

Teacher Creativity in Utilizing Learning Media for Fiqh Subjects at MI Al Mawaddah Warrahmah Kolaka

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Abstract

This study aims to analyze teacher creativity in utilizing learning media in Fiqh subjects at MI Al Mawaddah Warrahmah Kolaka and identify supporting and inhibiting factors. This study is motivated by the importance of teacher creativity in using learning media to improve the effectiveness of the teaching and learning process, especially in Fiqh learning, which is often considered monotonous and less interesting for students. This study uses a qualitative approach with descriptive methods. Data collection techniques were carried out through observation, interviews, and documentation involving the principal, Fiqh teachers, and students as research subjects. Data analysis was carried out through the stages of data reduction, data presentation, and conclusion. The results of the study indicate that teacher creativity in utilizing learning media has begun to be applied through the use of laptops, the internet, and presentation media in delivering Fiqh materials. However, the implementation is not optimal because there are still obstacles such as limited technological skills, a lack of variety in media use, and facilities and infrastructure that are not fully supportive. Supporting factors include the availability of technological facilities and school support, while inhibiting factors include limited teacher competence in using technology and a lack of learning innovation. Therefore, it is necessary to improve teacher competency and optimize the use of educational technology to improve the quality and meaningfulness of Fiqh learning.

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1. INTRODUCTION

Education is a fundamental factor in human resource development, playing a strategic role in shaping productive individuals capable of contributing to national progress. Education is understood not only as a process of knowledge transfer but also as a process of coaching, mentoring, and developing the overall potential of students. In this context, teachers play a central role as professionals who are required to possess pedagogical, professional, social, and personality competencies in carrying out their duties (Hamzah, 2007).

One important aspect of teacher professionalism is creativity in designing and implementing learning. Teacher creativity significantly determines the quality of classroom interactions. Creative teachers are able to create an active, innovative, and enjoyable learning environment. Creativity in the use of learning media has been proven to improve the quality of learning and student participation (Setiono & Rami, 2017). Therefore, teachers

are not only required to master the material but also to be able to develop learning strategies and media that are appropriate to the characteristics of their students.

Learning media is anything that can be used to convey messages from a source to a recipient, thereby stimulating the thoughts, feelings, attention, and will of students during the learning process (Arsyad, 2007). Media serve as intermediaries in conveying information, making it clearer, more concrete, and easier to understand. Appropriate use of media can increase the effectiveness and efficiency of learning, while also helping teachers explain abstract concepts.

The development of information and communication technology has brought about various innovations in learning media. Innovative learning media can help teachers create more engaging, interactive, and meaningful learning (Suryani et al., 2018). Furthermore, the use of technology in learning enables a more effective and systematic learning process (Pribadi, 2017). Research by Zhang (2005) shows that the use of interactive multimedia significantly increases learning effectiveness compared to conventional methods.

In the context of primary education, Madrasah Ibtidaiyah (MI) plays a crucial role in instilling religious values, including through the subject of Islamic jurisprudence (Fiqh). However, Fiqh instruction is often perceived as monotonous due to the dominance of lecture methods and a lack of varied learning media. This can reduce student motivation and active participation in the learning process.

The use of technology-based media such as laptops, interactive presentations, and online learning resources has the potential to make Fiqh learning more contextual and engaging. Creative teachers can transform abstract material into more concrete forms through visualizations, demonstrations, or interactive multimedia. Therefore, teacher creativity in utilizing learning media is a key factor in improving the quality of Fiqh learning.

MI Al Mawaddah Warrahmah Kolaka, as an elementary educational institution, already has technological facilities such as laptops and internet access. However, based on the researcher's initial observations, Fiqh learning still tends to be one-way and dominated by lecture methods. Two-way interaction between teachers and students is still limited, and the use of learning media is not optimal. This indicates a gap between the potential of available facilities and classroom learning practices.

Based on this description, this study aims to analyze teacher creativity in utilizing learning media in Fiqh subjects at MI Al Mawaddah Warrahmah Kolaka and identify supporting and inhibiting factors. This research is expected to provide theoretical contributions to the development of studies on teacher creativity and learning media, as well as practical contributions to improving the quality of Fiqh learning in madrasas.

2. RESEARCH METHODS

This research uses a qualitative approach with a descriptive design. The qualitative approach was chosen because this study aims to describe in-depth the phenomenon of teacher creativity in utilizing learning media in Fiqh subjects at MI Al Mawaddah Warrahmah Kolaka. Through this approach, researchers can understand social realities directly in the field and explore the experiences and practices of research subjects in a natural context.

