Development of cross-school-based Fiqh video learning media at Ma Al Mawaddah Warrahmah Kolaka

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Abstract

This study aims to develop and evaluate the validity, practicality, and effectiveness of video-based instructional media. The research method used is ***Research and Development (R&D)*** *with the* ***ADDIE*** *model (Analysis, Design, Development, Implementation, Evaluation). Validation was conducted by two experts assessing content feasibility, language, presentation, and graphic design, resulting in an average score of* ***3.58****, categorized as* ***highly valid****. The practicality of the media was measured through observer assessments, achieving* ***92.5%****, indicating ease of use and comprehension by students. Effectiveness testing was carried out using a* ***one-group pre-test and post-test experimental design****, yielding an average* gain score *of* ***0.62****, classified as* ***high****. The findings indicate that video-based instructional media effectively enhances students' comprehension. The study's implications suggest that this media can serve as an innovative learning alternative, but improvements in visual aspects, background sound, and text-image proportion are necessary for optimal performance. Further research is recommended to test this media on a broader population and compare it with other instructional methods. Therefore, the development of video-based learning media should continue to improve interactive and efficient learning experiences.*

Keywords*: Learning media, video learning, fiqih, ADDIE*

INTRODUCTION

Education in the 21st century era is experiencing rapid development due to advances in science and technology. This development has given rise to various innovations in the learning process, including the use of digital technology in the world of education. Technology has had a significant impact on learning methods, requiring educators to have creativity and innovation in developing learning media that suit the characteristics of students (Sinaga, 2023). One important aspect of modern learning is the use of audio-visual media, considering that students tend to be more interested in material presented with a visual and interactive approach.

From an Islamic perspective, the importance of using the senses of sight and hearing in the learning process has been mentioned in the Al-Qur'an, especially in Surah As-Sajdah verse 9. This verse teaches that humans are given the pleasure of hearing and sight to understand science and know the greatness of Allah SWT. Islamic education emphasizes the values of faith, morals and worship in the learning process. Therefore, teachers as facilitators in the world of education must be able to present methods that are not only interesting, but also in accordance with Islamic principles so that the knowledge conveyed can be well received by students.

Education regulations in Indonesia also emphasize the importance of using learning media in the teaching process. Minister of National Education Regulation no. 16 of 2007, it is stated that a teacher must have the ability to use learning media that is relevant to the characteristics of students and the subjects taught in order to achieve learning objectives optimally (Republik Indonesia, 2007). Apart from that, in implementing the Independent Curriculum, learning is essential, so teachers are required to be more creative in utilizing learning media based on various sources, such as videos, simulations and other digital resources (Nursetyo et al., 2024).

The use of interactive learning media not only increases the attractiveness of learning, but also plays a role in developing 21st century skills, such as critical thinking, creativity, teamwork and problem solving. In the context of the Independent Curriculum, students not only act as recipients of information, but also become active subjects in learning activities. The project-based learning model allows

students to explore material according to their interests and needs, making the learning process more meaningful and relevant to everyday life (Jauhar, 2023).

In Fiqh subjects, the use of interactive learning media is very important because the material taught is not only theoretical, but also requires an understanding of the practice of worship and muamalah in Islam. One of the challenges in studying Fiqh is the differences of opinion between the four main schools of thought in Islam—the Maliki, Syafi'i, Hanafi, and Hanbali schools. These differences often become obstacles in students' understanding, so learning media are needed that can explain these differences in an interesting and easy to understand way.

The results of interviews with Fiqh subject teachers at Madrasah Aliyah (MA) Al-Mawaddah Warrahmah Kolaka show that although teachers have utilized various methods and media, such as videos from YouTube, these media are still less interactive and have not been able to answer all students' curiosity regarding differences in views between schools of thought. Therefore, it is necessary to develop interactive video learning media that is more comprehensive and can cover various points of view from every school of thought in Islam.

Initial observations carried out in class X MA Al-Mawaddah Warrahmah Kolaka also showed that students wanted learning media that were more interesting and varied. Considering that Fiqh is a subject that requires visual media and practice, the use of technology such as projectors and in focus screens that are available in madrasas must be utilized optimally by teachers so that the learning process is more effective and efficient.

Previous research shows that video-based learning media has a positive impact on student learning outcomes. Enung Nurhasanah (2024) in his research on making animated videos of prayer movements based on four schools of thought found that 90% of students experienced increased understanding after using video-based learning media. Apart from improving learning outcomes, video media also contributes to increasing students' motivation and critical thinking abilities (Pebriani, 2017).

Based on this analysis, the development of cross-school-based interactive video learning media in Fiqh subjects at MA Al-Mawaddah Warrahmah Kolaka is very necessary. This media is not only relevant to students' needs, but also in accordance with the characteristics of Fiqh subjects which require a visual approach to improve understanding and implementation of the material. Thus, it is hoped that the development of this learning media can make a positive contribution to improving the quality of Fiqh learning and forming an attitude of tolerance in understanding the differences between Islamic schools of thought.

