



Development of Fiqh Learning Media for Tenth-Grade Students

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ABSTRACT

Teachers who have high creativity always try to make the learning process interesting for their students; it could be by using various methods such as using learning media. The use of learning media in the teaching and learning process greatly influences students' learning interests, the emergence of motivation and stimulation in learning, and even brings psychological influences on students. Therefore, the use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process, so that the goals of learning can be achieved optimally. For this reason, based on the potential and existing problems, the researcher tries to develop one of the learning media. In this development, the media used is PowerPoint-based media. The development of this power point-based learning media be developed in learning Fiqh for Class X at Islamic Senior High School private (MAN) 4 Jombang. Validity is illustrated by the results of the validator's assessment, where validator 1's validation results obtain an average of 87.5% and validator 2 obtains an average of 96.8%. So, it can be concluded that the average of the two validators is 80% and is included in the good category.

Keywords: *Development learning media, fiqh; Islamic senior high school private*

INTRODUCTION

Learning is a process of interaction between students and teachers by using learning resources in a learning environment. Learning is also one of the coaching provided by educators so that there can be a process of transferring knowledge, mastering skills, and character, as well as forming attitudes (moral) and trust in students. In other words, learning is a process to help students learn well because maximum learning leads to success in achieving learning targets. In addition, the learning process runs optimally when it is supported by the learning motivation of students and the creativity of the teacher.

Teachers who have high creativity always try to make the learning process interesting for their students, using various methods such as using learning media. The use of learning media in the teaching and learning process greatly influences students' learning interests, the emergence of motivation and stimulation in learning, and even brings psychological influences on students. Therefore, the use of learning media at the teaching orientation stage greatly helps the effectiveness of the learning process, so that the objectives of learning can be achieved optimally. The term media comes from Latin which is the plural form of "medium" which literally means intermediary or introduction. In general, the media is anything that can channel information from sources of information to recipients of the information.

The teaching and learning process is also basically a communication process, so the media used in learning is called learning media. Learning media is part of learning resources which is a combination of software (learning materials) and hardware (learning tools). As for Djamarah and Aswan (2002: 136) define media as any tool that can be used as a tool for getting information or messages to achieve learning objectives. In the context of media as a source of learning, media can be broadly defined as humans, objects, or events that enable students to acquire knowledge and skills. While the learning media according to Azhar is a tool in the learning process both inside and outside the classroom. It was further explained that learning media is a component of learning resources that contain instructional material in the student's environment that can stimulate students to learn. According to Gerlach and Ely, learning media has a very broad scope, which includes humans, materials, or studies that build conditions that enable students to acquire knowledge, skills, or attitudes. Learning media includes all the resources needed to communicate in learning, so that the form can be in the form of hardware, such as computers, TVs, projectors, and software used on that hardware.

Microsoft Office PowerPoint is a computer program for presentations developed by Microsoft. Rusman et al, (2013: 300) stated that the power point program is software specifically designed to display attractive multimedia programs, easy to manufacture, easy to use, and relatively inexpensive because it does not require raw materials other than tools for data storage.

Microsoft Office PowerPoint provides slide facilities to accommodate the main points of discussion that will be conveyed by students. By having animation facilities, a slide can be modified attractively as well as front picture, sound, and effect facilities that can be used to make good slides.

Hujair AH Sankay (2009:127-128) states Microsoft PowerPoint is a presentation application program which is one of the application programs under the Microsoft office program computer and displays on the screen using the help of an LCD projector. Based on the opinions of experts, it can be concluded that PowerPoint is a presentation application program which is one of the application programs under Microsoft Office that is easy and often used as a learning medium in schools.

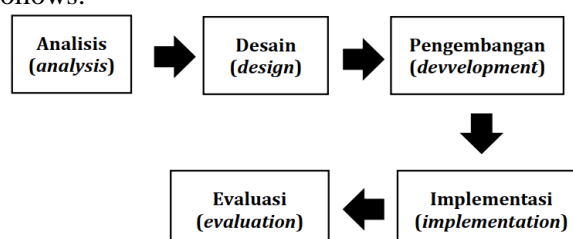
This research is education research where learning media will be created using the Microsoft Office PowerPoint application to assist students in learning in class, especially on Fiqh material. Based on the results of interviews conducted with students at MAN 4 Jombang, it is known that learning Fiqh still uses the lecture method followed by discussion. Fiqh learning requires a learning model that is able to create an interesting atmosphere and improve student learning outcomes. One effort that can be done is to choose a learning model that provides opportunities for students to develop according to the abilities of students. This was supported by the students' opinion that Fiqh learning was considered difficult, so they were not interested to learn so that they had an impact on the low learning outcomes obtained by students. In learning Fiqh, there is not only a process of interaction between teachers and students in the classroom, but learning is also carried out with various interactions, both in the classroom environment and in the prayer room as a place for practices related to worship. VCDs, films, or other materials that support Fiqh learning can be used as part of the learning process itself.