The research was conducted at MI Al Mawaddah Warrahmah Kolaka, located at Jl. Pondok Pesantren No. 10, Lamokato Village, Kolaka District, Kolaka Regency, Southeast Sulawesi Province. The selection of the research location was based on the consideration that the madrasah has a limited number of Islamic Religious Education teachers and teaches students from grades I to VI with different characteristics and levels of understanding. This condition makes teacher creativity in utilizing learning media an

important aspect to study. The research was conducted from May 2025 until the data collection process was declared complete.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from key informants: the madrasah principal, the Fiqh teacher, and sixth-grade students. Secondary data were obtained from supporting documents such as school profiles, learning materials, and documentation of learning activities.

Data collection techniques were carried out through observation, interviews, and documentation. Observations were conducted directly in the classroom to observe the Fiqh learning process, interactions between teachers and students, and the forms of learning media used. Interviews were conducted in-depth and unstructured to provide freedom for informants in conveying information. Informants in this study included the madrasah principal, the Fiqh teacher, and thirteen sixth-grade students. Documentation was used to strengthen the data from observations and interviews, in the form of photographs of learning activities, school archives, and other documents relevant to the research.

Data analysis was conducted using the Miles and Huberman interactive model, which includes three stages: data reduction, data presentation, and conclusion drawing or verification. Data reduction involves selecting and simplifying data relevant to the research focus. Data presentation is done in the form of systematic descriptive explanations to facilitate conclusion drawing. Conclusion drawing is carried out continuously throughout the research process by re-verifying the data obtained to ensure its consistency and validity.

To ensure data validity, this study employed triangulation techniques, namely source triangulation and method triangulation. Source triangulation was conducted by comparing information obtained from the principal, teachers, and students. Method triangulation was conducted by comparing data from observations, interviews, and documentation. Through these techniques, the validity and credibility of the research findings can be scientifically justified.

3. RESULTS AND DISCUSSION

3.1. Research Results

Teacher Creativity in Laptop and Internet-Based Fiqh Learning

The research results show that Fiqh teachers at MI Al Mawaddah Warrahmah Kolaka have utilized laptops and the internet as learning media in a varied and adaptive manner. Teacher creativity is evident in their ability to generate diverse learning ideas, adapt methods to classroom conditions, and develop materials to make them easier for students to understand.

Theoretically, creativity is an individual's ability to generate new ideas or combine existing ideas into something more meaningful (Galimun et al., 2013; Racnmawati & Kurniati, 2017). In an educational context, teacher creativity significantly influences student interest and learning engagement (Hanut, Novianti, & Boleng, 2023).

Based on observations, teachers use various media such as PowerPoint presentations, online learning videos, and online reference sources to enrich their Fiqh (Islamic jurisprudence) content. This aligns with the opinions of Talajan (2014) and Ismail (2019) that creative teachers are able to develop non-monotonous learning and create an active learning environment.

Dimensions of Teacher Creativity

1. Fluency (Fluency of Ideas)

Teachers are able to use various alternative learning media within a single topic, such as a combination of presentation slides, videos of ablution practices, and

class discussions. According to Slameto (2014), creativity is evident in the ability to generate numerous ideas during the learning process. This aligns with the PAILKEM concept (Uno & Mohamad, 2013), which emphasizes active, innovative, creative, effective, and enjoyable learning.

2. Flexibility (Strategic Flexibility)

Teachers demonstrate adaptability when faced with technical challenges such as power outages or unstable internet connections. In these situations, teachers switch to using printed textbooks or discussion methods. According to Walgito (2014), flexibility is a characteristic of creative individuals who are able to adapt to changing situations. This demonstrates that creativity lies not only in the use of technology but also in the ability to dynamically manage learning.

3. Originality (Novelty)

Teachers don't just take material directly from the internet, but rework it with engaging visual designs and simplify the language to suit the level of understanding of elementary school students. This development of learning media aligns with the opinions of Sadiman (2016) and Arsyad (2015) that learning media must be designed to clarify messages and increase student attention.

4. Elaboration (Material Development)

Abstract Islamic jurisprudence material is explained with the aid of visual images and videos. The use of these media helps concretize previously theoretical concepts of worship. Musfiqon (2012) and Hasan et al. (2020) explain that learning media serve to clarify information and help students understand concepts more systematically.

The Role of Laptops and the Internet in Learning

The internet, as a global source of information, allows teachers to obtain broader references (Daryanto, 2004; Shidarta, 1996). ICT literacy in education is an important requirement in modern learning (Gandana, 2019). The use of this technology supports the learning process as defined by learning as a process of behavioral change through experience (Makki & Aflahah; Parwati, 2018). Thus, the use of laptops and the internet is not just a technical aid, but a means to improve the quality of Fiqh learning.

