

## Development of Vinafi as Fiqh Learning Media for XI Grade of MA Student

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### ABSTRACT

*Vinafi, animated video for Fiqh, is one of technological developments that is formulated as learning media that can attract students to learn Fiqh. In this study, the researchers aim to develop an animated video as learning media for learning Fiqh of XI grade MA. This animated video is a learning media that contains material about the marriage which includes an application to solve a problem related to the learning process. The purpose of this development is to determine the feasibility of media from media experts, material experts and media attractiveness through questionnaire responses from students. The research method in this study uses R&D with ADDIE development model. This development model is divided into five stages, namely: Analysis, Design, Development, Implementation, and Evaluation. The results of this study obtained validation result from media expert and material expert who stated that the media was eligible for field trials with revisions according to suggestions, and a questionnaire response from student with the conclusion that the researchers took that the media criteria were interesting, so that the media that had been developed by the researchers was interesting and suitable to be used as a support for the learning process.*

**Keywords:** *Intructional Media; Vinafi; Fiqh;*

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### INTRODUCTION

Education is one of the efforts in educating the nation's life and advancing development. As written in Article 3 of Law Number 20 of 2003 concerning the National Education System that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming the develop the potential of student to become human beings who believe and are pious. To God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Rohmah & Mufidah, 2021). In practice, this educational function not only makes students superior in knowledge, but also has noble character (Widiyasanti & Ayriza, 2018). There are many types of education in learning, one of which is Islamic Religious Education as a guide for the younger generation who will disseminate Islamic knowledge and Islamic values by aligning human functions to do good in the world and reap the rewards in the here after (Muhammad Haris, 2015).

In Islamic religious education, Fiqh is one of the subjects that must be studied by every Muslim. According to the etymology of Fiqh, it means understanding, as stated in Q.S An-Nisa: 78 "Then why do this people (hypocrites) barely understand the conversation (in the slightest)?" Meanwhile, in terminology Fiqh has the meaning of a knowledge of Islamic Shari'ah laws by involving verbal and mukallaf behavior, by taking detailed arguments in the form of texts of the Qur'an and Sunnah. While Islamic Fiqh is a statement about the laws that Allah has prescribed to his servants to cover all goodness and prevent damage in their midst, Islamic Fiqh is very concerned about these values and provides all the needs off his servants along with detailed laws (Ansori, 2018).

In this very fast digital era, ICT (Information and Communication Technology) as a means of teaching and learning process is a very important primary need used to access, manage and present data or information individually or in groups. As we know, the development of ICT is progressing very rapidly

so that humans must follow the development of these technologies so as not to be left behind in progress in this digital era. In fact, almost all people in the world have used and utilized ICT well, such as mobile phones, tablets and the internet as a medium of information and communication in everyday life (Noviantoris & S, 2020).

The development of ICT is also very much needed in the world of education. The use of ICT in the teaching and learning process is not only by using mobile phones and the internet, but also by using learning media (Thohari & Chotimah, 2021). Learning media is an important element in the teaching and learning process and a learning resource that can be used by educators as a tool to enrich students' insights, with the existences of various types of learning media can change a new atmosphere in conveying knowledge to students. And students will be more interested in learning so that it can make it easier for them to understand the lesson (Nurfadillah et al., 2021).

The purpose of this study is to develop Vinafi as a learning medium in Fiqh subjects as a means of education in carrying out interesting learning. Based on the description above, researchers feel the need to develop Vinafi as a learning medium to assist educators in carrying out interesting learning in Fiqh subjects for class XI student.

## **METHOD**

The method used in this research is the method of development or in English *Research and Development*. This development method uses a research that produces a product by passing the trial phase, which aims to determine whether the product is effective or not for use (Iffah et al., 2019).

This method *Research and Development* uses the ADDIE model which consists of five steps, namely the first stage of analysis (*Analysis*), at this stage it is necessary to carry out a process of analyzing student needs and interviewing the teacher concerned about learning by developing interesting and effective media. The second stage of design (*Design*), determining the design stage is seen based on the results of the needs analysis stage as a reverence in developing interesting and effective learning media. At this stage also make improvements if there is a design mismatch between needs and development. The three stages of development (*Development*), at this stage go through two stages, namely (1) validate the design of learning media by media experts and material experts with the aim of getting assessments and suggestions from material experts and media experts regarding the suitability of the materials and media used, (2) after receiving assessment and suggestions, it will find out the shortcomings in the design of learning media and make revisions to these deficiencies by improving and redeveloping. The four stage of implementation (*Implementation*), namely conducting trials of the media that have been developed by involving the students and teachers concerned, then giving a questionnaire response to the test results to the students and teachers regarding the learning media. The five stages evaluation (*Evaluation*), namely evaluating or reviewing learning media in parts that are not appropriate after implementing (Suartawan et al., 2018).

