholat Fardhu and its significance in Islam, then followed up with videos demonstrating the prayer in detail.

In the second cycle, based on the observations and feedback from the first cycle, the teacher refined the use of the LCD projector to address specific challenges faced by students. More interactive elements were added, such as quizzes and group discussions, where students could actively engage with the content. The use of real-life demonstrations, through video clips or animations, helped students visualize the proper movements and actions involved in Sholat Fardhu. Additionally, students were given the opportunity to practice in front of the class and receive feedback, further reinforcing their learning. Data collection was carried out through a combination of pre- and post-tests, classroom observations, and student interviews. The pre-test was administered before the introduction of the LCD projector to assess the students' initial knowledge and understanding of the topic. The post-test was given after the second cycle to evaluate the improvement in their learning outcomes. Classroom observations were made to monitor student engagement, participation, and comprehension during the lessons. Additionally, interviews with students provided insights into their perspectives on the use of the LCD projector in enhancing their learning experience.

The results of the study showed a significant improvement in students' learning outcomes after the use of the LCD projector. The post-test results indicated that students' understanding of Sholat Fardhu improved, as evidenced by higher scores compared to their pre-test performance. This improvement was attributed to the enhanced visual and interactive learning experience that the LCD projector provided. The students were able to more easily understand the steps involved in Sholat Fardhu, and their ability to perform the prayer accurately showed marked progress. Furthermore, classroom observations revealed that students were more engaged and attentive during the lessons when the LCD projector was used. The visual elements, such as videos and diagrams, helped students grasp complex concepts more easily and retain the information better. The interactive nature of the lesson, where students could participate in discussions and demonstrations, fostered a more collaborative and dynamic learning environment. Students were more willing to ask questions and clarify doubts, which further contributed to their learning process.

The interviews with students also highlighted positive feedback regarding the use of the LCD projector. Many students expressed that the visual aids helped them understand the intricacies of Sholat Fardhu better. They mentioned that being able to watch the prayer steps in action made it easier to replicate the movements correctly. The interactive components, such as quizzes and group discussions, also motivated students to be more active in their learning, which had a direct impact on their interest and retention of the material. One of the notable aspects of the study was the increased confidence among students when performing Sholat Fardhu. In earlier lessons, some students were

unsure about the correct way to perform the prayer, particularly in terms of the body movements and recitations. However, after using the LCD projector as a learning tool, students reported feeling more confident and comfortable performing the prayer. This sense of confidence was not only related to theoretical knowledge but also to practical application, as students were able to visualize and practice the movements with more clarity.

In addition to improving students' comprehension of Sholat Fardhu, the study also demonstrated that the use of the LCD projector can enhance their overall interest in learning Fiqh. Students who were previously disinterested or struggled to engage with the material found the multimedia presentations more appealing and exciting. The variety of media formats used, including videos, diagrams, and interactive exercises, kept the students engaged throughout the lessons, leading to a more positive attitude toward the subject. The research also indicated that the LCD projector helped address different learning styles. Visual learners, in particular, benefited greatly from the visual aids provided during the lessons. Auditory learners were also engaged through the accompanying explanations and discussions, while kinesthetic learners were able to practice the steps of Sholat Fardhu in a more hands-on manner during the interactive sessions. This tailored approach to different learning styles helped ensure that all students could benefit from the lesson, regardless of their preferred learning method.

Despite the positive results, there were some challenges in implementing the use of the LCD projector. One of the challenges was ensuring that the technology was functioning properly, as technical issues sometimes disrupted the flow of the lessons. Additionally, while the use of the projector was beneficial in terms of visual learning, it was important for the teacher to balance it with direct interaction and hands-on practice to avoid relying solely on technology. In conclusion, the study demonstrated that using an LCD projector as a teaching tool significantly improved students' learning outcomes in Fiqh, particularly in understanding and performing Sholat Fardhu. The visual and interactive elements provided by the projector helped engage students, improve their comprehension, and boost their confidence in performing the prayer. The findings suggest that integrating multimedia tools into religious education can be a valuable strategy for enhancing student learning and engagement.