Based on the results of the interviews and knowing the existing problems, the researcher tried to develop a learning media. In this development, the media used is PowerPoint-based media. Powerpoint is Microsoft which is quite easy to use. Teachers can increase their creativity in designing media using Microsoft PowerPoint. The development of power point-based learning media is specifically developed for teaching Fiqh at class X of MAN 4 Jombang. The results of the media development are hoped that it will produce power point-based learning media products that students can use to learn Fiqh effectively and efficiently and increase student motivation and learning achievement. In addition, by conducting this learning media it is hoped that teachers will be more creative and selective in using learning media, especially power point-based learning media.

METHOD

This research uses the research and development method or also called Research and Development (R&D) which is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2016, p. 297). According to Salim & Haidar (2019.p.58), Research and Development (R&D) is a series of processes or steps in order to develop a new product or perfect an existing product so that it can be accounted for. So, it can be concluded that Research and Development (R&D) is a process in research that is intended to produce a product which will later be tested for its effectiveness in order to account for its validity.

The development model used in this research is the stages of the ADDIE development model. Warsita (2011) explained that ADDIE development is effective, and dynamic and supports the performance of the program itself. The ADDIE development model consists of 5 components that are interrelated and systematically structured, which means that the application from the first stage to the fifth stage must be systematic and not applied randomly. The steps of the research with the development of ADDIE in this research are as follows.



The subjects of this research were 15 students in class X at MAN 4 Jombang. In this research, the data collection tools used were:

Media Validation

The validation sheet contains items that reveal whether the PowerPoint learning media in Fiqh learning has been designed and can be used in order to find out whether this PowerPoint learning media is valid or not.

Practitioner sheet

It is used to determine the level of practicality of the development of PowerPoint learning media that has been developed. The questionnaire is a list of questions or statements given to students to respond according to user requests (Riduwan, 2005). This questionnaire was compiled to ask for student responses about the convenience of PowerPoint learning media. In this research, the questionnaire aims to reveal the practicality of using PowerPoint media.

Validity Analysis

The results of the validation from the validator on all aspects are assessed and presented in table form, then the percentage of each validation sheet is analyzed using the technique proposed by Riduwan using the formula:

$$P = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100\%$$

The results obtained use the following criteria:

Table 1. Qualification Level of Validity in the Validator

Criteria	Percentage Range (%)
Invalid	0-20
Invalid	21-40
Fairly Valid	41-60
Valid	61-80
Very Valid	81-100

Practicality Analysis

The practicality analysis carried out is practical in terms of readability. This practicality analysis is using a questionnaire. Data from the students and teachers' responses through a questionnaire, then tabulated, the percentage of tabulated results was sought. The data were analyzed using the technique stated by Riduwan, namely as follows:

$$P = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100\%$$

The following criteria:

Table 2. Practicality Level Qualifications

Criteria	Percentage Range (%)
Impractical	0-20
Less Practical	21-40
Quite Practical	41-60
Practically	61-80
Very Practical	81-100

RESULT AND DISCUSSION

Analysis Stage

The analysis phase was carried out in several ways, starting from making initial observations at schools, interviewing Fiqh subject teachers at MAN 4 Jombang, analyzing the media used, and analyzing students. Based on the results of interviews with students, it is known that students feel bored and bored, the delivery of Fiqh material is less real or difficult to describe. Students also said that the material presented was difficult to understand. For this reason, it is necessary to understand that students want

learning Fiqh is fun and can be applied in everyday life. Based on what was found in the field, the researcher needs to develop Microsoft PowerPoint as a teaching material/learning media that can facilitate students in the process of learning activities.

Design Stage

At this stage, the design of PowerPoint learning media can be described in the following stages:

- a. Designing covers and images that match the title of the material
- b. Create a menu display using hyperlinks that contain materials, videos, and quizzes
- c. Specifies the font type and size used
- d. Insert material on pre-designed slides
- e. Provide animation, and back sound so students don't get bored

Development Stage

The following is a description of the validation test results obtained in the research that has been carried out:

Expert Validation

- a. Validation was done by a Fiqh teacher

Table 3. Fiqh Teacher Validation Data

No.	Aspects stated	Score
1.	The overall appearance of PowerPoint-based learning media is attractive	3
2.	Maximum use of PowerPoint media (hyperlinks, animations) without disturbing the learning process	3
3.	The existence of power point-based learning media can foster student learning interest	4
4.	Language in PowerPoint learning media is easy to understand	4
5.	Power point-based learning media can broaden students' insight into the concept of learning fiqh	3
6.	Existing questions foster students' thinking skills	3
7.	The material presented is in accordance with the discussion	4
8.	The use of PowerPoint media is in accordance with the learning theme	4
Total obtained		28
The total score is		87,5

Based on table 3 above, the validity percentage is 87.5%. Then to find out the validity category of PowerPoint learning media adjusted to the validity table that has been determined.

