

THE USE OF DIGITAL MEDIA IN FIQH INSTRUCTION IN ELEMENTARY MADRASAH IN THE DIGITAL AGE

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Abstract

Teaching variation skills are essential for creating engaging learning environments, and the development of digital technology has had a significant impact on the field of education, including Fiqh learning in Madrasah Ibtidaiyah (Islamic Primary Schools). The use of digital media, such as instructional videos, interactive presentations, educational applications and online learning platforms, can help improve the effectiveness of the learning process. This study aims to describe the use of digital media in Fiqh learning for Year 5 pupils in the digital age. The research method employed is a literature review based on the analysis of various relevant academic sources. The findings indicate that digital media can enhance pupils' motivation to learn, facilitate their understanding of learning materials, increase pupil participation, and support independent learning. However, several challenges remain, including limited technological facilities, teachers' digital competencies, and the supervision of pupils' use of digital devices. Therefore, collaboration between schools, teachers, and parents is necessary to optimise the use of digital media in Fiqh learning.

Keywords: *Digital Media, Fiqh Learning, Madrasah Ibtidaiyah, Digital Era*

1. INTRODUCTION

Developments in information and communication technology have brought about significant changes in the world of education. Learning no longer relies solely on lecture-based methods and the use of textbooks, but is increasingly directed towards the utilisation of digital media that is more interactive, visual and contextual. This shift aligns with the characteristics of 21st-century learners, who are tech-savvy and tend to learn through visual, audio, video, animation and interactive activities (Astini, 2019; Indarta et al., 2022). Consequently, teachers are required to adapt to technological advancements to ensure the learning process is more engaging, effective and tailored to learners' needs.

In the context of primary education, particularly in Madrasah Ibtidaiyah, the use of digital media is a key strategy for improving the quality of learning (Miskiah, 2019; Muri'ah, 2018). Year 5 pupils are at a stage of development that requires concrete learning experiences. They find it easier to understand the material when it is presented through real-life examples, images, videos, simulations or demonstrations that can be observed directly. Digital media can help teachers explain abstract concepts in a more concrete way, whilst creating an active, creative and enjoyable learning environment.

The subject of Fiqh is characterised not only by an emphasis on conceptual understanding but also on practical skills for performing acts of worship in daily life. Topics such as wudu, salat, fasting, zakat, and other religious practices require a correct understanding as well as clear examples of how they are performed. If Fiqh material is delivered solely through lectures, pupils tend to struggle to understand the sequence, movements, recitations, or the full meaning of the acts of worship (Marhamah, 2023).

Therefore, the use of digital media such as educational videos, Islamic animations, interactive PowerPoint presentations, digital quizzes, and online learning platforms can serve as alternatives to clarify Fiqh material and enhance students' engagement in the learning process.

The use of digital media in Fiqh teaching also plays a vital role in boosting pupils' motivation to learn. Digital media can present material in a more engaging, varied and dynamic way. Learners do not merely listen to the teacher's explanations but can also observe, ask questions, experiment, and respond to the material through interactive learning activities (Noor-UI-Amin, 2013) . Thus, digital media can help create a more meaningful learning experience as learners are given the opportunity to understand the material through various forms of representation, including text, images, sound, and video.

Nevertheless, the use of digital media in Fiqh teaching does not always run optimally. There are still various challenges faced by teachers and learners, such as limited facilities and infrastructure, an unstable internet connection, teachers' ability to operate digital media, time constraints in preparing the media, and differences in learners' technological proficiency. These challenges indicate that the use of digital media cannot be viewed solely in terms of the availability of technology, but must also take into account teachers' readiness, school support, the suitability of the media to the subject matter, and learners' engagement in the learning process (Solarz & Swacha-Lech, 2021).

Various previous studies have shown that digital media makes a positive contribution to improving the quality of learning, in terms of motivation, understanding, engagement and pupils' learning outcomes. However, research specifically addressing the use of digital media in Fiqh lessons for Year 5 pupils at Madrasah Ibtidaiyah still needs to be developed, particularly studies examining how digital media is used, the benefits experienced, and the challenges encountered in its implementation (Anisa Nurhasanah et al., 2024) . This is important because Fiqh teaching has its own distinctive characteristics, namely linking an understanding of Islamic law with pupils' religious practices in their daily lives.

Based on this description, research into the use of digital media in Fiqh teaching in Year 5 is important to undertake. This study is expected to provide a clear picture of how teachers utilise digital media, the benefits of digital media for pupils, and the challenges faced in the learning process. The results of this study are expected to serve as input for teachers, madrasahs, and relevant parties in developing Fiqh teaching that is more innovative, effective, and in line with developments in educational technology.

2. METHODS

This study employs a qualitative descriptive approach using *the library research* method. This method is utilised to conduct an in- , in-depth examination of the use of digital media in Fiqh teaching based on relevant theories, concepts, and findings from previous research. The research focuses on three main aspects, namely the forms of digital media utilisation in Fiqh teaching, the benefits of using digital media for learners, and the challenges encountered in its implementation.

