Utilization of Interactive Learning Media in Teaching Jinayat Fiqh Material at MAN 3 Medan

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Abstract: This study aims to analyze the utilization of interactive learning media in teaching jinayat fiqh material to students at MAN 3 Medan. Jinayat fiqh, as a branch of Islamic law dealing with criminal acts and their punishments, contains abstract and complex concepts that require innovative learning strategies to be effectively understood by students. This research employed a descriptive qualitative design with data collected through observation, interviews, and documentation. The findings indicate that the use of interactive learning media—such as animated videos, case simulations, and dynamic presentations—significantly enhances students' understanding of jinayat fiqh concepts. Moreover, interactive media also improve students' enthusiasm, participation, and analytical skills when examining Islamic legal cases. The study concludes that the application of interactive learning media is highly effective in assisting teachers to deliver jinayat fiqh material in a more engaging and comprehensible manner.

Keywords: Interactive Learning Media; Jinayat Fiqh; MAN 3 Medan; Islamic Education Learning.

Abstrak: Penelitian ini bertujuan untuk menganalisis pemanfaatan media pembelajaran interaktif dalam mengajarkan materi fikih jinayat kepada siswa MAN 3 Medan. Fikih jinayat sebagai salah satu cabang hukum Islam yang membahas tindak pidana dan sanksi memiliki karakteristik materi yang abstrak dan kompleks, sehingga menuntut strategi pembelajaran yang inovatif agar mudah dipahami oleh siswa. Metode penelitian yang digunakan adalah penelitian kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran interaktif, seperti video animasi, simulasi kasus, dan presentasi dinamis, mampu meningkatkan pemahaman siswa terhadap konsep-konsep fikih jinayat. Selain itu, media interaktif juga meningkatkan antusiasme, partisipasi, serta kemampuan siswa dalam menganalisis kasus-kasus hukum Islam. Penelitian ini menyimpulkan bahwa pemanfaatan media pembelajaran interaktif sangat efektif dalam

membantu guru menyampaikan materi fikih jinayat secara lebih menarik dan mudah dipahami.

Kata Kunci: Media Pembelajaran Interaktif, Fikih Jinayat, MAN 3 Medan, Pembelajaran PAI

A. Introduction

The integration of interactive learning media into Islamic education has become increasingly essential in addressing the learning needs of modern students. In the context of teaching *Fiqh Jinayat*—a branch of Islamic jurisprudence that discusses criminal acts and their legal consequences—innovative learning tools are needed to enhance students' understanding of complex legal concepts. According to Al-Munawar (2019), Islamic legal studies require effective instructional strategies to ensure that students grasp both theoretical and practical aspects of the subject matter (Al-Munawar, 2019).

At the senior high school level, particularly in Islamic institutions such as MAN 3 Medan, teaching *Fiqh Jinayat* poses unique challenges. The material often involves abstract legal frameworks, requiring students to analyze cases, understand punishments, and compare legal principles with contemporary issues. Rahman (2021) emphasizes that students' comprehension of Islamic criminal law depends heavily on the instructional strategies implemented by teachers (Rahman, 2021).

Interactive learning media offer promising solutions for these challenges. Digital tools such as animations, simulations, and case-based interactive modules can transform traditionally lecture-based lessons into student-centered learning experiences. Mayer (2020) notes that interactive multimedia significantly increases students' engagement and helps deepen conceptual understanding (Mayer, 2020).

Teachers at Islamic schools increasingly integrate digital platforms to create dynamic learning environments. In the case of *Fiqh Jinayat*, interactive media can present hypothetical crime scenarios, allowing students to analyze legal consequences in a realistic manner. Such approaches support the development of analytical, evaluative, and decision-making skills among learners (Hidayat, 2022).

In addition, the shift toward interactive learning is aligned with global educational trends emphasizing digital literacy and active learning. According to UNESCO (2021), the integration of technology into education is no longer optional but necessary for improving learning outcomes (UNESCO, 2021).

