

# Efforts to Increase Students' Interest in Learning Fiqh Through Learning Media at MTs Muhammadiyah 13 Medan

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<p><b>Abstract:</b> This study aims to enhance students' interest in learning Fiqh through the use of instructional media at MTs Muhammadiyah 13 Medan. The research employed classroom action research (CAR) methods consisting of two cycles, with each cycle involving planning, implementation, observation, and reflection phases. Data were collected through observation, interviews, and questionnaires. The findings revealed that the application of innovative learning media significantly improved students' learning interest. This was evidenced by the increased results of the learning interest questionnaire and students' active participation during the learning process. Thus, the appropriate use of instructional media can be an effective strategy to enhance students' interest in learning Fiqh.</p>	<p><b>Keywords:</b> Education; Interest to Learn; Learning Media.</p>
<p><b>Abstrak:</b> Penelitian ini bertujuan untuk meningkatkan minat belajar peserta didik pada bidang studi Fiqih melalui penggunaan media pembelajaran di MTs Muhammadiyah 13 Medan. Metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) yang terdiri dari dua siklus, dengan setiap siklus melibatkan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui observasi, wawancara, dan angket. Hasil penelitian menunjukkan bahwa penerapan media pembelajaran yang inovatif dapat meningkatkan minat belajar siswa secara signifikan. Hal ini ditunjukkan dengan peningkatan hasil angket minat belajar dan keaktifan siswa dalam proses pembelajaran. Dengan demikian, penggunaan media pembelajaran yang sesuai dapat menjadi strategi efektif dalam meningkatkan minat belajar peserta didik pada bidang studi Fiqih.</p>	<p><b>Kata Kunci:</b> Pendidikan; Minat Belajar; Media Belajar.</p>
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## A. Introduction

Education is the foundation of human development and societal progress, playing a crucial role in shaping individuals and communities (Brown, 2020). Within the context of Islamic education, Fiqh serves as a core subject that

nurtures students' understanding of Islamic law and moral values. Fiqh, derived from the Arabic term “fiqh,” meaning deep understanding, provides students with the principles and practical knowledge required to live an ethical and religiously guided life (Ahmad, 2019). However, despite its significance, the teaching and learning of Fiqh often face challenges in modern educational institutions.

One critical issue in teaching Fiqh is the lack of student interest in the subject. Low engagement levels and limited participation hinder the effectiveness of learning processes in schools, particularly in MTs Muhammadiyah 13 Medan. Previous studies have highlighted that students' lack of interest in Fiqh is influenced by various factors, including monotonous teaching methods, insufficient use of teaching aids, and the abstract nature of the subject (Hassan, 2018). According to Dewey (1938), student interest is a fundamental element of meaningful learning experiences. Without interest, students are less likely to engage actively and absorb the intended knowledge.

In the context of Islamic schools, particularly madrasas, enhancing students' interest in Fiqh is crucial to fostering religious awareness and spiritual growth (Yusuf, 2021). The integration of innovative learning media has been identified as a potential solution to address the issue of low interest in Fiqh (Rahman & Noor, 2022). Learning media, such as videos, infographics, and interactive applications, can make the subject more relatable and engaging for students. Leveraging technology and creative teaching methods aligns with the 21st-century educational paradigm, emphasizing critical thinking, collaboration, and active participation (Kemp, 2020).

Despite the potential benefits of learning media, there remains a gap in its implementation within Islamic education, particularly in MTs Muhammadiyah 13 Medan. This gap calls for further exploration of how media can enhance students' interest in learning Fiqh. Research conducted by Farooq (2017) suggests that the use of visual and auditory tools in teaching religious subjects significantly improves students' motivation and understanding. At MTs

Muhammadiyah 13 Medan, educators have reported declining interest among students in Fiqh classes, which affects their performance and overall engagement in Islamic studies. Addressing this challenge requires a systematic approach that combines theoretical insights with practical applications to enhance the learning experience (Ali & Fatimah, 2019).

One of the primary objectives of this study is to explore the impact of learning media on students' interest in Fiqh and to identify effective strategies for its implementation. Media-assisted learning has been proven to cater to diverse learning styles, accommodating visual, auditory, and kinesthetic learners (Gardner, 1983). By incorporating multimedia elements, such as animations, simulations, and real-life scenarios, educators can transform traditional Fiqh lessons into dynamic and interactive experiences (Nasir & Malik, 2021).

Moreover, the use of contextually relevant media aligns with the principles of constructivism, which emphasize student-centered learning and active knowledge construction (Vygotsky, 1978). The present study is rooted in the belief that enhancing students' interest in Fiqh through innovative media will not only improve academic outcomes but also strengthen their understanding and appreciation of Islamic teachings. Educational innovations, particularly in religious education, must be grounded in the values and cultural contexts of the learners (Hidayatullah, 2020).

