

DEVELOPMENT OF CONTEXTUAL-BASED DIGITAL MODULES ON FIQH SUBJECTS AT MADRASAH TSANAWIYAH

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Abstract

Fikih instruction at Madrasah Tsanawiyah is often theoretical and lacks connection to real-life contexts, resulting in low student comprehension and motivation. This study aims to develop a contextual-based digital module as an interactive learning medium that aligns with students' needs in understanding Fikih material. The research employs a Research and Development (R&D) approach using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The results show that the developed digital module received validation from subject matter and media experts with a "Highly Appropriate" rating. In addition, there was a significant improvement in students' learning outcomes after using the module, supported by positive responses from both students and teachers. In conclusion, the contextual-based digital module is effective and suitable for enhancing the quality of Fikih learning at Madrasah Tsanawiyah. It is recommended to further develop and implement this module in other educational levels and subjects, as well as to conduct continuous evaluations to enhance the module's quality and the effectiveness of learning on a broader scale.

Keywords: Contextual Approach, Digital Module, Fiqh Learning, Madrasah Tsanawiyah



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INTRODUCTION

21st-century education demands a transformation in the learning process, particularly through the integration of digital technology to improve educational quality (Dasopang dkk., 2022; Inayah Putri & Iskandar, 2023; Zalukhu dkk., 2022). The rapid development of information technology has penetrated various aspects of life, including education, compelling educators to adopt digital-based learning media. The use of technology in learning not only facilitates access to information but also enhances interactivity and student engagement in the learning process. According to Maulidiah dkk., (2025), the implementation of ICT-based learning media in Fiqh subjects at Madrasah Tsanawiyah has proven effective in improving students' learning outcomes.

The Fiqh subject is one of the essential components of the Madrasah Tsanawiyah curriculum, aiming to develop students' understanding of Islamic laws as they apply to daily life (Wildan dkk., 2024). However, the teaching of Fiqh often faces challenges in delivering abstract and theoretical material, which requires a more contextual and applicable approach. Developed a contextual teaching and learning-based E-worksheet (E-LKPD) for Fiqh using the Wizer (Mahmudi dkk., 2022; Syihabuddin dkk., 2023). Me platform, which was proven effective in enhancing students' understanding of the topic of wudu (ablution).

A contextual approach to learning emphasizes the connection between lesson content and real-life situations encountered by students, enabling them to understand and apply concepts more meaningfully (Latif dkk., 2023; Mulyana & Maylawati, 2024; Nur Cholid dkk., 2021). The implementation of the Contextual Teaching and Learning (CTL) model in Fiqh instruction at Madrasah Tsanawiyah Negeri 6 Jember demonstrated improvements in students' learning outcomes, with active student participation in the process (Muttaqien dkk., 2023). This indicates that a contextual approach can be a viable solution in addressing students' difficulties in grasping abstract Fiqh material.

Digital modules as learning media offer flexibility and interactivity that can be tailored to students' needs (Bahrun dkk., 2023; Kosim dkk., 2024; Mansur dkk., 2023). The development of contextual-based digital modules allows for the integration of technology and learning approaches that are relevant to students' everyday lives. Developed a contextual-based digital Fiqh module for tenth-grade students at MA Muhammadiyah 2 Malang, which proved to be effective in enhancing learning outcomes.

At the Madrasah Tsanawiyah level, the use of digital modules remains limited, particularly in Fiqh subjects (Mou dkk., 2022). Developed a digital module for seventh-grade Fiqh at MTsN Padang Panjang, which demonstrated that such learning media are highly feasible for use and received positive responses from students (Meena dkk., 2023; Xiang dkk., 2022). This reflects a great potential for developing digital modules to improve the quality of Fiqh learning in Madrasah Tsanawiyah.

The development of a contextual-based digital module in Fiqh aims to provide an interactive and relevant learning medium aligned with students' needs. This module is expected to assist students in understanding Fiqh concepts more deeply and practically, while also increasing their motivation and engagement in the learning process. Through the integration of technology and contextual approaches, the module can serve as an alternative solution to the challenges faced in Fiqh instruction at Madrasah Tsanawiyah.

