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It Media Analysis In Fiqh Learning At Man Islamic Cendekia Bengkulu Tengah

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Abstract

This study aims to analyze the use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah. IT media play an increasingly significant role in the learning process, particularly in enhancing the effectiveness of material delivery and student engagement. This research employs a qualitative approach with data collected through observation, interviews, and documentation. The findings reveal that Fiqh teachers at MAN Islamic CendekiaBengkulu Tengah have utilized various IT media such as digital presentations, educational videos, and online learning platforms to deliver lessons. The use of these tools positively impacts students' comprehension, increases learning motivation, and facilitates interactive discussions. However, several challenges were identified, including limited facilities, varying levels of teachers' IT proficiency, and inadequate internet access for some students. Therefore, ongoing teacher training and improved infrastructure are needed to optimize the use of IT media in Fiqh education.

Keywords: IT Media, Fiqh Learning, Information Technology, MAN Islamic Cendekia, Islamic Education

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INTRODUCTION

The development of information technology (IT) has brought significant impacts to various aspects of life, including education. Digital transformation requires educational institutions to continuously adapt and integrate technology into the learning process. The use of technology-based media not only serves as a supporting tool, but also becomes an important element in shaping an active and participatory learning environment (Mishra & Koehler, 2006).

In the context of Islamic education, particularly Fiqh learning, the use of IT media can improve the effectiveness of delivering material that has tended to be abstract and theoretical. According to Abidin (2014), interactive learning media can facilitate the understanding of complex Fiqh concepts and help students relate the material to the realities of daily life.

As a core subject in madrasahs, Fiqh emphasizes not only cognitive aspects, but also affective and psychomotor ones. Therefore, a learning approach capable of touching all three domains in a balanced way is required. In this regard, IT media can serve as a means of presenting content that is contextual, engaging, and easily accessible (Hamalik, 2011). For example, through the use of videos, interactive simulations, and online learning platforms that enable discussion and collaboration.

MAN Islamic CendekiaBengkulu Tengah, as an Islamic-based educational institution, has great potential to become a pioneer in integrating technology into Fiqh learning. However, the reality in the field shows that not all teachers are able to make optimal use of IT media. Obstacles such as limited facilities, lack of training, and low digital literacy remain the main challenges (Suyatno, 2018).

Based on this background, this study aims to analyze the use of IT media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah. The main focus of the research covers the types of media used, their impact on the teaching-learning process, and the obstacles faced by teachers and students. The results of this study are expected to contribute to the development of more innovative and contextual technology-based Fiqh learning strategies.

METHOD

This study uses a descriptive qualitative approach aimed at gaining an in-depth understanding of the use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah. This approach was chosen because it is suitable for exploring educational phenomena in their natural context, and allows the researcher to capture the meaning, perceptions, and direct experiences of the subjects involved (Creswell, 2014). The main

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focus of this study is to explore how IT media is applied in the learning process, the extent of its effectiveness, and the obstacles faced by teachers and students.

The research location was MAN Islamic CendekiaBengkulu Tengah. The research subjects consisted of Fiqh subject teachers, students of grades XI and XII, and the head of the madrasah as a supporting informant. The subjects were selected **purposively**, considering that the respondents had direct involvement in the Fiqh learning process and experience in using IT media. Through this approach, the researcher was able to obtain more in-depth data relevant to the focus of the study. Data collection was carried out through three main techniques, namely **observation**, **interviews**, and **documentation**. Observation was conducted directly in the classroom to observe teachers' use of IT media in delivering Fiqh material, as well as the interaction between teachers and students during the learning process. In-depth interviews were conducted with Fiqh teachers and the head of the madrasah to obtain comprehensive information regarding the strategies, goals, and challenges in using IT media. In addition, semi-structured interviews were also conducted with students to obtain their views on the effectiveness of IT media in learning. Documentation techniques were used to collect supporting data such as Lesson Plans (RPP), digital teaching materials, and screenshots from the online learning platforms used.