The data analysis that will be used is descriptive qualitative analysis which is presented through the category percentage stage with a predetermined rating scale. With a rating scale, the raw data obtained using numbers are then described in a qualitative sense. The assessment will be carried out by material experts as well as 15 students of class XI MA and Fiqh subject teachers (Muflihawati et al., 2019).

Data collection instruments, researchers used interviews and questionnaires conducted to obtain data on the quality of learning media given to media experts, material experts, teachers and students (Ulfa, 2016).

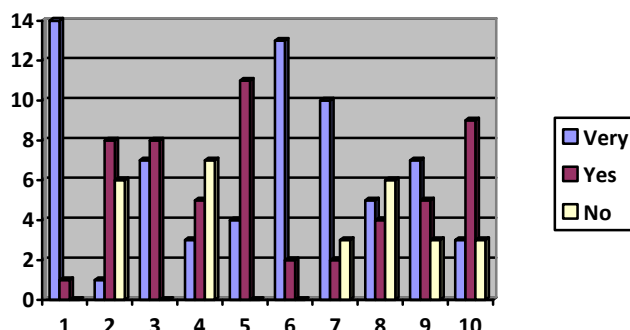
## **RESULT AND DISCUSSION**

This Vinafi media development design uses the ADDIE development model, through several stages, namely as follows. (a) Needs analysis. Based on the results of the analysis of student needs, it is stated that the teaching and learning process that takes place in the classroom is boring because the teacher still uses the lecture method, thereby reducing student interest and interest in learning. So it is deemed necessary to develop effective and interesting Vinafi learning media. (b) Design. Designing material on the media in stages, by explaining each sub-chapter in stages. (c) Development. Validate by material experts and media experts, then revise existing deficiencies and if it gets a good assessment by the validator then proceed to the implementation stage. (d) Implementation. Conducting direct trials on 15 students and then providing response questionnaires to students and Fiqh teachers regarding the use of Vinafi learning media. (e) The last stage is evaluation. The process of revising the media at the implementation stage still has weaknesses and shortcomings. If there are no deficiencies found in the

media and there is no need to revise it again, then the media is suitable for use.

**Result**

Need analysis, of 15 students who have responded to the needs analysis questionnaire, there are 12 students who stated that they needed interesting learning media in Fiqh subject.



**Figure 1.** Analysis of student needs :

Interviews by Fiqh teachers, so far the learning process carried out by teachers is quite good in utilizing ICT, namely by using power points. However, there is still boredom and lack of interest in students when the learning process is carried out. Therefore, Fiqh subject teachers need this Vinafi learning media as an effective and interesting learning medium.

The results of the design, the material used in the design of this learning media is the wedding materials and the application used is the Animaker application.

The result of the development, the initial stage of the result of the development is refined by validating media experts and material expert validation.

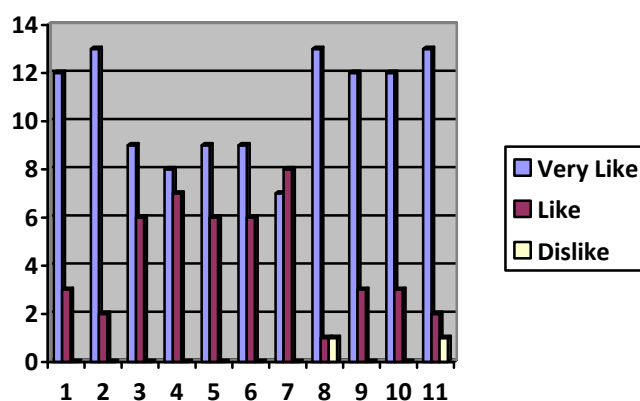
**Table 1** Validation of Media Experts :

No	Aspect assessed	Scale				
		1	2	3	4	5
1.	Accuracy of background color selection				✓	
2.	Color compatibility of the text with the background				✓	
3.	Accuracy of audio selection				✓	
4.	Punctuality			✓		
5.	Animaker animation consistency				✓	
6.	Animaker animation selection accuracy				✓	
7.	Precise text color selection animaker				✓	
8.	Accuracy of font and size selection				✓	
9.	Animated layouts				✓	
10.	Product views			✓		
11.	Ease of interacting with the media			✓		
12.	Clear instructions for use				✓	
13.	Easy to use media animaker			✓		
14.	Animation speed				✓	
15.	Accuracy of supporting animation			✓		
16.	Suitability of animation with Fiqh material				✓	
17.	Smooth running of the media				✓	
18.	Image layout does not interfere with the displayed text			✓		
19.	Words or short pictures				✓	
20.	Presentation of material with media is not excessive			✓		