Table 4. PowerPoint Learning Media Validity Categories

Average Total Validity	Percentage (%)	Validity Category
87,5%	81% - 100%	Very Valid

b. Validation was done by ICT Teachers

Table 5. ICT Teacher Validation Results

No.	Aspects stated	Score
1.	The overall appearance of PowerPoint-based learning media is attractive	3
2.	Maximum use of PowerPoint media (hyperlinks, animations) without disturbing the learning process	4
3.	The existence of power point-based learning media can foster student learning interest	4
4.	Language in PowerPoint learning media is easy to understand	4
5.	Power point-based learning media can broaden students' insight into the concept of learning fiqh	4
6.	Existing questions foster students' thinking skills	4
7.	The material presented is in accordance with the discussion	4
8.	The use of PowerPoint media is in accordance with the learning theme	4
The amount obtained is		31
The total score is		96,8

Based on table 5 above, the validity percentage is 96.8%. Then to find out the validity category of PowerPoint learning media, the validity percentage value of PowerPoint learning media is adjusted to the validity table that has been determined.

Average Total Validity	Percentage (%)	Validity Category
96,8%	81% - 100%	Very Valid

c. Practicality Assessment

In general, the practical aspects are ease of use, the efficiency of learning time, and the attractiveness of PowerPoint learning media. This practicality assessment was carried out by the Fiqh subject teacher. Completed data on the results of practicality assessments by Fiqh teacher in full can be seen in the table below.

Table 6. Data from the Practicality Assessment Results of Fiqh Teachers

No.	Aspects stated	Score
1.	Ease of use of PowerPoint media	4
2.	The affordability of the costs required to use PowerPoint media	4
3.	Clarity of each question in PowerPoint	3
4.	Flexibility in using PowerPoint	4
5.	The use of language is easy to understand	4
6.	Attractive layout or layout	3
7.	Display interesting content	3
8.	The type and size of letters make it easier to read and understand	3
9.	The images presented are clear	4
Total		32
Total score		80%

Based on table 6, the practicality percentage is 80%. Then to find out the validity category of PowerPoint learning media, the percentage value of the validity of the PowerPoint media is adjusted to the predetermined practicality table.

Average Total Validity	Percentage (%)	Validity Category
80%	61% - 80%	Practical

Implementation

The results of student responses to PowerPoint Learning Media can be seen in the following table.

Table 7. Student Response Results

No	Statement	Score obtained	Highest score	Percentage
1.	Do you think learning fiqh is fun?	68	75	90,6 %
2.	Do you have difficulty learning fiqh?	34	75	45,3 %
3.	Do you feel bored and bored with learning fiqh in class?	31	75	41,3 %
4.	Do you feel sleepy when studying fiqh with technological media?	43	75	57,3 %
5.	When learning using technological media do you always pay attention?	64	75	85,3 %
6.	Using technological media is it helpful for you to understand fiqh material?	62	75	82,6 %
7.	Learning using technological media makes you more active in learning?	58	75	77,3 %
8.	By using media technology, your value will increase?	44	75	58,6 %
9.	Studying fiqh with the lecture method makes you bored and bored?	51	75	68 %
10.	With the technology media learning model, do you feel excited to learn fiqh?	63	75	84 %
Total				69,03 %

Based on table 7 it can be seen that the questions given to students in the form of student response questionnaires have a very good category on questions 1, 5, 6, and 10. Then questions 7 and 9 have a good category, while questions 2, 3, 4, and 8, have a pretty good category. Overall, the results of the student response questionnaire have an average percentage of 69.03% in the good category. This shows that Fiqh PowerPoint Learning Media for students in class X MAN 4 Jombang can be used as a medium for learning Fiqh.

Evaluation

After going through the implementation stages, the PowerPoint learning media needs to be evaluated. At the evaluation stage, a final revision of the product was carried out based on the suggestions and input of students given during the implementation stage. Based on the responses from the students, where the suggestions were obtained from students regarding this power point learning media were that there were letters in the writing that were less interesting. Then the researcher can find out that this power point media is quite good to use in the learning process, from the results of product validation and in terms of student responses it was found that the developed power point learning media was quite good to use in the learning process.



Figure 1. Final Product

CONCLUSIONS

Based on the results of the research that has been done, the following conclusions can be drawn:

- This research has produced a PowerPoint Fiqh Learning Media product to measure students' abilities. Validity is illustrated by the results of the validator's assessment, where validator 1's validation results obtain an average of 87.5% and validator 2 obtains an average of 96.8%. So, it can be concluded that the average of the two validators is 80% and is included in the good category.
- Based on the research and development process, the average score for students was 69.3%, so that the Fiqh PowerPoint Learning Media can be said to have a potential effect on students' abilities.

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