The main instrument in this study was the researcher herself, acting as a **human instrument**, actively involved in the process of collecting, processing, and analyzing data. The researcher also used interview guidelines, observation sheets, and documentation formats to ensure that the data collected was relevant to the research objectives. The validity of the data was strengthened through the **source and method triangulation technique**, namely by comparing data from various informants and using more than one data collection technique to ensure the validity and reliability of the information obtained (Miles, Huberman, & Saldaña, 2014).

The collected data were analyzed using the **interactive analysis model** from Miles and Huberman, which consists of three main stages. The first stage is **data reduction**, namely the process of sorting, selecting, and simplifying the data according to the research focus. The second stage is **data display**, in which the data is arranged in the form of descriptive narratives or visualizations (tables and charts) to facilitate interpretation. The third stage is **conclusion drawing and verification**, namely the process of formulating the key findings of the study and verifying them through cross-checking various data sources to ensure the consistency and accuracy of the results.

To ensure **data validity**, the researcher applied several strategies, including **triangulation** (both in terms of sources and techniques), **member checking** (re-checking findings with

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informants to confirm the accuracy of the data), and **increased persistence** in data collection and analysis. These techniques were used to enhance the **credibility, dependability, and confirmability** of the research results (Sugiyono, 2019).

RESULTS AND DISCUSSION

Based on the observations, interviews, and documentation carried out, the use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah can be categorized as fairly good and progressively developing. Teachers not only rely on conventional methods, but have also innovated through various forms of digital media to support the effectiveness of learning. The research results can be detailed in several aspects as follows:

1. Types of IT Media Used

Fiqh teachers at MAN Islamic CendekiaBengkulu Tengah have made use of various information technology media in learning activities to support the effectiveness of material delivery. These media are used in a varied manner, adapted to the characteristics of Fiqh material and the needs of students in the digital era. Several types of IT media used include digital presentations, learning videos, online platforms, and the use of Smart TV devices in every classroom.

First, **digital presentations using PowerPoint** are the most commonly used media. Teachers organize the material into key points, complete with images, illustrations, and diagrams of complex Fiqh rulings. The use of PowerPoint helps simplify textual and theoretical information, making it easier for students to understand and remember the content. In addition, attractive visual displays also help reduce boredom during the learning process.

Second, **learning videos** are also a highly effective medium, especially in explaining acts of worship such as ablution (wudhu), dry ablution (tayamum), and prayer (salat). The videos used come from YouTube as well as those made by the teachers themselves, adapted to the local context and the madrasah curriculum. Students report that they understand the material better when they can directly see the visualization of the movements and procedures of worship, compared to only listening to a verbal explanation.

Third, the use of **online learning platforms** such as Google Classroom and WhatsApp Groups has become an important part of the learning process. Google Classroom is used to distribute teaching materials, assign tasks, and manage attendance or grades. Meanwhile, WhatsApp Groups function more as an informal communication tool that enables quick discussion between teachers and students outside class hours, including for delivering announcements or clarifying material.

Fourth, **the Smart TVs available in every classroom** are a particular advantage at MAN

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Islamic Center. This device allows teachers to access and display learning material directly from the internet or from digital storage without the need for a projector. Smart TVs provide a clearer and larger visual display, so that all students can follow the lesson with greater focus. This feature also supports the integration of multimedia in learning, such as videos, infographics, and interactive web displays.

Overall, the use of IT media at MAN IC demonstrates the institution's commitment to delivering Fiqh learning that is adaptive to technological developments and responsive to students' needs. The combination of various media not only helps in the transfer of knowledge, but also strengthens students' active engagement in the teaching-learning process.

2. Impact on the Fiqh Learning Process

The use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah has had various significant positive impacts on the teaching-learning process. IT media not only functions as a tool for delivering information, but also serves as a strategic means of improving the quality of interaction between teachers and students and encouraging students' active engagement in understanding the material.