**Table 2** Material Expert Validation :

No	Aspects assessed	Scale				
		1	2	3	4	5
1.	Relevance of the material with KD					✓
2.	Material presented systematically					✓
3.	Accuracy sentence structure and language easily understood					✓
4.	Material according to the procedure laid					✓
5.	Material in accordance with the level of student ability					✓
6.	Clarity description of the material				✓	
7.	Coverage of material related to the sub-themes discussed					✓
8.	Clear and specific material				✓	
9.	Images used are in accordance with the material					✓
10.	Examples given in accordance with the material				✓	

The result of the implementation is to provide a response questionnaire regarding Vinafi's learning media. Of the 15 students and teachers of Fiqh subjects who gave answers to the response questionnaire, all stated that they liked and attracted their interest in learning and were effectively used in the teaching and learning process in Vinafi's learning media.



**Figure 2.** Analysis of the result of student trials :

Result of evaluation, there were no reveions to the Vinafi media when it passed the implementation stage.

**Discussion**

Need analysis, From the analysis of student needs that has been carried out, the data analysis questionnaire that has been given to students shows that students need alternative media that can improve their understanding in Fiqh lessons. This is supported by the results of interviews with Fiqh subject teachers who also support the data obtained from students. And from the results of interviews researcher concluded that fiqh teachers still do not use ICT-based learning media. So the researchers decided to develop Vinafi as a learning media for Fiqh class XI in marriage maerial.

Design, early stage of the material to be used in the development of instructional media Vinafi is that the material marriages there in describes the laws of marriage, harmonious and terms of marriage, propose, mahram marriage, guardians and witnesses in the marriage, the consent qobul, dowry, walimah and marriage forbidden. The second stage, the beginning of the video opening, greeting and self-introduction accompanied by an explanation about Vinafi. After that, design each chapter by including animated characters and audio accompanied by backsound. The application that will be used in Animaker. Animaker is an animated video application that is easy to use in designing interesting learning media. In the Animaker application there are many features that can be used and obtained for free.

Development stage, Validation of media experts, in developing this learning media, researchers need validation to ensure whether the product that has been developed is feasible to use or not. This validation was carried out by media experts by giving in assessment questionnaire consisting of 5 Likert scales. The provisions in the evaluation of media expert's validation are on the accuracy of background color selection, accuracy of audio selection, smooth running of media and others. Media expert's lecturer gave a good and appropriate assessment of the Fiqh animation video learning media. From the results of media expert validation, the researcher concluded that the Fiqh animation video learning media developed was feasible to be used in learning. Material expert validation, not only media expert validation used in data analysis, material expert validation is also very much needed. The provisions in the material expert validation assessment are the relevance of the material to Basic Competence, the material presented is systematic, the accuracy of sentence structure and easy-to-understand language and others. From the results of the assessment given by the material expert lecturer, the researcher concluded that the Fiqh animation video learning media that had been developed was very suitable to be used during learning.

Implementation stage is done in class XI MA as many as 15 students and teachers of subjects involving Fiqh. During the trial, the researcher made notes about the short comings and obstacles that still occurred when the product was implemented, besides that, students and teachers of Fiqh subject were also given a response questionnaire regarding the use of animated video-based learning media. The results of the implementation of the student questionnaire responses, all the students and teachers of jurisprudence provide feedback on the media has media Vinafi be developed that is very attractive when used in the learning process.

Evaluation is the process of revising the media in implementation phase is still there are strengths and weaknesses. The researcher did not get a revision on Vinafi's learning media when getting the results of implementation. Then the Vinafi learning media is said to be feasible to operate in the classroom, especially in Fiqh subject.

## CONCLUSIONS

Based on the research that has been done by the research, namely the development of Vinafi as a learning medium in the material of marriage for class XI, the result show that the media is feasible to use. The feasibility of Animaker's media in Fiqh subjects has been reviewed from various aspects, including aspects of material presentation, language, appearance, and writing. This Fiqh animation learning media gets assessment result based on descriptions from material experts, media experts, as well as responses from 15 students of class XI as a whole including in the category of media that are suitable for use in learning.

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