Research data sources were obtained from books, accredited national journals, scientific articles, conference proceedings, and academic documents discussing digital media, learning technologies, Islamic Religious Education, and Fiqh teaching. The literature used was selected based on several criteria, namely relevance to the research focus, publication within a recent timeframe, a clear academic basis, and the inclusion of discussions on digital media or Islamic Religious Education. Literature not directly related to the research focus was not used as a primary source for analysis.

Data collection was carried out through documentation and literature review. Documentation involved gathering various relevant written sources, whilst the literature review was conducted through reading, note-taking, classifying, comparing, and analysing the content of the sources. The collected data was then grouped according to the research focus, namely the utilisation of digital media, the benefits of digital media, and the challenges of using digital media in Fiqh learning.

Data analysis was carried out using qualitative descriptive analysis techniques through three stages: data reduction, data presentation, and drawing conclusions. During the data reduction stage, the researcher selected information relevant to the research objectives. During the data presentation stage, the information was organised systematically in the form of descriptive accounts. Subsequently, in the drawing of conclusions stage, the researcher formulated conceptual findings regarding the role of digital media in improving the quality of Fiqh learning.

Through this method, the research is expected to provide a comprehensive overview of the use of digital media in Fiqh learning in Year 5 of Madrasah Ibtidaiyah. Furthermore, this research is also expected to serve as a basis for teachers and madrasahs in developing Fiqh learning strategies that are more innovative, interactive, and tailored to the needs of learners in the digital age.

3. RESULTS AND DISCUSSION

Forms of Digital Media Utilisation in Fiqh Teaching

The use of digital media in Fiqh teaching can take various forms, such as educational videos, interactive presentations, images, animations, educational applications, online learning platforms, and digital quizzes. These media help teachers convey Fiqh material in a more concrete, systematic and engaging manner. Educational videos are one of the most relevant media used in Fiqh teaching, particularly for material relating to the practice of worship. Topics such as the procedures for wudu, salat, tayamum, fasting, and zakat require explanations that are not merely theoretical but also demonstrative. Through videos, learners can directly observe the sequence of movements, the correct procedures, and examples of proper religious practice. Consequently, learners find it easier to understand the material as they are provided with a clear visual representation.

In addition to videos, teachers can also use interactive presentations to organise learning materials in a more structured manner. Presentations featuring images, animations, illustrations and interactive questions can enhance pupils' attention during the learning process. This medium helps teachers explain Fiqh concepts step by step, so that pupils do not merely listen to explanations but are also engaged in the process of

thinking and understanding the material. Educational apps and digital quizzes can also be utilised as tools for assessing learning. Through digital quizzes, pupils can gauge their understanding of the material they have learnt. The use of interactive quizzes makes assessment activities more enjoyable and less stressful. Furthermore, educational apps enable pupils to learn independently, both at school and at home. Thus, the use of digital media in Fiqh learning serves not only as a tool to facilitate the delivery of material but also as a means to enhance learners' engagement, understanding and independent learning (Rohman & Darmaningrum, 2024) .

Benefits of Using Digital Media in Fiqh Teaching

The use of digital media offers various benefits in Fiqh learning. Firstly, digital media can boost learners' motivation. Engaging visual displays, the use of audio, animations, videos and interactive activities make the learning environment more lively and enjoyable. Learners do not feel bored because learning takes place not only through lectures but also through more varied learning experiences (Putri & Wisudaningsih, 2025).

Secondly, digital media makes it easier for learners to understand the material. Fiqh material that is abstract in nature or requires practical examples can be presented concretely through videos and animations. For example, the procedures for wudu and salat can be explained via video so that learners can see the sequence of actions directly. This helps learners to understand the material more easily and accurately.

Thirdly, digital media can increase learners' participation in the learning process. Learners become more active in asking questions, discussing, answering questions and completing tasks. The use of digital quizzes or interactive applications can encourage learners to engage directly in the learning process. Consequently, learning becomes more learner-centred. Fourthly, digital media supports self-directed learning. Learning materials presented in digital form can be accessed by students at any time and from anywhere. This provides students with the opportunity to revise material they have not yet understood, deepen their knowledge, and learn at their own pace.

Fifthly, digital media contributes to the development of learners' digital literacy. Through the use of digital media in Fiqh learning, learners not only study religious material but also learn to use technology in a productive, wise and responsible manner. This is important because learners are living amidst technological developments that demand digital literacy skills from an early age.

Challenges in the Use of Digital Media in Fiqh Teaching

Although it offers many benefits, the use of digital media in Fiqh teaching also faces various challenges. One of the main challenges is limited infrastructure. Not all schools or madrasahs have adequate technological facilities, such as LCD projectors, computers, speakers, internet connections, or other supporting equipment. These limitations in facilities can hinder teachers from making optimal use of digital media. A further challenge is limited internet access. Digital media-based learning often requires a stable internet connection. If the internet connection is inadequate, the learning process can be

disrupted, particularly when teachers use online videos, learning applications, or specific digital platforms.

