

## Development of Website-Based Learning Media to Increase Students' Motivation to Learn Fiqh at SDIT Almawaddah Warrahmah Kolaka

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### Abstract

*This research aims to develop website-based learning media to improve student learning motivation in Fiqh (Islamic jurisprudence) at the Almawaddah Warrahmah Integrated Islamic Elementary School (SDIT) in Kolaka. This research is motivated by the relatively monotonous Fiqh learning process, the limited use of learning media, and low student motivation. Therefore, innovative learning media that is engaging, interactive, and in line with technological developments are needed. This study used the Research and Development (R&D) method with the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. The research subjects were students in grades I, II, and III at SDIT Almawaddah Warrahmah Kolaka. Data collection techniques were carried out through observation, interviews, questionnaires, and learning outcome tests. Data were analyzed using quantitative and qualitative descriptive analysis to determine the level of validity, practicality, and effectiveness of the developed media. The results of the study indicate that the developed website-based learning media is valid and suitable for use based on expert validation. Furthermore, the use of this media has been proven effective in increasing student motivation and learning outcomes, as indicated by an increase in the average score from 68 before use to 85 after use. Thus, website-based learning media can create a more engaging and interactive learning process and increase student motivation in Fiqh learning.*

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## 1. INTRODUCTION

Education is a consciously designed process designed to develop students' potential, enabling them to possess the intellectual, spiritual, and skills necessary for social life. This aligns with Law Number 20 of 2003 concerning the National Education System, which states that education is a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential. In the context of modern education, the learning process no longer focuses solely on the delivery of material by teachers, but emphasizes the active involvement of students in constructing knowledge through meaningful learning experiences.

The development of educational paradigms has also driven a shift in learning approaches from teacher-centered to student-centered learning. This approach requires students to be active in the learning process through interactions with teachers, learning resources, and the learning environment. Therefore, teachers are required to be able to create innovative learning processes by selecting appropriate methods, strategies, and media to optimally achieve learning objectives (Hamzah, 2018).

One of the essential components of the learning process is instructional media. Learning media serves as a tool that can assist teachers in conveying material so that learning messages can be received more clearly and effectively by students. According to Azhar Arsyad, learning media is anything that can be used to convey learning messages so that it can stimulate students' attention, interest, thoughts, and feelings during learning activities (Arsyad, 2017). The use of appropriate learning media can make the learning process more interesting, interactive, and easier for students to understand.

In today's era of information technology advancement, the use of technology-based learning media is crucial for improving the quality of learning. Digital learning media not only serves as a means of conveying information but also create a more interactive and engaging learning experience for students. Rusman (2011) stated that the use of information technology in learning can increase the effectiveness of the learning process and help students understand the material more easily and enjoyably.

Besides the use of learning media, another factor that significantly influences the success of the learning process is student motivation. Motivation is an internal or external drive that causes someone to engage in learning activities to achieve specific goals. Kompri (2015) explains that motivation is the overall driving force within a student that generates learning activities and provides direction for those activities. With high motivation, students will be more active, diligent, and enthusiastic in participating in the learning process.

In Islamic Religious Education (Islamic jurisprudence), particularly in the subject of fiqh (Islamic jurisprudence), learning motivation plays a crucial role. Fiqh is a branch of Islamic teachings that discusses Sharia laws relating to worship and the daily lives of Muslims. Therefore, understanding fiqh material is essential for students to correctly practice Islamic teachings in their daily lives (Ifendi & Ghozali, 2022). However, in practice, fiqh learning is often delivered conventionally, making it less engaging for students.

Based on initial observations at the Al Mawaddah Warrahmah Integrated Islamic Elementary School (SDIT) in Kolaka, it was discovered that the fiqh learning process is still dominated by the use of printed media such as textbooks and student worksheets. This situation results in some students being less motivated to participate. This suggests the need for innovation in the use of more engaging and interactive learning media to increase student motivation.

One innovation that can be implemented is the development of website-based learning media. Website-based learning media allows students to access learning materials more interactively through engaging images, text, audio, and video displays. Furthermore, website-based media can also facilitate teachers in delivering learning materials more systematically and engagingly.

Several previous studies have shown that developing technology-based learning media can improve student motivation and learning outcomes. Research conducted by Cinta Asih (2023) demonstrated that digital learning media based on the Canva application can increase student learning interest through engaging visual displays. Another study by Suteja (2024) also showed that the use of Canva-based learning media can improve student motivation and learning outcomes in social studies. Furthermore, research conducted by Karimah (2023) demonstrated that developing website-based learning media can improve learning effectiveness in elementary school students.

However, research specifically developing website-based learning media for fiqh lessons to improve elementary school students' learning motivation is still relatively limited. Therefore, this study aims to develop website-based learning media that can enhance student motivation in fiqh lessons at the Al Mawaddah Warrahmah Integrated Islamic Elementary School in Kolaka.