First, the use of IT media **increases students' learning motivation**. Material delivered through visual displays such as videos, animations, and interactive presentations has been shown to attract students' attention better than conventional lecturing methods. Students showed greater enthusiasm when teachers used learning videos, because they could see real illustrations of the Fiqh practices being explained.

Second, IT media **makes it easier to understand the material**, particularly for complex and abstract topics. Material such as the division of inheritance, muamalah fiqh, and mahdhah acts of worship such as prayer and ablution, becomes easier to understand when presented in visual or simulated form. This visualization helps students connect theory with real practice, so that a more complete conceptual understanding can be formed.

Third, the presence of online learning platforms such as Google Classroom **supports independent learning**. Students can re-access learning materials, download files, and complete assignments anytime and anywhere. This provides flexibility for students in managing their study time and allows them to independently review material they have not yet understood. This learning independence is one of the important indicators of improving the quality of 21st-century education.

Fourth, the use of communication media such as WhatsApp Groups **increases interaction between teachers and students outside the classroom**. Teachers can reinforce material, answer

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questions, and provide direction directly even outside class hours. This strengthens the educational relationship, which is no longer confined to the classroom but also extends into the digital realm. This more open interaction also helps create a more responsive and collaborative learning atmosphere.

Overall, the use of IT media in Fiqh learning has made a real contribution to improving the effectiveness of the learning process, in terms of cognitive, affective, and social aspects. These findings reinforce the view that the integration of technology in religious education is not only possible, but also very much needed to address the challenges of modern, digitally based education.

3. Challenges Faced

Although the use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah has shown fairly positive development, there are still several obstacles being faced in its implementation process. These obstacles are factors that need attention in efforts to optimize technology-based learning within the madrasah environment.

The first obstacle relates to **variation in teachers' ability to operate technology**. Not all Fiqh teachers have an equal level of digital literacy. Some teachers are still in the process of learning to use advanced features on the Smart TV, such as accessing a browser, playing videos directly, or wirelessly connecting other devices. In addition, the use of online learning platforms such as Google Classroom has also not been fully utilized by some teachers due to limited technical understanding. This has resulted in a less than optimal delivery of material through IT media.

Second, a fairly dominant obstacle is **limited internet access within the school environment**. Although Smart TV facilities are available in every classroom, unstable internet network quality often hinders the playback of online videos or the use of internet-based applications in real time. In some cases, teachers have had to postpone or change the method of delivering material when the internet connection was disrupted. This obstacle not only affects the effectiveness of learning, but also disrupts the smoothness of the learning process that has been designed digitally.

Third, there are issues in the aspect of **the availability and quality of digital materials**. Some Fiqh teachers still rely directly on material from the internet without making modifications suited to the context and characteristics of madrasah students. The lack of development of curriculum-based digital content incorporating local values causes a mismatch between the material delivered and students' needs. In addition, not all teachers yet have the skills to create their own digital learning media, such as interactive videos, infographics, or digital modules.

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Thus, although facility support is fairly adequate, obstacles in terms of human resources, digital infrastructure, and content development remain the main challenges. Therefore, there is a need for intensive training programs for teachers, improvements to the quality of internet networks within the school environment, and the development of digital teaching materials that are more contextual and suited to the needs of students in the digital era.

4. School Strategies and Support

In an effort to support the integration of information technology (IT) media into Fiqh learning, MAN Islamic CendekiaBengkulu Tengah has implemented various strategies and provided fairly significant support. This support is an important factor that enables teachers and students to access technology more easily and in a more directed manner in daily learning activities.

One form of concrete support from the madrasah is **the provision of adequate physical facilities**, such as **Smart TVs in every classroom**. The presence of this device is the main medium for displaying digital presentations, learning videos, and web-based material. In addition, the madrasah also provides **Wi-Fi access within the school environment**, although the network quality still needs to be improved to ensure smooth real-time use of online media.

