

Improving Fiqh Learning Outcomes Through the Use of Audio-Visual Media for the Topic of Obligatory Bath (Case Study at MIN 2 Seluma)

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Abstract

This study aims to analyze the use of audiovisual media in improving student learning outcomes regarding the topic of mandi wajib (obligatory ritual bathing) in the fourth-grade Fiqh (Islamic jurisprudence) subject at Madrasah Ibtidaiyah Negeri 2 Seluma. The study was motivated by the fact that classroom instruction was still dominated by one-way lecturing methods, and some students did not yet fully grasp the correct procedure for *mandi wajib* as prescribed by the Prophet Muhammad (PBUH). A case study method with a qualitative approach was employed, involving the Fiqh teacher and fourth-grade students as research subjects. Data were collected through participant observation, in-depth interviews, and documentation. The results indicate that the use of audiovisual media had a positive impact on improving the Fiqh learning outcomes of fourth-grade students at MIN 2 Seluma regarding the mandi wajib topic. A significant improvement was observed after the audiovisual media was implemented in a structured manner over several sessions; the number of students achieving the Minimum Mastery Criteria (KKM) rose to 16 (100% mastery). The use of audiovisual media significantly enhanced the quality of learning across cognitive (material comprehension), affective (attitude toward the lesson), and psychomotor (practical worship skills) domains. Students became more active and enthusiastic, and found it easier to understand procedural material. Furthermore, this media strengthened the teacher's role as a facilitator and created a more interactive and contextual learning atmosphere. In conclusion, the use of audiovisual media had a tangible impact on improving student learning outcomes across cognitive, affective, and psychomotor aspects. This reinforces the idea that appropriate media does not merely enhance the delivery of instruction but also fosters the achievement of educational goals in a comprehensive manner.

Keywords

Learning Outcomes, Fiqh, Audiovisual Media, Obligatory Bath



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INTRODUCTION

Di Indonesia, education is a right and an obligation of every Indonesian citizen. Teaching and learning activities are essentially a form of communication. Throughout the educational process, particularly in madrasah ibtidaiyah, students are actively involved in teaching and learning activities. Learning is an internal process that interacts with the environment to bring about behavioral changes. In the learning process, particularly within elementary school teaching and learning activities, teachers design learning activities that stimulate students' interest, create enjoyable lessons, and nurture and encourage students to remain interested in learning throughout the instructional process (Fadil, Amran, & Alfaien, 2023).

Learning activities aim to serve as a means of preserving values and culture, so every individual has an obligation to play an active role in the transformation of values for the advancement of the nation and state. Therefore, to create active and high-quality learning activities, one of the main elements is the presence of qualified teachers. Qualified teachers are those who possess pedagogical, personal, social, and professional competencies, as stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers (Ikhtiarini, Wasino, & Aricindy, 2025).

Teachers are expected to create a supportive, calm, and enjoyable classroom atmosphere so that students can obtain optimal learning outcomes. Effective instructional media can make teaching and learning activities more engaging. The communication process should occur through the application and exchange of information between students and teachers. Through communication, messages must be conveyed using appropriate means so that they can be received and understood by others. One means that can support this communication process is instructional media. The use of instructional media helps students understand the material presented by teachers; therefore, the media used in learning should be selected according to students' needs rather than for the convenience of teachers (Yuniar Aprilia, 2025).

One type of educational material that can be used to support learning for Madrasah Ibtidaiyah students is audiovisual media. Audiovisual media is considered more attractive for learning at the Madrasah Ibtidaiyah level because it combines two elements, namely images and sound, into integrated learning materials. One aspect that influences student learning outcomes is instructional media. Instructional media can make learning more dynamic and enjoyable (Nurhidayah et al., 2026).

Based on an interview with one of the fourth-grade homeroom teachers at Madrasah Ibtidaiyah Negeri 2 Seluma, it was found that problems still exist in fiqh learning. Classroom instruction is still predominantly delivered through a one-way lecture method, and some students still do not fully understand the correct procedures for performing the obligatory bath (*ghusl*) according to the teachings of the Prophet Muhammad (peace be upon him). Based on these problems, the researcher is interested in conducting a study entitled *“Improving Fiqh Learning Outcomes through the Use of Audiovisual Media in Learning the Material of Obligatory Bathing (A Case Study at MIN 2 Seluma).”*

METHODS

This study seeks to examine in depth the improvement of Fiqh learning outcomes through the use of audiovisual media in learning the material of obligatory bathing (*ghusl*) at MIN 2 Seluma. This study employed a qualitative approach with a case study design, aiming to gain an in-depth understanding of the process of using audiovisual media in Fiqh learning and its impact on students' learning outcomes. The research was conducted at Madrasah Ibtidaiyah Negeri 2 Seluma, with the research subjects consisting of the Fiqh teacher and fourth-grade students. Data were collected through observation, interviews, and documentation relevant to Fiqh learning activities.

The data obtained were analyzed using the Miles and Huberman model, which includes data reduction, data presentation, and inductive conclusion drawing. To ensure the validity of the findings, the researcher applied source and technique triangulation and conducted verification through direct confirmation with the research subjects (*member checking*). This approach provides a contextual and authentic description of the effectiveness of audiovisual media in improving students' understanding and engagement in Fiqh learning..