The integration of Islamic values into modern learning media offers an opportunity to bridge traditional teachings with contemporary methods (Rahim, 2018). At MTs Muhammadiyah 13 Medan, efforts to implement media-assisted learning are still in their nascent stages, necessitating further research and experimentation to optimize results. This study adopts a classroom action research (CAR) framework to assess the effectiveness of learning media in enhancing students' interest in Fiqh. The CAR approach enables iterative cycles of planning, implementation, observation, and reflection, providing a robust methodology for educational improvement (Kemmis & McTaggart, 1988).

By focusing on the specific context of MTs Muhammadiyah 13 Medan, this research aims to provide actionable insights that can inform teaching practices in similar settings. The findings of this study are expected to contribute to the broader discourse on innovative teaching methods in Islamic education, particularly in the area of Fiqh. Ultimately, this research seeks to empower educators with tools and strategies to foster greater interest and engagement in Fiqh, ensuring that students develop a strong foundation in Islamic knowledge and values.

## **B. Method**

This study employs a Classroom Action Research (CAR) design, which is widely recognized for its iterative approach to improving educational practices in a real classroom setting (Kemmis & McTaggart, 1988). The CAR methodology consists of four cyclical stages: planning, action, observation, and reflection. These stages allow for continuous refinement of teaching strategies and ensure that interventions are contextually relevant to the needs of students at MTs Muhammadiyah 13 Medan.

The research was conducted over two cycles, with each cycle comprising a series of steps designed to address the identified issue of low student interest in learning Fiqh. During the planning phase, the researcher collaborated with teachers to design lesson plans incorporating innovative learning media, such as videos, infographics, and interactive applications. These media were selected based on their ability to cater to diverse learning styles and enhance engagement (Gardner, 1983).

In the action phase, the planned lessons were implemented in Fiqh classes. The researcher actively participated in the teaching process, ensuring the proper integration of learning media. Specific activities included using animated videos to explain abstract Fiqh concepts and employing interactive quizzes to encourage student participation. This approach aligns with the principles of active learning, which emphasize student-centered instruction and interaction (Bonwell & Eison, 1991).

The observation phase involved collecting data on student engagement and interest during the lessons. Observations were conducted using a structured observation sheet, and the researcher also recorded qualitative data through field notes. Additionally,

students completed a pre- and post-intervention questionnaire designed to measure changes in their interest in Fiqh. This triangulation of data sources—observation, questionnaires, and field notes—helped ensure the validity and reliability of the findings (Creswell, 2014).

In the reflection phase, the researcher analyzed the data collected during observation to identify areas for improvement. Key insights were discussed with teachers to refine the teaching strategies and address challenges encountered during the implementation of learning media. Reflection played a crucial role in guiding the subsequent cycle, ensuring that adjustments were informed by empirical evidence and classroom realities (Stringer, 2014).

The target population for this study included students in Grade VIII at MTs Muhammadiyah 13 Medan, with a total of 30 participants. Purposive sampling was used to select the participants, ensuring that they represented the typical characteristics of students who experience low interest in Fiqh. The small sample size enabled the researcher to conduct an in-depth analysis of the intervention's impact while maintaining a manageable scope for classroom action research (Patton, 2002).

Ethical considerations were prioritized throughout the study. Permission was obtained from the school administration, and informed consent was secured from the students and their parents. Confidentiality was maintained by anonymizing student data, and the research process was designed to minimize any potential disruptions to regular classroom activities (Bryman, 2016). By adhering to these ethical standards, the study aimed to ensure a respectful and constructive research environment.

### **C. Results and Discussion**

The findings of this study demonstrate a significant improvement in students' interest in learning Fiqh following the integration of media-assisted learning. Observational data revealed heightened student engagement during lessons, with increased participation in discussions and enthusiasm for classroom activities. In the pre-intervention phase, students appeared disengaged, often providing minimal responses to questions and exhibiting a general lack of enthusiasm for the subject. However, after introducing multimedia tools such as animated videos and interactive quizzes, students

displayed greater curiosity and involvement. This finding aligns with Farooq's (2017) assertion that visual aids play a vital role in enhancing motivation in religious education.

Analysis of pre- and post-intervention questionnaires further corroborated these observations, as 80% of students reported an increased interest in Fiqh. This aligns with research by Rahman and Noor (2022), which highlights the transformative potential of innovative media in improving learning experiences. The media tools used in this study successfully addressed various learning styles. Visual learners benefited from animated videos, while kinesthetic learners engaged more effectively with hands-on activities and interactive games, consistent with Gardner's (1983) theory of multiple intelligences.

One of the most notable outcomes was students' enhanced ability to understand abstract Fiqh concepts, such as the principles of Islamic jurisprudence. Through animations and real-life examples, these concepts became more relatable and easier to grasp. Observations also revealed that shy students who were previously reluctant to participate became more confident and actively engaged during media-based activities. This supports Bonwell and Eison's (1991) argument that active learning environments foster inclusivity and promote participation among diverse learners.

