



## Developing Fiqan as Islamic Education Learning Media for XI Grade Senior High School Students

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### ABSTRACT

*This research aims to develop video animation-based learning media on the subjects of Islamic Religious Education Class XI high school. The results of this study are expected to help teachers in achieving PAI learning goals. In this study, the researchers adopted the Development Research (R&D) method through 5 stages of ADDIE development model, namely (1) Analyze, (2) Design, (3) Development, (4) Implementation, (5) Evaluation. The data collection technique used is to use questionnaires and interviews that are analyzed descriptively. Based on the results of the validation of media experts and material experts stated that fiqan learning media can be judged worthy and interesting, so that the development of video animation-based media deserves to be used as a learning support media. The rest, this study can also be used as a reference for other researchers in developing PAI learning media at different levels.*

**Keywords:** *Learning Media, Fiqan, High School*

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### INTRODUCTION

Education is an effort made by adults to guide or lead their physical and spiritual (children) towards adulthood. While religion is the Belief in God (gods and so on) with the teachings of worship and obligations related to that belief. So it can be concluded that Islamic religious education is a conscious and planned effort in preparing students who fear, noble manners, practicing the teachings of Islam from the main source of the Holy Quran and al-Hadith, through guidance activities and the use of experience. The purpose of Islamic education is to form a human being who believes in Allah, intelligent, virtuous, responsible for himself and society in order to achieve the happiness of the world and the hereafter.

The development of information and communication technology has penetrated all lines, not least the world of education (Ma'arif & Bahtiar, 2021). In an effort to improve the quality of education, one of them can be achieved by utilizing technological sophistication, especially in the process of learning and material delivery (Hidayatullah *et al.*, 2020). The use of learning media in the classroom is an innovation in technology. Teachers are educational actors, where teachers must directly provide material to students with interesting methods and can make the student happy in class without any boredom and boredom in following learning (Rohanah *et al.*, 2020).

In today's learning, although technology has advanced, many teachers still use traditional methods (lectures) in learning. As with education in the 21st century, most teachers are still not ready to use technology at the time of learning in class. Media as a tool in the teaching and learning process is a reality that cannot be denied (Wardani & Prihatiningtyas, 2022). Learning media can also make learners become more interested and respond more positively so as to increase the motivation of learners in the learning process. Just like an animated video is a series of images formed from one frame with other frames that differ from each other in a predetermined duration of time, so it can be interpreted to bring the image to life with character details, face details, pose / style details and can also contain conversational sounds and other sounds (Agustina & Amala, 2021). Through animated videos teachers can more easily convey material especially the short duration of viewing of animated videos can save time, so that learners are not bored and seem interesting.