Besides infrastructure, the madrasah has also sought to strengthen teachers' ability to integrate IT media through **basic training in the use of educational technology**. This training covers an introduction to the Smart TV device, the use of applications such as Google Classroom, and the use of visual and audio media to deliver Fiqh material in a more engaging way. This basic training is an important first step in building teachers' readiness to face digital transformation in learning.

The research results show that **the support provided is still basic in nature**, and has not yet fully met the need for comprehensive development of teacher competence. Many teachers stated that they still need **more technical and applied advanced training**, especially in creating digital learning content such as learning videos, animations, infographics, and interactive modules. In addition to training, **ongoing technical mentoring** was also considered important so that teachers not only understand the theory of using IT media, but are also able to apply it independently in the process of planning and implementing learning.

The madrasah's strategies and support in the use of IT media have provided a strong foundation for the development of technology-based Fiqh learning. Going forward, strengthening is needed in the form of **increasing human resource capacity (teachers)**, **expanding internet networks**, and **developing internal policies** that encourage digital learning innovation in a

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systemic and sustainable manner.

5. Relevance of Findings to Theoretical Studies

The research findings regarding the use of information technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah show a close relationship with theoretical studies and recent empirical findings in the field of technology-based education. The optimal use of IT media has been shown to make a positive contribution to improving the effectiveness of learning, in line with various contemporary studies.

One relevant study is the research by **Arifin and Muslim (2021)**, which states that the integration of technology in the learning process can increase students' motivation, engagement, and understanding, especially when used contextually and interactively. In Fiqh learning, the use of digital presentations, videos of worship practices, and online platforms such as Google Classroom is consistent with these findings. IT media plays a role in bridging the gap between theory and practice, particularly in understanding applied Fiqh concepts.

This finding also supports the theoretical foundation of constructivism, as explained by **Slavin (2011)** based on the theory of **Jean Piaget**, which emphasizes the importance of active learning experiences. Technology media enables students not only to passively receive material, but also to be directly involved through digital exploration, online discussion, and reflection on the material studied. These activities help students build knowledge independently and meaningfully through interaction with a learning environment expanded by technology.

In addition, **Mustakim (2020)** in the journal *International Journal of Educational Research* states that the use of digital media in religious learning can increase students' emotional engagement, form a more contextual understanding, and strengthen spiritual values when presented with an approach relevant to students' character. This reinforces the relevance of applying IT media in Fiqh subjects, where understanding of values and worship practices requires a communicative and visual approach.

Thus, the findings of this study are not only consistent with modern educational theories, but also enrich the empirical evidence that the use of IT media in Islamic religious learning, particularly Fiqh, can significantly strengthen the quality of the learning process and outcomes. The integration of technology is not merely a need, but a pedagogical strategy that must continue to be developed and adapted to the times and to the characteristics of students.

CONCLUSION

Based on the results and discussion, it can be concluded that **the use of information**

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technology (IT) media in Fiqh learning at MAN Islamic CendekiaBengkulu Tengah has reached a fairly advanced and progressive level. This is reflected in the availability of supporting facilities such as **Smart TVs in every classroom,** the use of **digital presentations, learning videos**, and **online platforms** such as Google Classroom and WhatsApp Groups. The use of these media has been shown to have a positive impact on **increasing learning motivation, understanding of Fiqh concepts, and students' active engagement in the learning process.**

The success of this IT media implementation still faces several obstacles, particularly related to **uneven digital literacy among teachers, limited internet network stability, and a lack of systematic digital teaching materials suited to the characteristics of madrasah students.** This shows that although the physical infrastructure is adequate, **optimizing the use of technology still requires strengthening in terms of human resources and the development of learning content.**

Therefore, an ongoing **advanced training and technical mentoring program is needed** for teachers, in order to improve their competence in preparing and utilizing technology-based teaching materials in a more interactive and contextual way. In addition, the madrasah needs to encourage the development of **internal policies that support digital learning innovation**, so that IT-based learning transformation can proceed comprehensively, effectively, and sustainably.

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