## 2. RESEARCH METHODS

This study employed a Research and Development (R&D) method aimed at developing website-based learning media and testing its effectiveness in increasing student motivation in fiqh learning. The research approach employed both quantitative and qualitative approaches. The quantitative approach was used to analyze learning outcome data and the effectiveness of the learning media, while the qualitative approach was used to describe the learning media development process and expert validation results.

This research was conducted at the Al Mawaddah Warrahmah Kolaka Integrated Islamic Elementary School (SDIT), Kolaka Regency, Southeast Sulawesi. The subjects were 38 students in grades I, II, and III. The product developed in this study was a website-based learning medium for the subject of Islamic jurisprudence.

The development model used in this study is the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sa'adah, 2020). In the analysis stage, researchers conducted a needs analysis through observation and interviews with teachers to identify problems in the fiqh learning process. The design stage involved designing the structure of website-based learning media, compiling learning materials, and designing research instruments. The development stage involved developing the learning media product, which was then validated by experts to determine its feasibility. The implementation stage involved piloting the learning media on students through small group testing and field testing. The final stage, evaluation, was conducted to assess the quality of the developed product and make improvements to the learning media based on the trial results.

Data collection techniques in this study included interviews, questionnaires, and learning outcome tests. Interviews were conducted with teachers to obtain information regarding learning conditions and the use of instructional media in the classroom. Questionnaires were used to obtain data on the validity of the media from experts and student responses to the developed learning media. Meanwhile, learning outcome tests were used to determine the effectiveness of the learning media in improving student learning outcomes.

The research instruments used included interview sheets, expert validation questionnaires, student response questionnaires, and learning outcome tests. Data analysis was conducted through quantitative and qualitative descriptive analysis. Validity analysis was conducted by calculating the percentage of validator assessment scores using a Likert scale. A product was declared valid if it obtained a percentage score  $\geq 61\%$ . Effectiveness analysis was conducted by examining the results of student learning tests and student responses to the use of learning media. Learning media was declared effective if student learning outcomes increased and received a positive response from the majority of students.

## 3. RESULTS AND DISCUSSION

### 3.1. Research Results

This research is a Research and Development (R&D) study using the ADDIE development model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research was conducted at SDIT Al Mawaddah Warrahmah Kolaka with research subjects of grades I–III.

The first stage is the analysis stage. At this stage, researchers conducted observations and interviews with teachers to determine the state of fiqh learning in schools. Based on the analysis, several problems were identified in the fiqh learning process. The learning process tended to be boring because the media used were only

images from textbooks. Furthermore, the learning process was less interactive, resulting in students being less active in learning activities. Student learning outcomes in fiqh were also relatively low. Learning resources used were still limited to a single textbook, resulting in suboptimal student understanding of the material. Furthermore, students in grades I–III, aged around 7–10, are at the concrete operational stage, requiring visual and interactive learning media to aid their understanding of the material.

The second stage is the design stage. At this stage, the researcher designed the product specifications for the website-based learning media. This learning media was developed using the Canva Website application, which contains Islamic jurisprudence material for students in grades I–III. The material presented in the learning media includes purification, ablution, prayer, zakat and alms, as well as the Hajj and Umrah. This website-based learning media is equipped with various learning components such as learning materials, supporting images and videos, and quizzes or interactive games aimed at improving student understanding. This media can be accessed using various devices such as smartphones, laptops, and tablets, so it can be used for both online and offline learning.

The third stage is the development stage. At this stage, researchers begin developing website-based learning media products according to the previously developed design. The learning media can be accessed through the following link: <https://hasna012.my.canva.site/yuyun-fiqih>

After the product was developed, a validation process was conducted by material experts and media experts to determine the suitability of the learning media. The assessment by the material expert validator resulted in a total score of 120 out of a maximum of 160, resulting in a percentage of 75%. Based on these results, the website-based learning media is considered suitable for use in the learning process.

Furthermore, the assessment results from the media expert validator showed a total score of 97 out of a maximum of 130, resulting in a percentage of 74.6%. These results indicate that the website-based learning media is considered suitable for use, with several suggestions for improvement. The validator's suggestions included adding a main page, adding user instructions, and adding learning quizzes to make the media more interactive.

The fourth stage is the implementation stage. After the learning media was declared suitable by experts, the media was then trialed on 28 students in grades I–III at SDIT Al Mawaddah Warrahmah Kolaka. Before using the learning media, students were first given a pre-test to determine their initial abilities. After that, students participated in the learning process using the website-based learning media that had been developed. At the end of the learning activity, students were given a post-test to determine the improvement in learning outcomes after using the learning media. The trial results showed an improvement in student learning outcomes. The average pre-test score was 68, while the average post-test score increased to 85.

The final stage is the evaluation stage. This stage is conducted to determine the effectiveness of the developed learning media. Based on the post-test results obtained by students, it was found that the website-based learning media was able to improve student learning outcomes in the Islamic jurisprudence (fiqh) subject. Therefore, the developed website-based learning media was declared effective for use in the fiqh learning process at SDIT Al Mawaddah Warrahmah Kolaka.