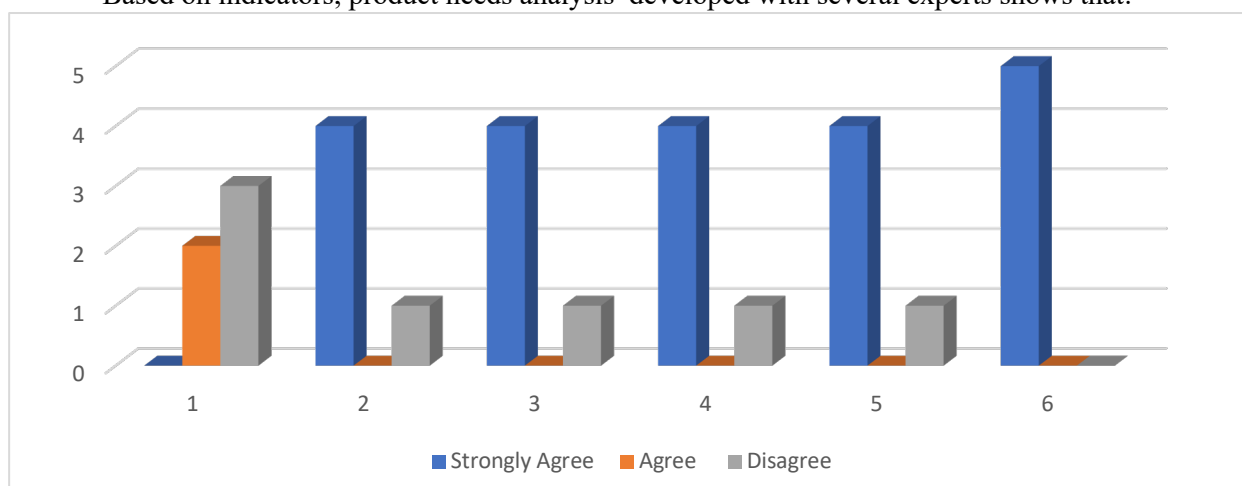
## METHOD

The type of research used in this study is R&D/Research and development. Research and development (R&D) and research models using the ADDIE model, namely (1) Analysis, The analysis stage is a process of defining what will be learned by learners, namely doing needs assessment ( needs analysis ), identifying problems (needs), and conducting task analysis ( task analysis ). In this case, researchers conducted a needs analysis through a Google form questionnaire to determine the learning media needed by learners in supporting the learning process. (2) Design, the stages carried out by researchers in the design process are: determining basic competencies, indicators, formulating goals, determining learning materials, choosing formats and developing products. In this case, researchers are working to develop animated video-based learning media products using an animaker application for Fiqh material about the implementation of body baths. (3) Development, at the stage of development, researchers develop learning media based on the design that has been made. The first step that researchers do is to create an animated video-based learning medium using the animaker application. Furthermore, the media that has been created will be validated, this process involves media experts and material experts in the activity of assessing whether product design, in this case can work effectively and efficiently from the selection of clear colors, to the presentation of material suitable for class XI at Sunan Ampel Kwaron Jombang Islamic High School. (4) Implementation, Implementation is a real step to implement the developed learning system. That is, at this stage everything that has been developed is piloted directly to the subject, namely, learners to know the response and excitement to the video-based learning media animation. (5) Evaluation, this evaluation is carried out after getting input from experts and learners as described above. At this stage, researchers also make improvements to get better learning media and can benefit learners. Thus, from the results of this evaluation, researchers will find out whether the learning media that has been developed should be continued or not (product prototype). Data collection techniques with interviews and questionnaires analyzed descriptively. The type of data in the development of this research is qualitative and quantitative. Qualitative data comes from criticisms, suggestions and comments from media and material experts, while quantitative data comes from questionnaires or questionnaires. In data analysis techniques the author uses qualitative descriptive analysis. The results of this study aim to develop a video-based learning medium animation in class XI Fiqh material..

## RESULT AND DISCUSSION

### Result

Based on indicators, product needs analysis developed with several experts shows that:



**Figure 1.** Student Needs Questionnaire Results

Interview with PAI teacher at Sunan Ampel Kwaron Jombang Islamic High School, he said before starting KBM (teaching and learning activities) usually PAI teachers make RPP, then the usual methods used are lecture, fiscusion and Q&A methods. While in the fiqh material pai teachers not only by using learning methods but in addition PAI teachers have their own creativity. That way, students quickly feel bored and saturated so that it causes no maximum effect during learning.

An assessment on the quality aspects of the learning material for the trial of class XI students seen in Table 1 showed that overall in the "Excellent" criteria.