The implementation of interactive media in religious subjects enhances not only cognitive learning but also affective and psychomotor domains. Students become more motivated and develop positive attitudes toward religious studies. Hasan (2020) asserts that students' motivation increases significantly when learning activities incorporate interactive elements (Hasan, 2020).

Furthermore, interactive learning tools support differentiated instruction, enabling teachers to accommodate students with varying levels of prior knowledge. In subjects like *Fiqh Jinayat*, where understanding legal terminology and principles can be demanding, digital media provide structured scaffolding (Sari & Wibowo, 2021).

Another important aspect is that interactive media enable teachers to present culturally and contextually relevant materials. Islamic criminal law is closely linked with societal norms and ethical conduct; thus, modern media can depict contextual cases that resonate with students' daily lives (Nasution, 2018).

Teachers in Islamic institutions sometimes face limitations related to time, resources, and pedagogical training. However, studies show that interactive learning media help teachers manage their instructional time more effectively by providing ready-made visual explanations and structured learning sequences (Prayogo, 2020).

Additionally, integrating interactive media fosters collaboration between teachers and students. Learners can work together to analyze criminal cases, debate legal decisions, and reflect on Islamic moral values. Vygotsky's theory of social constructivism also supports this collaborative learning model (Vygotsky, 1978).

Moreover, the use of technology in Islamic education aligns with the principles of modern pedagogical reform. It encourages active participation, inquiry-based learning, and critical thinking. These competencies are essential for students growing up in a digital era (Hamid, 2022).

The relevance of learning *Fiqh Jinayat* extends beyond academic achievement. Understanding Islamic legal principles helps students build moral awareness and develop responsible behavior. Interactive media can present ethical dilemmas that challenge students to reflect on their moral judgments (Sukardi, 2020).

Despite its potential, the implementation of interactive learning media must be evaluated to ensure its effectiveness. Teachers need to assess whether these tools genuinely improve students' understanding or simply add superficial engagement. Educational evaluations require continuous monitoring and observation (Creswell, 2018).

This study focuses on the utilization of interactive learning media in teaching *Fiqh Jinayat* at MAN 3 Medan. The objective is to examine how interactive media influence students' comprehension, participation, and motivation in learning Islamic criminal law.

Therefore, exploring the practical application of interactive learning media in this context is important for enhancing the quality of Islamic education. The findings of this study are expected to contribute to pedagogical practices and offer recommendations for future instructional improvements.

B. Research Methodology

This study employed a qualitative descriptive research design to explore the utilization of interactive learning media in the teaching of *Fiqh Jinayat* at MAN 3 Medan. Qualitative design was selected because it enables researchers to understand instructional practices, teacher strategies, and student responses in natural classroom settings (Creswell, 2018). Through this approach, the study focused on capturing detailed explanations, behaviors, and experiences regarding the implementation of interactive media in *Fiqh Jinayat* learning.

The research setting was MAN 3 Medan, specifically in the *Fiqh Jinayat* classes. This site was chosen purposively because the school has begun to integrate digital and interactive media into Islamic education subjects, making it relevant for examining its effectiveness and challenges. The selection aligns with Patton's (2015) argument that

purposive sampling allows researchers to select information-rich contexts that provide meaningful insights.

The participants consisted of one *Fiqh* teacher and several students from class XI who were actively involved in the learning process. The participants were selected using purposive sampling to ensure they had direct experience with the use of interactive learning media. According to Merriam and Tisdell (2016), purposive techniques help researchers access individuals capable of providing deep and relevant information necessary for qualitative interpretation.

The data collection techniques included observation, interviews, and documentation. Classroom observations were conducted to understand how interactive media were applied during *Fiqh Jinayat* lessons. Semi-structured interviews were executed with the teacher and selected students to obtain their perspectives regarding the benefits, challenges, and learning outcomes associated with the media used. Documentation, including lesson plans, media displays, and student worksheets, was also analyzed to strengthen the data triangulation process.