Furthermore, teachers' digital competence is also a key factor. Not all teachers possess the same ability to use, select, and develop digital media (Madyawati et al., 2021). Some teachers may still be accustomed to conventional teaching methods and therefore require training and guidance in integrating technology into Fiqh lessons. Another challenge that needs to be addressed is the potential for misuse of digital devices. Learners may use digital devices to access inappropriate content if not properly supervised. Therefore, the use of digital media in learning must be accompanied by supervision, guidance and the instilling of digital ethics. Furthermore, there is a digital divide amongst pupils. Not all pupils have the same digital devices or internet access at home. This situation can lead to unequal learning opportunities, particularly when teachers set assignments that must be completed using digital media outside school hours.

Strategies for Optimising the Use of Digital Media

To ensure the effective use of digital media in Fiqh teaching, optimisation strategies are required that involve schools, teachers, pupils and parents. Schools need to improve the availability of learning technology facilities, such as computers, projectors, internet connections and other supporting media. Adequate facilities will help teachers deliver digital-based learning to the fullest extent. Teachers also need to undertake training in the development of digital learning resources. This training is essential so that teachers are able to select resources that are appropriate to the characteristics of the Fiqh material, the age of the pupils, and the learning objectives. Teachers must not only be able to use digital resources but also understand how these resources can enhance pupils' understanding and engagement. Furthermore, teachers need to design digital learning in a planned manner. The use of digital media should not merely be supplementary but must be aligned with the learning objectives. For example, videos can be used to explain the practice of in worship, digital quizzes for assessment, and interactive presentations to reinforce conceptual understanding.

Parents also play a vital role in supporting the use of digital media, particularly when pupils access learning materials at home. Parents need to guide and supervise the use of digital devices so that pupils can use technology in a positive and responsible manner. Through collaboration between schools, teachers and parents, the use of digital media in Fiqh lessons can be optimised.

Analysis and Discussion

According to various studies, digital media makes a significant contribution to improving the quality of Fiqh teaching. Digital media can make learning more contextual, engaging and learner-centred. In Fiqh teaching, digital media is particularly helpful because the subject matter relates not only to conceptual understanding but also to religious practices that require concrete examples. The use of digital media transforms the teacher's role in the learning process. Teachers no longer act merely as the primary source of information, but also as facilitators who guide learners in gaining meaningful

learning experiences. Teachers need to guide learners so that they are able to understand, practise and internalise the values of worship in their daily lives.

The integration of digital media into Fiqh teaching also supports the development of 21st-century skills. Learners are trained to think critically through analysing materials, to communicate through discussions, to collaborate in group activities, and to develop creativity through digital-based tasks. Thus, Fiqh teaching is not only oriented towards mastery of religious material but also towards the holistic development of learners' skills.

Furthermore, digital media enables differentiated learning. Pupils can learn according to their individual abilities, pace and needs. Pupils who have not yet understood the material can rewatch videos or review digital teaching materials, whilst those who have already grasped the material can deepen their knowledge through additional learning resources. This demonstrates that digital media can support the creation of more inclusive and effective learning.

However, the successful utilisation of digital media depends heavily on teachers' preparedness, the availability of facilities, school support, and parental supervision. Therefore, the use of digital media in Fiqh lessons must be planned, sustained, and tailored to the learners' circumstances. With the right strategies, digital media can become a vital tool in enhancing the quality of Fiqh learning in Year 5 at Madrasah Ibtidaiyah.

5. CONCLUSION

Based on the findings of this study, it can be concluded that digital media plays a significant role in the teaching of Fiqh in Year 5 of Madrasah Ibtidaiyah in the digital age. The use of digital media such as educational videos, interactive multimedia, educational applications, digital presentations, and online learning platforms can help teachers deliver Fiqh material in a more concrete, engaging, and easily understandable manner to pupils. Digital media makes a positive contribution to enhancing pupils' motivation to learn, their understanding of the material, active participation, and independent learning. In Fiqh education, digital media is highly relevant as material relating to religious practices—such as wudu, salat, tayamum, fasting and zakat requires visual explanations and clear practical examples. With the aid of digital media, students can gain a more meaningful and contextual learning experience.

Nevertheless, the use of digital media in Fiqh teaching still faces several challenges, including limited facilities and infrastructure, uneven internet access, varying levels of teachers' digital competence, the potential for misuse of digital devices, and disparities in access to technology amongst pupils. Therefore, the successful utilisation of digital media depends heavily on the readiness of schools, the capabilities of teachers, parental support, and well-planned learning management. Consequently, digital media serves not only as a learning aid but also as a strategic tool for creating Fiqh lessons that are more innovative, active, effective, and suited to the characteristics of 21st-century learners.

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