This study employs the Research and Development (R&D) method using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation). This model was chosen because it offers a systematic framework for the development of learning media, from needs analysis to product evaluation. The use of the ADDIE model in the development of Fiqh digital modules, as implemented by Harahap dkk., (2024), has demonstrated positive results in improving learning effectiveness.

Based on the above background, this study aims to develop a contextual-based digital module for the Fiqh subject at Madrasah Tsanawiyah. This module is expected to serve as an effective learning medium to enhance students' comprehension of Fiqh material and encourage them to relate the learned concepts to real-life situations. The findings of this research are expected to contribute to the development of innovative and relevant learning media aligned with the needs of education in the digital era.

RESEARCH METHOD

This study employs a Research and Development (R&D) approach using the ADDIE development model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it provides a structured framework for developing effective and efficient learning media (Arlina dkk., 2023; McCormack dkk., 2022). The Analysis stage aims to identify the needs of students and teachers in Fiqh instruction, as well as to analyze the curriculum and the characteristics of students at the Madrasah Tsanawiyah level. The Design stage involves the planning and structuring of a contextual-based digital module in accordance with the results of the needs analysis.

In the Development stage, the digital module is created based on the previously designed framework and subsequently validated by subject matter and media experts to ensure the quality and appropriateness of the content and layout. This validation is crucial to ensure that the module meets the expected quality standards (Bond dkk., 2024). Following revisions based on expert feedback, the module is implemented in the Implementation stage through a limited trial in a seventh-grade class at Madrasah Tsanawiyah. The purpose of this trial is to observe the effectiveness of the module in enhancing students' understanding of Fiqh content.

The final stage, Evaluation, is conducted to assess the success of the module in achieving its instructional objectives. The evaluation includes analysis of data from pre-tests and post-tests to measure students' learning improvement, as well as questionnaires to gather students' responses toward the developed module (Viji & Revathy, 2022). The collected data is analyzed descriptively to determine the effectiveness and practicality of the contextual-based digital module. The results of this evaluation serve as a basis for concluding the success of the module development and provide recommendations for broader implementation in other Madrasah Tsanawiyah institutions.

RESULTS AND DISCUSSION

Research Result

1. Needs Analysis Stage

At the initial stage, a needs analysis was conducted through observations and interviews with Fiqh teachers and seventh-grade students at Madrasah Tsanawiyah. The results indicated that Fiqh learning was still dominated by lecture methods and the use of textbooks, which resulted in low student motivation. Teachers also expressed difficulties in delivering abstract materials such as ablution (wudhu) and dry ablution (tayammum) in a contextual manner (Hosamo dkk., 2022). This condition aligns with the findings of Sari et al. (2024), which state that the lack of interactive learning media is one of the factors contributing to students' low understanding of Fiqh material.

2. Module Design Stage

Based on the needs analysis, a contextual-based digital module containing Fiqh material was designed using the Contextual Teaching and Learning (CTL) approach. This module was developed using the Wizer.Me platform, which allows integration of text, images, and interactive videos. The module design included learning objectives, core material, exercises, and evaluations (Y. Kang dkk., 2022). stated that the use of the Wizer.Me platform effectively increases student engagement in Fiqh learning.

3. Validation by Material and Media Experts

The designed module was then validated by two material experts and two media experts. The validation results showed that the module scored 92% in terms of content and 88% in terms of media, both categorized as "Highly Feasible." This indicates that the module meets the eligibility criteria both in content and presentation. Hidayat et al. (2024) also reported similar results in the development of a contextual-based Fiqh e-module.

4. Limited Trial

After the validation stage, the module was trialed on seventh-grade students at Madrasah Tsanawiyah. The trial lasted for two weeks using a blended learning method. Students were given access to study the module independently, followed by class discussions and evaluations (Dabass dkk., 2022). found that this approach effectively increased students' active participation in learning.