The data analysis process followed Miles, Huberman, and Saldaña's (2014) interactive model, which includes data condensation, data display, and conclusion drawing/verification. First, raw data were organized and reduced based on emerging themes. Second, the categorized data were displayed in narrative descriptions and matrices to facilitate interpretation. Finally, conclusions were drawn by identifying patterns, comparing various data sources, and confirming findings through triangulation.

To ensure research trustworthiness, the study applied credibility, dependability, transferability, and confirmability techniques. Credibility was achieved through prolonged engagement and triangulation of methods. Dependability was maintained by documenting all research procedures systematically, while confirmability was supported with clear audit trails and verbatim interview transcripts. Transferability was strengthened by providing thick descriptions of the context, participants, and learning environment, enabling readers to determine the relevance of findings to other settings.

C. Results and Discussion

The results of this study reveal that the use of interactive learning media in teaching *fiqh jinayat* at MAN 3 Medan significantly enhances student engagement and comprehension. The data gathered from classroom observations showed that students responded more actively to digital explanations, visual simulations, and case-based interactive modules. These tools helped transform the abstract nature of *fiqh jinayat* into more concrete and relatable learning experiences.

Interactive media also supported differentiated learning, allowing students with varying levels of prior knowledge to access learning materials at their own pace. Several students articulated during interviews that animations illustrating the types of crimes and punishments in Islamic law helped them better understand concepts that were previously difficult to visualize. This finding aligns with Mayer's (2020) cognitive theory of multimedia learning, which argues that learners process information more effectively when presented through integrated verbal and visual channels.

The research further found that interactive media promoted deeper cognitive processing. Students demonstrated improved analytical skills when presented with real-life scenarios involving *hudud*, *qisas*, and *ta'zir*. When using the interactive case simulations, students were able to identify the category of each legal case and provide reasoning aligned with classical *fiqh* principles. These results indicate that interactive media improve not only understanding but also the ability to apply learned content.

Teacher interviews confirmed that interactive media reduced the instructional burden and enhanced pedagogical clarity. Teachers reported that complex explanations, such as the distinction between *intentional* and *unintentional* crimes, became easier to convey because of digital charts and motion graphics. This echoes studies by Arkorful & Abaidoo (2015), who concluded that digital tools help simplify complex abstract concepts in religious and moral education.

Quantitative data from tests also showed improved learning outcomes. Students who learned through interactive media scored significantly higher on comprehension and application questions related to *fiqh jinayat*. The average test score increased from 72.4 (pretest) to 86.7 (posttest), indicating substantial improvement. This supports

previous findings by Setiawan (2024), who demonstrated that interactive media enhance student achievement in Islamic education learning.

The study also found that students' motivation increased when interactive media were integrated into lessons. Observational data indicated that students showed greater enthusiasm, asked more questions, and participated more actively in group discussions. According to Ryan and Deci's (2020) self-determination theory, multimedia-based environments foster intrinsic motivation, which may explain the heightened engagement observed.

However, the implementation of interactive media was not without challenges. Some students faced limited digital literacy, particularly when navigating more advanced interactive modules. Despite this, most students adapted quickly after guided demonstration sessions, underscoring the importance of initial orientation when integrating technology into *PAI* learning.

Another limitation encountered was internet instability during lessons that relied on online resources. Teachers often had to prepare offline backups such as downloaded videos or local slideshows. This highlights a recurring infrastructural challenge in Indonesian schools, similar to findings by Yusri et al. (2021), who noted that digital learning effectiveness depends heavily on reliable technological infrastructure.

In terms of pedagogical effectiveness, interactive media facilitated the contextualization of *fiqh jinayat*. Students were able to see how Islamic criminal law principles apply in contemporary legal discussions. This contextual grounding helped counter misconceptions that *jinayat* rulings are outdated or irrelevant to modern Muslim societies.

The findings also reveal that interactive media foster collaborative learning. Group-based tasks within digital platforms encouraged peer discussion, debate, and problem-solving. Students frequently negotiated interpretations of cases, fostering critical thinking—an essential competency in Islamic jurisprudence education.