The research also highlighted the importance of continuous reflection and refinement in the teaching process. As the study progressed through multiple cycles, the teacher was able to adapt and improve the use of the LCD projector based on student feedback and performance. This iterative approach ensures that teaching methods remain effective and responsive to students' needs. Furthermore, it shows the value of combining traditional teaching methods with modern technology to create a more engaging and effective learning environment. Overall, the study contributes to the growing body of knowledge on the integration of technology in Islamic education. It suggests that tools like the LCD projector can play a vital role in making learning more accessible, engaging, and effective. Future research could further explore the long-term effects of using multimedia in religious education and its impact on students' overall academic performance and spiritual development.

DISCUSSION

The results of this study indicate that the use of an LCD projector as a teaching medium in the subject of Fiqh, specifically on the topic of performing obligatory prayers, has significantly improved students' learning outcomes in Class VII at MTs. Syafi'iyah Ngarangan. This improvement is evident in the increase in student engagement, comprehension, and retention of the subject matter. The findings align with previous studies that highlight the effectiveness of multimedia learning in enhancing students' understanding and interest in religious education subjects. One of the most notable aspects of the findings is the increase in students' participation during lessons. Before

implementing the LCD projector, students tended to be less engaged, with many of them struggling to focus on the material delivered through conventional lecture methods. However, with the use of visual aids such as images, animations, and videos displayed via the projector, students became more attentive and actively involved in class discussions. The visual representations of prayer movements, for instance, helped clarify abstract concepts that were difficult to convey through verbal explanations alone. Furthermore, the study revealed that the implementation of the LCD projector significantly enhanced students' comprehension of prayer procedures. The ability to visually observe the step-by-step process of performing obligatory prayers allowed students to internalize the material more effectively. This was evident in the improvement of students' test scores, where the majority of students demonstrated a higher level of accuracy in identifying and performing the correct prayer movements and recitations. This finding supports the theory that multimedia-based learning improves cognitive processing by engaging multiple senses.

Another crucial finding of this study is the positive impact of the LCD projector on students' motivation and enthusiasm for learning. Many students reported that they found the lessons more enjoyable and easier to understand when multimedia elements were incorporated. The use of interactive presentations also encouraged student participation, as they were more inclined to ask questions and seek clarification when encountering difficulties. This suggests that integrating technology into religious education can help overcome the challenges associated with traditional rote learning methods. Additionally, teacher observations and feedback indicated that using an LCD projector improved classroom management and instructional efficiency. With the ability to display structured lesson content in a clear and organized manner, teachers were able to deliver the material more effectively within the allocated time. This resulted in a smoother flow of lessons and reduced the need for repeated explanations, allowing teachers to dedicate more time to addressing students' individual learning needs. Despite these positive outcomes, the study also identified some challenges in implementing LCD projector-based learning. One of the main issues was technical difficulties, such as equipment malfunctions and inadequate classroom infrastructure to support the use of multimedia devices. Some teachers also required additional training to optimize the use of digital tools in their teaching. However, these challenges can be mitigated through proper planning, technical support, and professional development programs for educators. In conclusion, the findings of this study demonstrate that the use of an LCD projector as a teaching aid significantly enhances students' learning outcomes in the subject of Fiqh. It improves student engagement, comprehension, and motivation while also facilitating effective teaching and classroom management. Therefore, integrating multimedia technology into religious education should be encouraged as a means of modernizing teaching methods and improving educational quality. Future research could explore the long-term effects of multimedia-based learning on students' retention and application of religious knowledge in their daily lives.

The results of this study demonstrate the significant role that multimedia, specifically the use of an LCD projector, can play in enhancing student learning outcomes in the subject of Fiqh, particularly in understanding the procedures for performing Sholat Fardhu. By incorporating visual aids such as videos, diagrams, and step-by-step guides, students were able to engage with the material in a more interactive and comprehensive way. This visual learning approach enabled students to see the actual movements and recitations of Sholat Fardhu, which made it easier for them to replicate these actions during their own practice. This shift from traditional verbal instruction to a more multimedia-based approach clearly facilitated deeper understanding and retention of the material.