**Table 1.** Material Expert Validation Results

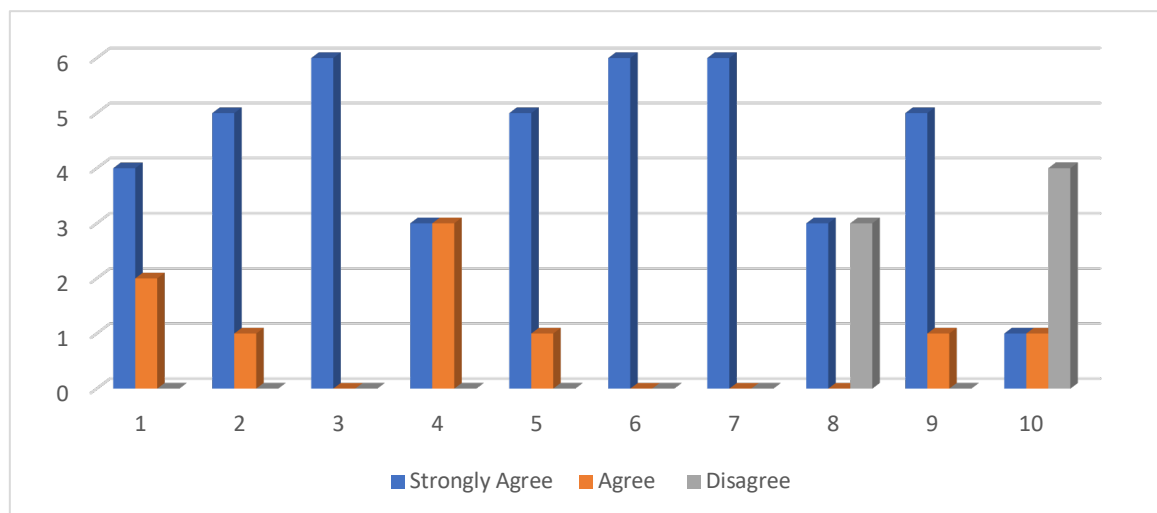
No	Aspects assessed	scale				
		1	2	3	4	5
1	Relevance of matter to KD					✓
2	Material presented systematically					✓
3	Accuracy of sentence structure and language is easy to understand				✓	
4	Material as formulated					✓
5	Material according to the student's ability level					✓
6	Clarity of material description				✓	
7	Scope of material relating to the sub-themes discussed					✓
8	Clear and specific material					✓
9	Images used in accordance with the material					✓
10	Examples given in accordance with the material					✓

Assessments to media experts on aspects of technical quality/display can be seen in table 2 below.

**Table 2.** Media Expert Validation Results

No	Aspects assessed	scale				
		1	2	3	4	5
1	accuracy of background color selection				✓	
2	compatibility of writing color with background				✓	
3	audio selection accuracy				✓	
4	Timeliness				✓	
5	Animation consistency				✓	
6	accuracy of animation selection				✓	
7	accuracy of text color selection				✓	
8	accuracy of typeface selection and size				✓	
9	animation layout			✓		
10	product display				✓	
11	Ease of interacting with the media			✓		
12	clarity of instructions for use				✓	
13	ease of use of animaker media				✓	
14	animation speed				✓	
15	supporting animation accuracy				✓	
16	animation literature with fiqh material				✓	
17	smooth running of animation media				✓	
18	image layout does not interfere with the text displayed				✓	
19	words or pictures are concise				✓	
20	presentation of material with media is not excessive				✓	

The trial was conducted on 6 students of class XI. This trial data is intended to find out some of the weaknesses / obstacles faced when animated video-based learning media products are used. The following are the results of product trials with a total of 6 samples from 15 class XI populations, among others:



**Figure 2.** Student Response Questionnaire Results

### Discussion

The research model used is the ADDIE development model (analyze, design, development, implementation, evaluation). At the analysis stage of the need for researchers to interview teachers who master Fiqih subjects, found a learning system that still uses lecture methods, this can make most students feel bored and methods like this will take a long time. The design stage is done by determining the basic competencies, indicators and objectives of the material, which will then be demonstrated into the form of animated videos using animaker applications. The development stage is carried out the production of animated video learning and assessment activities by media experts and material experts. Furthermore, the implementation stage is to apply learning animation videos to students of Grade XI of Sunan Ampel Kwaron Jombang High School for field tests. At the evaluation stage is a media assessment activity based on input from experts and learners this stage is carried out to measure or assess learning products.

### CONCLUSION

Based on the results of this development research produces products in the form of animated video learning media. Based on that the results of descriptions from media experts and materials regarding the product, and the student response that shows an excellent percentage of categories. Sehingga can be said the development of video-based learning media animation is effective, varied, easy to understand, and can support the learning process of students. Especially in the material pelaksanaan pemandian jenazah that has been developed in accordance with the procedure above. Validation results conducted by material and media experts show that this animated video-based learning medium strongly agrees to be used in the Fiqh learning process to make it easier to understand.

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