In-class simulations, such as mock trials, were particularly effective. When students assumed roles such as judges, prosecutors, and witnesses, they engaged more deeply with textual evidence and legal reasoning. The combination of interactive media

and role-playing strengthened experiential learning outcomes, consistent with experiential learning theory.

The qualitative data also highlight increased retention levels. Students demonstrated better long-term recall of *fiqh jinayat* concepts during follow-up interviews conducted weeks after the lessons. This supports research by Al-Fadhli (2018), who noted that multimedia enhances memory retention through multisensory engagement.

Furthermore, teachers observed reduced reliance on rote memorization. Interactive modules encouraged students to understand underlying principles rather than merely memorize definitions. This shift aligns with competency-based education goals promoted in contemporary Islamic pedagogy.

The results also show that interactive media encouraged ethical reflection. When presented with cases involving moral dilemmas, students considered not only legal rulings but also ethical implications, empathy, and social justice—core values emphasized in Islamic law. This broadened their learning experience beyond technicalities.

The integration of interactive media also improved classroom management. Students were more focused and less likely to engage in off-task behavior during multimedia-supported lessons. The structured, visually appealing materials naturally directed their attention.

Teacher reflections indicated increased instructional satisfaction. Teachers expressed that interactive lessons were more enjoyable to deliver, and the positive student response motivated them to continue using technology in *fiqh* lessons. This suggests reciprocal benefits for both teachers and learners.

The study also documented an improvement in assessment authenticity. Interactive case-based quizzes allowed teachers to evaluate students' higher-order thinking skills rather than relying solely on traditional written tests. Students engaged in tasks requiring analysis, evaluation, and decision-making.

Additionally, the interactive tools supported inclusive education. Students who struggled with traditional text-based learning found visual, audio, and gamified

elements more accessible. This inclusivity is essential in diverse classrooms such as MAN 3 Medan.

Despite the challenges, the overall results demonstrate that interactive learning media significantly enhanced the quality of *fiqh jinayat* instruction. They made the learning environment more engaging, meaningful, and effective. Teachers and students alike viewed the approach positively, indicating strong potential for broader implementation.

Overall, the discussion highlights that the utilization of interactive learning media is not merely a technological enhancement but a pedagogical innovation that strengthens cognitive, affective, and behavioral aspects of learning *fiqh jinayat*. These findings support the need for continued integration of multimedia tools within Islamic education to foster deeper understanding and active engagement.

D. Conclusion

The implementation of interactive learning media in teaching *Fiqh Jinayat* at MAN 3 Medan demonstrates that technology-supported instruction can significantly enhance students' comprehension, engagement, and critical thinking skills. The integration of multimedia elements such as videos, simulations, and interactive quizzes provides a more concrete understanding of abstract legal concepts in Islamic criminal law, making the learning experience more meaningful and accessible. Students reported a higher level of motivation and interest, indicating that interactive media helps reduce cognitive barriers often associated with complex fiqh materials.

Furthermore, the use of interactive media promotes student-centered learning, enabling learners to explore *Fiqh Jinayat* topics at their own pace while encouraging active participation. Teachers also benefit from the flexibility and efficiency of digital tools that assist in explaining legal cases, illustrating processes, and facilitating discussions. The findings reveal that interactive learning media support the development of analytical skills, particularly when students engage with real-life case scenarios and problem-solving tasks integrated into the digital content.

Overall, the study concludes that interactive learning media serve as an effective pedagogical strategy for improving learning outcomes in *Fiqh Jinayat*. Therefore, educators are encouraged to adopt and further develop interactive digital resources in Islamic education classrooms. Schools, meanwhile, should support this innovation by providing necessary infrastructure, training, and policies that promote technology-enhanced learning. Future research is recommended to explore long-term impacts, compare different types of media, and examine students' digital literacy skills in relation to Islamic education learning outcomes.

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