Relevance to Fiqh Learning

Fiqh, as part of Islamic Religious Education, aims to develop an understanding of Islamic law that is applicable in everyday life (Depag, 2004; Muhaimin, 2005). Fiqh materials such as ablution, prayer, and worship procedures require practical visualization to facilitate student understanding (Setiawan & Septiana). Therefore, the use of technology-based media is highly relevant.

3.2. Discussion

The research results show that teachers' creativity in utilizing laptops and the internet significantly contributes to the effectiveness of Fiqh learning at MI Al Mawaddah Warrahmah Kolaka. These findings not only demonstrate the use of technology as a tool but also demonstrate a transformation in the learning approach from teacher-centered to student-centered.

Theoretically, creativity is the ability to generate new ideas or combine existing ideas into a more meaningful form (Galimun et al., 2013; Racnawati & Kurniati, 2017). In the context of this research, teacher creativity does not stop at the use of PowerPoint or video, but is seen in how teachers adapt normative and textual Fiqh material to be more contextual and visual.

Fiqh, as a branch of Islamic Religious Education, has conceptual and procedural characteristics (Depag, 2004; Muhaimin, 2005). Materials such as ablution procedures,

prayer, and the laws of worship require explanations that are not only verbal but also demonstrative. Therefore, the use of audiovisual media is highly relevant. This aligns with learning media theory, which states that media serves to clarify messages and reduce verbalism in learning (Arsyad, 2015; Sadiman, 2016).

From the fluency dimension, teachers demonstrated the ability to generate various media alternatives within a single learning session. This aligns with Slameto's (2014) opinion that creative individuals possess a wealth of ideas and aren't fixated on a single method. The fluency found in this study demonstrates that teachers don't rely solely on textbooks but integrate digital resources to enrich students' knowledge.

In terms of flexibility, teachers are able to adapt strategies when faced with infrastructure limitations, such as power outages or unstable internet connections. This flexibility demonstrates that creativity is not only related to innovation, but also the ability to adapt to situations (Walgito, 2014). In other words, teacher creativity thrives precisely in conditions of constraint.

In terms of originality, the teacher didn't simply present material downloaded from the internet, but rather reworked it and adapted it to the characteristics of elementary school students. This aligns with the PAILKEM concept, which emphasizes active and enjoyable learning (Uno & Mohamad, 2013). Originality in this study is evident in the teacher's efforts to simplify abstract concepts into easily understood visuals.

Furthermore, in the elaboration aspect, teachers develop material with a clear, concise system and include concrete examples. This supports the theory that learning media should help students understand concepts in a structured and systematic manner (Musfiqon, 2012; Hasan et al., 2020). Thus, material elaboration is a crucial factor in improving student understanding.

In terms of learning impact, increased student participation during digital media use indicates that teacher creativity correlates with learning interest. This finding aligns with research by Hanut et al. (2023), which found that teacher creativity influences student learning interest. When material is presented visually and interactively, students are more active in asking questions and discussing.

Furthermore, the results of this study also reinforce the view that ICT literacy is a necessity in modern education (Gandana, 2019). Utilizing the internet as a global learning resource (Daryanto, 2004; Shidarta, 1996) allows teachers to access broader references than relying solely on printed textbooks.

However, this study also found structural constraints such as limited LCD projectors and internet network disruptions. This suggests that developing teacher creativity requires systemic support from educational institutions. Without adequate infrastructure, learning innovations have the potential to be suboptimal.

Conceptually, the results of this study demonstrate that teacher creativity is a key variable in bridging technology and learning effectiveness. Technology without creativity is merely a tool, but with creativity, technology transforms into a medium for transforming learning.

4. CONCLUSION

This study concludes that teachers' creativity in utilizing learning media in Fiqh at MI Al Mawaddah Warramah Kolaka has begun to be implemented through the use of laptops, the internet, and presentation media in the learning process. This use of technology can help teachers deliver Fiqh material in a more engaging and varied manner than conventional methods.

However, the implementation of this creativity is not yet fully optimal. Obstacles remain, including limited teacher technological competence, a lack of innovative learning

media, and inadequate facilities and infrastructure. This demonstrates that the success of technology integration in learning is determined not only by the availability of facilities, but also by the ability and readiness of teachers to manage them creatively.

The main supporting factors in this study were the availability of basic technological facilities such as laptops and internet access, as well as support from the school. Meanwhile, inhibiting factors included limited technological skills, limited learning innovation, and inadequate infrastructure.

Thus, this study confirms that improving teacher competency in the field of educational technology and optimizing the use of digital-based learning media is a strategic step to improve the quality and meaningfulness of Fiqh learning at the elementary madrasah level.

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