RESULTS AND DISCUSSION

The improvement in students' learning outcomes following the implementation of audiovisual media can be observed from their cognitive evaluation scores. Based on the assessment documentation collected by the Fiqh teacher, the students' average scores increased from the sufficient category to the good category after they received video-based instruction. This demonstrates that presenting material visually helps students understand the lesson more easily, particularly material involving practical procedures. The teacher reported that students were more active in asking questions and responding during the learning process compared with before the implementation of audiovisual media. In the affective domain, positive changes were observed in students' attitudes toward the Fiqh subject. Several students who were initially less motivated to participate in lessons demonstrated greater enthusiasm after audiovisual media was introduced. This was indicated by increased participation in classroom discussions, more consistent attendance, and a willingness to rewatch the learning materials at home.

In the psychomotor domain, the teacher also observed improvements in students' ability to practice religious rituals. Students were able to perform the procedures for obligatory bathing (*ghusl*) according to the teachings of the Prophet Muhammad (peace be upon him) more accurately because they were able to observe direct demonstrations through the media. The teacher also conducted practical assessments and found that most students showed improvements in the sequence of movements and the accuracy of implementation. This indicates that audiovisual media affects not only students' knowledge but also their religious practice skills, which constitute one of the primary objectives of Fiqh learning. These findings were further supported by observation and interview data, which indicated that audiovisual media helped teachers create a more interactive and flexible learning environment.

The teacher was no longer the sole source of information but instead acted as a facilitator who guided students in understanding the content presented through the audiovisual materials. The head of the madrasah also supported this program because it was proven to be effective in increasing students' engagement in religious learning. Through a combination of visual approaches, practical experiences, and reinforcement from the madrasah environment, students' learning outcomes improved comprehensively. Therefore, it can be concluded that the use of audiovisual media in Fiqh learning directly enhances the attractiveness of the learning material, facilitates students' understanding of practical religious concepts, and transforms classroom interaction into a more dynamic learning process.

The impact of using audiovisual media on improving Fiqh learning outcomes concerning the material of obligatory bathing among fourth-grade students at MIN 2 Seluma was positive. This was demonstrated through a comparison of students' learning evaluation results before and after the implementation of audiovisual media. Before the media was implemented, students' learning outcomes in Fiqh were still relatively low. Of the 16 students, only 8 students (50%) achieved the passing criterion, while 8 students (50%) scored below the Minimum Completeness Criteria (KKM). After audiovisual media was implemented systematically over several learning sessions, a significant improvement occurred. The number of students who achieved the KKM increased to 16 students (100%), meaning that all students achieved the required level of mastery. This indicates that audiovisual media is not only visually engaging but also helps clarify concepts that were previously difficult to understand through verbal explanations alone. The teacher stated that students were able to remember the sequence of obligatory bathing procedures more quickly after watching the visual demonstration of the ritual.

In terms of the affective domain, students demonstrated improvements in their learning attitudes, including greater discipline, more focused attention while the video was being played, and a higher level of curiosity. The teacher explained that the classroom atmosphere, which had previously tended to be passive, became more active and interactive. Meanwhile, the psychomotor aspect related to practical religious skills also showed substantial improvement. After watching a video demonstrating the obligatory bathing procedure, students were asked to practice the procedure again in the classroom. The assessment results showed that students were able to perform the obligatory bathing procedure correctly according to the teachings of the Prophet Muhammad (peace be upon him). Thus, it can be concluded that the use of audiovisual media has a tangible impact on improving students' learning outcomes in the cognitive, affective, and psychomotor domains. This reinforces the idea that appropriate instructional media does not merely enhance the presentation of learning materials but also supports the achievement of educational objectives comprehensively.

CONCLUSION

This study reveals that the use of audiovisual media in Fiqh learning at Madrasah Ibtidaiyah Negeri 2 Seluma has a positive impact on improving Fiqh learning outcomes concerning the material of obligatory bathing among fourth-grade students at MIN 2 Seluma. This is demonstrated through a comparison of learning evaluation results before and after the implementation of audiovisual media. Before the media was implemented, students' learning outcomes in Fiqh were still relatively low. Of the 16 students, only 8 students (50%) achieved the passing criterion, while 8 students (50%) scored below the Minimum Completeness Criteria (KKM). After audiovisual media was implemented systematically over several learning sessions, a significant improvement occurred. The number of students who achieved the KKM increased to 16 students (100%), meaning that all students achieved the required level of mastery.

The improvement in learning achievement indicators in the cognitive, affective, and psychomotor domains provides strong evidence that audiovisual media has substantial potential to strengthen the quality of Islamic religious education. Theoretically, these findings reinforce the effectiveness of visual learning experiences in deepening students' understanding. Meanwhile, from the perspective of Islamic education, this approach is consistent with the principle of **uswah hasanah** (good example), which emphasizes the importance of learning through concrete examples and real actions. The primary contribution of this study lies in enriching technology-based Fiqh learning methods, which can practically address learning challenges in the madrasah environment. This study encourages the adoption of an integrative and contextual visual approach, not merely as a technical complement but as part of a transformative pedagogical strategy rooted in Islamic values. In the future, the implementation of audiovisual media needs to be continuously developed by considering students' characteristics, teachers' readiness, and the availability of supporting infrastructure..

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