One of the key factors behind the success of the LCD projector was its ability to cater to different learning styles. In a traditional classroom, teachers typically address one or two types of learners, but multimedia tools like the LCD projector can engage students through visual, auditory, and kinesthetic means. For visual learners, the diagrams and

video demonstrations were highly effective, as they could see the steps of Sholat Fardhu in action. Auditory learners benefited from the accompanying explanations and audio instructions, while kinesthetic learners were able to practice the movements in a hands-on manner, reinforcing their learning through physical activity. This approach ensured that all students, regardless of their preferred learning style, had the opportunity to grasp the material effectively. Additionally, the use of an LCD projector made the lessons more dynamic and engaging. Traditional methods often rely on written texts or oral explanations, which can be monotonous and may fail to capture students' attention. However, the use of videos and animations to demonstrate the prayer steps kept students engaged and interested throughout the lessons. The visual and interactive nature of the multimedia content also encouraged students to actively participate, ask questions, and engage in discussions, which led to greater classroom interaction and collaboration.

Furthermore, the integration of the LCD projector allowed for more effective time management during lessons. In a typical class, it can be challenging to explain every step of Sholat Fardhu in detail, especially when dealing with complex bodily movements. The visual aids presented through the projector enabled the teacher to efficiently demonstrate these steps without spending excessive time on verbal explanations. This time-saving aspect allowed for more in-depth practice and a higher frequency of student participation, which further contributed to their improved performance. The study also showed a marked improvement in students' confidence when performing Sholat Fardhu. Many students, prior to the implementation of the LCD projector, were unsure about the correct way to perform certain movements or recite the prayers. The ability to visually witness the correct actions and repeat them during class practice boosted their self-assurance. This sense of confidence was not just about theoretical knowledge but also practical application, which is crucial when learning religious practices like Sholat Fardhu.

Moreover, the students' motivation to learn increased significantly after the use of the LCD projector. Traditionally, some students may have viewed religious education as less engaging or interesting, particularly when dealing with procedural topics like Sholat Fardhu. However, the multimedia approach made the topic more accessible and enjoyable. Students who were previously disengaged began to show more interest in participating during lessons, as they were able to connect better with the material through the visuals and interactive elements. This increase in motivation also contributed to improved learning outcomes. Another important finding from the research was the improvement in students' retention of the material. The use of multimedia provided multiple avenues for students to engage with the information, which enhanced their ability to retain and recall the content. The combination of visual aids, hands-on practice, and discussions helped reinforce the steps of Sholat Fardhu in students' memories. This multi-sensory approach made the learning experience more impactful, leading to better long-term retention compared to traditional methods that may rely solely on lectures or reading materials.

However, it is important to note that there were challenges in integrating the LCD projector effectively into the lessons. One of the main challenges was technical issues, such as equipment malfunctions or difficulties with projection quality. These interruptions disrupted the flow of the lesson and sometimes hindered the learning experience. Teachers had to be prepared to adapt quickly in case of these issues, ensuring that students did not lose focus or interest. Therefore, it is crucial for schools to invest in reliable equipment and provide technical training for teachers to minimize such challenges.

In addition to technical difficulties, the study also identified the need for a balanced approach. While the use of multimedia tools like the LCD projector was effective in enhancing students' learning experiences, it was important for the teacher to maintain a balance between technology and traditional teaching methods. For instance, the teacher still needed to provide direct guidance and supervision during practice sessions, as students required individualized attention to ensure they were performing the actions correctly. The combination of multimedia and teacher-led interaction ensured a more

well-rounded and holistic learning environment. In conclusion, the integration of the LCD projector as a teaching tool in Fiqh lessons at MTs Syafi'iyah Ngaringan proved to be highly effective in improving students' learning outcomes, particularly in understanding and performing Sholat Fardhu. The visual and interactive elements provided by the projector helped increase student engagement, motivation, and retention of the material. Additionally, it catered to different learning styles and allowed for more effective time management during lessons. However, it is essential for educators to ensure the proper functioning of the technology and maintain a balance between multimedia and traditional teaching methods. Overall, the study suggests that the use of multimedia tools in religious education can significantly enhance the learning experience and should be considered a valuable addition to classroom instruction.