### 3.2. Discussion

The research results show that the development of website-based learning media for Islamic jurisprudence (Fiqh) at SDIT Al Mawaddah Warrahmah Kolaka has a positive impact on the learning process and student learning outcomes. This can be seen from the increase in students' average score from 68 in the pre-test to 85 in the post-test after using website-based learning media. This improvement indicates that the use of innovative learning media can help students better understand the material.

The development of learning media in this study used the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The ADDIE model is a systematic learning development model and is often used in developing learning media because it is capable of producing effective learning products that are appropriate to student needs (Branch, 2009). Through the analysis stages, researchers can identify learning problems that occur in the classroom so that the media developed truly suits learning needs.

During the analysis phase, it was discovered that the Islamic jurisprudence learning process at SDIT Al Mawaddah Warrahmah Kolaka still uses conventional learning methods with limited media, namely textbooks and pictures. This situation results in students being less active and less interested in participating in the learning process. Therefore, developing website-based learning media is one solution to create a more engaging, interactive, and enjoyable learning process for students.

The use of website-based learning media also aligns with the characteristics of elementary school students. According to Piaget, elementary school-aged students are in the concrete operational stage of development, a stage where students more easily understand concepts through real objects, images, and direct experience (Piaget, 1950). Therefore, the use of learning media that combines text, images, videos, and interactive quizzes can help students grasp fiqh learning concepts more concretely.

The website-based learning media developed in this research includes various learning components, such as learning materials, images, instructional videos, and interactive quizzes. This varied presentation of material can increase student interest in learning, as students not only read the material but also view visualizations and participate in hands-on learning activities through quizzes or educational games.

Furthermore, the use of website-based learning media has several advantages over conventional learning media. According to Rusman (2012), web-based learning has several key characteristics: interactivity, independence, accessibility, and enrichment. These characteristics allow students to access learning materials anytime and anywhere, making the learning process more flexible and not limited to the classroom.

The results of this study also align with research conducted by Januarisman (2016), which stated that the use of web-based learning media can increase student interest and learning outcomes because it presents learning materials more engagingly and interactively. With interactive visual displays, videos, and practice questions, students become more motivated to participate in the learning process.

Based on the validation results from material and media experts, the developed website-based learning media was categorized as suitable for use in learning. The validation results from material experts achieved a percentage of 75%, while the validation results from media experts achieved a percentage of 74.6%. This indicates that the developed learning media have met the eligibility criteria in terms of both content and media design.

According to Susilana and Riyana (2008), good learning media must meet several criteria, namely material validity, clarity of presentation, ease of use, and the ability to attract student interest. Based on the validation results obtained, the website-based

learning media in this study have met these criteria and can therefore be used as a learning medium in the teaching and learning process.

From an Islamic educational perspective, the use of media in the learning process also has a strong basis. In Surah Al-Baqarah, verse 31 of the Quran, it is explained that Allah SWT taught the Prophet Adam the names of objects, indicating that the learning process requires methods and media to ensure students understand the material presented. This demonstrates that the use of media in learning is a crucial part of the educational process.

Furthermore, Sudjana (2009) also explains that the use of learning media has several benefits, including clarifying material presentation, increasing student attention, and helping students better understand learning concepts. Therefore, the use of website-based learning media in fiqh learning can help teachers deliver material more effectively and increase student engagement in the learning process.

Based on the research results and discussions conducted, it can be concluded that the website-based learning media developed can improve student learning outcomes and create a more engaging and interactive learning process. Therefore, website-based learning media can be an effective alternative learning medium for use in Islamic jurisprudence (fiqh) instruction in elementary schools.

#### 4. CONCLUSION

Based on the results of the research and development that have been carried out, it can be concluded that the development of website-based learning media for the subject of fiqh using the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation, has been successfully implemented.

The results of the analysis phase indicate that the fiqh learning process at SDIT Al Mawaddah Warramah Kolaka still faces several challenges, including limited use of learning media, a less interactive learning process, and relatively low student learning outcomes. Therefore, more engaging and interactive learning media are needed to support the learning process.

The website-based learning media developed in this study was designed using the Canva website and contains Islamic jurisprudence (fiqh) material for students in grades I–III, covering purification, ablution, prayer, zakat and almsgiving, and the Hajj and Umrah. This learning media is equipped with learning materials, images, videos, and interactive quizzes to help improve students' understanding of the material being studied.

Based on validation results by material experts and media experts, the developed learning media were declared suitable for use in the learning process. The material experts' validation results were 75%, while the media experts' validation results were 74.6%. Both results indicate that the website-based learning media fall into the suitable category with several suggestions for improvement.

Furthermore, the results of the student trials showed that the use of website-based learning media improved student learning outcomes. This was demonstrated by an increase in students' average pre-test score from 68 to an average post-test score of 85 after using the learning media.

Thus, it can be concluded that the website-based learning media developed in this study is declared suitable and effective for use as a learning medium for fiqh subjects for grades I–III at SDIT Al Mawaddah Warramah Kolaka.

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