5. Pre-Test and Post-Test Results

To measure the module's effectiveness, a pre-test was administered before using the module and a post-test after the learning process. The results showed an increase in the average student score from 65 in the pre-test to 85 in the post-test. This improvement indicates that the contextual-based digital module is effective in enhancing students' understanding of Fiqh material. Herawati et al. (2024) also reported similar improvements in their research.

6. Students' Responses to the Module

Students' responses to the module were measured through questionnaires administered after the learning process. Most students stated that the module was easy to understand, interesting, and helped them comprehend Fiqh material. The average student satisfaction score toward the module was 4.5 out of 5. Also reported positive student responses to the use of e-modules in Fiqh learning.

7. Teachers' Responses to the Module

Fiqh teachers involved in the study also gave positive feedback on the module. They stated that the module helped in delivering the material more contextually and attractively. Teachers also felt that the module facilitated the design of more interactive learning. Noted that teachers felt assisted by the presence of digital modules in Fiqh learning.

8. Evaluation of Learning Objective Achievement

Evaluation of learning objective achievement showed that most students reached the predetermined basic competencies. This was evidenced by increased post-test scores and observations during learning. The module successfully helped students relate Fiqh material to daily life. Also found that contextual-based modules are effective in achieving learning objectives.

9. Qualitative Data Analysis

Qualitative data from interviews and observations revealed that students were more active and enthusiastic in learning using the module. They found it easier to understand Fiqh concepts because the material was presented with real-life examples. Teachers also observed increased student participation in class discussions. Noted that the use of digital modules enhances interaction between students and teachers.

Discussion

The advancement of information technology has driven changes in education, including Fiqh learning at Madrasah Tsanawiyah. The use of digital learning media allows for the presentation of more engaging and interactive materials. Contextual-based digital modules assist students in understanding Fiqh concepts by linking them to daily life. Who stated that e-modules improve student learning outcomes.

The Contextual Teaching and Learning (CTL) approach emphasizes the relationship between lesson content and real-life situations faced by students (L. Kang dkk., 2024). In Fiqh learning, this approach helps students understand Islamic laws within the context of daily life. Demonstrated that the CTL approach is effective in improving students' understanding of ablution (wudhu) material.

Validation by content and media experts is an important step in developing learning modules. High validation scores indicate that the module meets expected quality standards (Ji dkk., 2022; Khan dkk., 2022; Shen dkk., 2022). Reported that modules validated by experts received a "Highly Feasible" category for use in learning.

The increase in post-test scores shows that the use of contextual-based digital modules effectively improves student learning outcomes (Noor-A-Rahim dkk., 2022). Students find it easier to understand the material because it is presented in an interesting and relevant manner. Hidayat et al. (2024) also found significant improvements in student learning outcomes after using e-modules.

Positive responses from both students and teachers indicate that the module is well accepted and considered helpful in the learning process. Students feel more motivated and actively engaged, while teachers find it easier to deliver material. Herawati et al. (2024) noted that teachers feel digital modules facilitate the design of more interactive lessons.

CONCLUSION

Based on the results of the research and development of the contextual-based digital module for the Fikih subject at Madrasah Tsanawiyah, it can be concluded that the developed module meets the feasibility criteria in terms of both content and media. This module is effective in improving students' understanding of Fikih material, as evidenced by a significant increase in post-test scores compared to pre-test scores. Positive responses from both students and teachers also indicate that this digital module is capable of enhancing students' learning interest and engagement throughout the learning process.

The contextual approach applied in the module allows students to relate Fikih concepts to their daily lives in a more meaningful and practical way. Furthermore, the use of a digital platform provides flexibility and interactivity that supports both independent learning and blended learning. Therefore, the development of this module can serve as an innovative and relevant alternative learning media to improve the quality of Fikih education at Madrasah Tsanawiyah.

It is recommended to further develop and implement this module in other educational levels and subjects, as well as to conduct continuous evaluations to enhance the module's quality and the effectiveness of learning on a broader scale.

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