METHOD

This type of research uses a type of development research or better known as a model (Research and Development). Research and Development is a research method used to produce certain products and test the effectiveness of these products. (Sugiyono, 2018). The development model used is a 4D adaptation which is a development model coined by S. Thiagarajan, Dorothy S. Samme and Melvyn I. Semmel. The 4D development model consists of four stages, namely Stage Define (Definition), Stage Design (Planning), Level Development, Level (Dissemination) (Imamah, and Saino, 2021). The reason researchers chose this development research is because this research method is very suitable for answering problems that occur in learning activities.

This research was located at MA Al Mawaddah Warrahmah Kolaka, the reason was that from the results of initial observations the researcher found a problem related to the Fiqh learning process which was not yet optimal in the use of learning media in the teaching and learning process that had been going on so far. The time for this research to be carried out is December-January 2025.

A. Research Subjects

The subjects in this development research were students in class

Data collected from validation instruments and teacher response questionnaires were analyzed using quantitative descriptive analysis techniques. Analysis was carried out by calculating the average score obtained from the assessment results using a Likert scale, then categorized according to predetermined criteria (Novita, 2024). The collected data is converted into quantitative data, and the results of the analysis are presented in the form of score distributions and percentages.

1. **Validity Analysis**
   Data obtained from assessments by media experts and material experts are analyzed to assess product validity. Score calculations are carried out based on the Likert scale provisions, and the results are categorized as very valid, valid, quite valid, less valid, or invalid.
2. **Practicality Analysis**
   Data from teacher response questionnaires were used to analyze the practicality of using guidebooks in the field. The analysis was carried out in the same way as validity analysis, and the results were presented in the categories very practical, practical, quite practical, less practical, or not practical.
3. **Effectiveness Analysis**
   Data from teacher assessments of the products developed are used to measure the effectiveness of teaching modules. Analysis was carried out to assess the increase in teacher knowledge about creating teaching modules after using the guide. The results will be used to evaluate the extent to which this product is successful in achieving its desired goals.

RESULTS AND DISCUSSION

Research result

1. Research Results

a. Validity of Learning Media

Table 1
Evaluation Results of Media Members

No	Assessment Aspects	Validator 1	Validator 2	Rate-Rata	Category
1	Content Eligibility	3,5	3,88	3,69	Valid
2	Language Qualification	3,6	3,4	3,5	Very Valid
3	Feasibility of Presentation	3,8	3,8	3,8	Very good
4	Graphics Qualification	3,57	3,61	3,33	Valid
	Rate-Rata	3,57	3,61	3,58	Very Valid

Based on the results of the assessment analysis of the two validators in the table, for the content suitability aspect the average score obtained was 3.69, for the language suitability assessment the average score was 3.50, for the presentation assessment the average score was 3.80, and the score for the graphic aspect was 3.38. So, the total average score obtained from these three aspects for the media assessment of the two experts was 3.59 and was in the very valid category. After validating the media, the validator gave a suggestion, namely that it would be better to have background sound of videos Turn it

down a bit so that the sound of explaining the material is clearer and the explanation of the material can be explained slowed down Of course, the Validator also gave other suggestions, namely that the background and text were corrected because they were lacking contrast Likewise, the proportion of text and images is not yet proportional.

b. Practicality of Learning Media

No	Component	Statement	Assessment Score
	Material Aspects	Suitability to Learning Objectives	4
		The images used are appropriate to the material	4
		The material for students is easy for students to understand	3
	Convenience	The use of videos makes learning time more effective and efficient	3
		The language used in the video is easy to understand	4
		Practical and easy to use learning videos	4
	The attractiveness of the dish	The video display design is interesting to look at	4
		The image display in the video is clear	4
		The font type on the video is clear	3
		Fun video learning media is used in learning activities	4
	Total Score Acquired		37
	Maximum Total Score		40
	Presentation		92,5%

Based on this table, it is concluded that the average assessment from observers states that the score obtained from the calculation results is 37 with a maximum score of 40 with percentage 92.5% or very practical category

c. Effectiveness of Learning Media

The effectiveness test was carried out on the final product trial, to get the results of the effectiveness test the researcher gave pre-test questions which were given before using the learning videos and questions. post-test that is given after using the learning video. The results can be seen in the following table:

Table 4.6
Student learning outcomes

No	NO	Pre-Test	Post-test	Gain (g)	Category
1	Dinda Novianti	50	80	0,6	Currently
2	Chirana Ilwa	40	80	0,66	Currently
3	Just afny	60	80	0,5	Currently
4	Andi Maura Saputri	70	80	0,33	Currently
5	Agrilya Syahnur	70	90	0,66	Currently
6	Adinda Keishha	50	70	0,4	Currently
7	Atika Dwi Putri	80	100	1	High
8	Ariska Septianti	50	80	0,6	Currently
9	Ariandhini Quayyum	70	100	1	High
10	Lips	80	90	0,5	Currently
11	Aliza Hidayatullah	50	90	0,8	High
12	Nur Aisyah	30	80	0,6	Currently
13	Zaskia Maharani	50	80	0,6	Currently
14	Umm Salama	70	90	0,66	Currently
15	Sri Ramdahayana	70	90	0,66	Currently
16	Salsabila Fatinnisa	70	80	0,33	Currently
17	Miftahul Khaerah	60	100	1	High
18	Nur Hikmah	80	100	1	High
19	Ayu Zahra	40	70	0,5	Currently
20	Zahwa Imaniar	50	70	0,4	Currently
Rate-Rata				0,62	High

Based on this table, it is known that the results of the N-gain test calculation are: that the students in the High category scored 5 people, 15 people in the medium category and the total number of students who took the test was 20 people. To find out the % for each category, namely for the High category: $\frac{5}{20} x\ 100 =$ 25% Meanwhile for the Medium category $\frac{15}{20} x\ 100 =$ 75%. So, the High category is 25% and the medium category is 75%.

Classically, the effectiveness values obtained are as follows:

$$G = \frac{S\ Postest - Spretest}{Flavor\ Spretes}$$

$$= \frac{1.700-1.190}{2000-1.190} = \frac{510}{810} = 0.62$$

(High)

The conclusion from several results contained in the pre-test post-test score table by calculating the N-Gain value is 0.62, which is in the High category, so it can be concluded that the learning video is declared effective for use by students.

Discussion

Based on the research results, the video-based learning media tested has obtained very good validity with an average score of 3.58. All aspects assessed—appropriateness of content, language, presentation, and graphics—are in the valid to very valid category. Apart from that, the practicality of the media is also very high, with a score of 92.5%, indicating that this media is easy for students to use. The effectiveness of the media is also relatively high, on average *gaining a score of 0.62*, where 25% of students are in the high improvement category and 75% are in the medium category. These results indicate that this learning medium is effective in increasing students' understanding.

A number of studies support that the validity and effectiveness of learning media greatly influences student learning outcomes. For example, research by Prabawa, Santyasa, & Parwati (2024) in International Journal of Information found that learning videos that apply the principles of segmentation and generative activities can significantly improve student learning outcomes compared to conventional methods. They emphasized that clarity of delivery, good graphic design, and segmentation of material in videos greatly influence learning effectiveness. These results support the validator's suggestions in this research, which emphasized improving the contrast of text and images to more optimally convey the material.

Another study by Ardini et al. (2025) on Magic Box as a learning medium also emphasizes the importance of validity and effectiveness in media design. They found that valid and practical media can improve students' reading skills, indicating that the readability and clarity of material in digital media is crucial in its effectiveness. This is in line with the validator's suggestions in this study, who recommended improving the text and background to increase the visibility of the material.

In addition, research by Murti & Hastuti (2025) regarding the use of augmented reality media in learning found that the validity and effectiveness of the media directly influenced students' science process skills. This means that learning media that has high clarity and good structure will be more effective in improving students' critical thinking skills and conceptual understanding.

In the context of learning videos, research by Wijaya et al. (2024) emphasized that media effectiveness can be tested through increasing scores gained on student learning outcomes. They found that media that have high validity tend to have high effectiveness, as was also found in this study with a gain score average 0.62. This research has several important implications for the world of education. First, the results of this research confirm that validated video-based learning media can be effectively used to improve student learning outcomes.

With gain score which shows high effectiveness, the use of learning videos can be a good strategy in improving student understanding.

Second, these findings highlight the importance of design aspects in creating learning media. Suggestions from validators regarding adjustments to background sound, text contrast, and the proportion of images and text show that visual and auditory quality greatly influence media effectiveness.

CONCLUSION

This research shows that video-based learning media has been developed to be valid**,** practical and effective. This media obtained a validity score of 3.58 (very valid category) and a practicality level of 92.5%, indicating ease of use. Test the effectiveness of the results and gain *an* average of 0.62 (high category), proving that this media is able to improve student learning outcomes. This finding is in line with previous research which confirms that material clarity, visual design and audio quality greatly influence the effectiveness of learning media. The implication is that learning videos can be an innovative alternative in improving the quality of education, with the caveat that further development needs to pay attention to technical aspects for more optimal results.

SUGGESTION

Based on the research results, it is recommended that the development of video-based learning media pay more attention to visual and auditory aspects to increase its effectiveness. Improvements to the contrast of text and background, as well as the proportion of images and text, need to be made to make it more comfortable for students. Apart from that, adjustments to the background sound volume and clarity of the narration also need to be considered to ensure the material is conveyed optimally. Further research can be carried out by testing this media on a wider population and comparing it with other learning methods to get more comprehensive results.

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