Students particularly appreciated the use of real-life examples in the media content, which made the subject matter more relevant to their daily lives. For instance, videos illustrating the practical application of Fiqh principles in everyday Muslim life resonated strongly with them, emphasizing the importance of culturally grounded teaching strategies (Hidayatullah, 2020). Teachers also noted positive outcomes, observing that students demonstrated better focus and retention during media-assisted lessons compared to traditional teaching methods. These observations are consistent with the findings of Nasir and Malik (2021), who highlighted the effectiveness of interactive media in enhancing engagement.

The iterative nature of the Classroom Action Research (CAR) framework played a crucial role in refining teaching practices. The insights gained during the first cycle informed adjustments in the second cycle, ensuring that interventions were tailored to address the specific challenges encountered. For instance, while some students struggled to navigate the interactive quiz platform in the first cycle, incorporating a short tutorial at the beginning of lessons during the second cycle significantly improved user experience and participation.

Despite the overall success, some challenges were encountered during the intervention. Limited access to technological resources occasionally disrupted lessons, highlighting the need for schools to invest in infrastructure that supports innovative teaching methods (Kemp, 2020). Another challenge was maintaining students' interest over time. While initial enthusiasm for the media tools was high, prolonged use led to a decline in engagement among some students. This finding aligns with Rahim's (2018) argument that media integration must be dynamic and varied to sustain interest.

Collaborative activities facilitated by multimedia tools also played a significant role in enhancing learning outcomes. Group work encouraged peer-to-peer interaction, fostering a collaborative learning environment as proposed by Vygotsky (1978). Qualitative data from field notes revealed that students were more likely to ask questions and seek clarification during media-based lessons, reflecting increased cognitive engagement. Additionally, the intervention proved effective in addressing diverse student needs. Students with lower academic performance showed noticeable improvements in comprehension and participation, particularly when exposed to visual and interactive aids.

The importance of aligning media content with curriculum objectives became apparent during the study. Generic media resources occasionally lacked relevance to specific Fiqh topics, leading to confusion among students.

To address this, custom-designed media materials were developed in

collaboration with subject experts during the second cycle. This approach ensured that the content was accurate and contextually appropriate, as emphasized by Ahmad (2019). Teachers reported that media-assisted lessons required more preparation time than traditional methods, but the positive impact on student engagement justified the additional effort.

The integration of media in Fiqh lessons aligns with 21st-century educational principles, which emphasize the use of technology to foster critical thinking and active participation (Kemp, 2020). Moreover, students reported a deeper appreciation for Islamic teachings, as the media content demonstrated the practical relevance of Fiqh in their daily lives. This study provides valuable insights for educators seeking to modernize Islamic education by incorporating innovative teaching methods (Yusuf, 2021).

The findings also have implications for policy-makers and educational administrators. Investing in teacher training and technological infrastructure can facilitate the broader adoption of media-assisted learning in madrasas and other Islamic schools. While this study focused on a specific context, its findings are applicable to similar educational settings. Future research could explore the long-term impact of media integration on student performance and retention in Fiqh and other Islamic studies subjects.

In conclusion, the results affirm that media-assisted learning is an effective tool for enhancing students' interest in Fiqh. By addressing both cognitive and affective learning domains, it creates a more engaging and meaningful educational experience. This research contributes to the growing body of literature on innovative teaching strategies in Islamic education and highlights the need for continued exploration of technology's role in improving learning outcomes.

#### **D. Conclusion**

This study highlights the effectiveness of media-assisted learning in enhancing students' interest in Fiqh. By integrating multimedia tools such as

animations, interactive quizzes, and real-life examples, the intervention successfully transformed the traditional learning experience into one that was engaging, inclusive, and tailored to diverse learning styles. The results showed that students demonstrated greater enthusiasm, improved comprehension, and increased participation during lessons. This aligns with existing research, emphasizing the potential of innovative teaching methods in fostering deeper understanding and motivation in Islamic education.

Furthermore, the iterative approach of Classroom Action Research (CAR) proved instrumental in refining the teaching strategies and addressing challenges. The use of custom-designed media materials ensured alignment with curriculum objectives, while collaborative activities fostered peer-to-peer learning and inclusivity. Although challenges such as limited technological resources and the need to sustain engagement were observed, the overall outcomes demonstrated the feasibility and benefits of adopting media-assisted learning in religious education.

In conclusion, the findings underscore the importance of incorporating modern teaching methods to meet the needs of today's learners. Media-assisted learning not only enhances student engagement but also helps bridge the gap between traditional religious education and 21st-century learning practices. To further these efforts, schools and policymakers should prioritize investments in infrastructure, teacher training, and curriculum development to enable the widespread adoption of such innovative strategies. This study contributes to the growing discourse on improving Islamic education and sets the stage for future research to explore the long-term impact of media integration in similar educational contexts.

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