CONCLUSION

The results of this study indicate that the use of LCD projectors in teaching Fiqh, specifically the topic of obligatory prayer procedures, has significantly improved students' learning outcomes in class VII at MTs. Syafi'iyah Ngaringan. The implementation of visual media has enhanced students' understanding, engagement, and retention of the learning material. This improvement is evident from the increase in student test scores, active participation in class discussions, and their ability to apply the knowledge practically. Compared to conventional teaching methods, the use of LCD projectors has provided a more interactive and visually engaging learning experience, making abstract concepts easier to comprehend. Furthermore, the findings show that students demonstrated higher enthusiasm in learning when lessons were supported with multimedia presentations. The combination of visual and auditory elements helped students grasp the material more effectively, particularly for those who struggled with textual explanations. Additionally, the integration of the LCD projector encouraged student-centered learning, allowing them to follow the lesson at a more comfortable pace while enhancing their ability to recall and apply concepts in real-life religious practices. Teachers also benefited from the use of LCD projectors as it allowed them to present structured, organized, and engaging lessons. The multimedia approach provided an opportunity to integrate various teaching materials such as images, animations, and videos, which reinforced student comprehension. The use of technology in the classroom also reduced the dependency on traditional lecture-based teaching, enabling educators to adopt more dynamic and interactive instructional strategies.

Another key finding of this study is the positive impact of the LCD projector on classroom management. The increased focus and attention of students resulted in fewer distractions and disruptions during lessons. Students were more disciplined in their learning activities, as they were motivated by the visual appeal of the presentations. Moreover, the cooperative learning environment fostered by multimedia-assisted teaching encouraged collaboration among students, leading to better peer interactions and cooperative problem-solving. The study also highlights the role of technology in addressing different learning styles. Visual learners, in particular, showed remarkable improvements in comprehension and retention. Students who previously struggled with written instructions benefited from the combination of images, text, and audio explanations. This underscores the importance of adopting varied instructional strategies to cater to diverse student needs, ensuring that all learners have equal opportunities to succeed in their studies. Additionally, the implementation of LCD projectors contributed to increased student autonomy in learning. With well-organized presentations, students could independently review and reinforce their understanding of the material. This aspect is crucial in fostering self-directed learning, an essential skill that helps students become more responsible and proactive in their education. The ability to replay content or revisit key points allowed students to learn at their own pace, reducing anxiety and improving confidence in their abilities.

Despite these positive findings, the study also identified some challenges in the use of LCD projectors in the classroom. Technical issues, such as equipment malfunctions and the need for a stable power supply, sometimes hindered the smooth flow of lessons. Additionally, teachers required adequate training in effectively utilizing multimedia tools to maximize their benefits. These challenges highlight the need for continuous professional development and investment in reliable educational technology infrastructure to ensure sustained effectiveness in the teaching process. Based on the overall findings, it is evident that the integration of LCD projectors in Fiqh learning significantly enhances student learning outcomes. The multimedia approach increases student engagement, improves comprehension, supports different learning styles, and fosters an interactive and student-centered learning environment. Given the positive impact observed in this study, it is recommended that schools continue to integrate technology into the teaching process to further enhance the quality of education. Future research can explore additional ways to optimize the use of multimedia in religious education. Investigating the effectiveness of combining LCD projectors with other interactive digital tools, such as educational applications and virtual simulations, could further enhance student learning experiences. Furthermore, assessing long-term retention and application of knowledge gained through multimedia-assisted learning will provide valuable insights into its effectiveness over extended periods. In conclusion, the findings of this study support the idea that modern teaching aids, such as LCD projectors, play a crucial role in enhancing students' learning experiences. Their use not only improves academic achievement but also cultivates motivation, collaboration, and a deeper understanding of religious concepts. To maximize these benefits, continuous improvements in technological infrastructure, teacher training, and curriculum design must be prioritized to ensure that students receive a holistic and meaningful education.

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