

Enhancing Students' Understanding of Fiqh Through Learning Media: A Study of Grade IX at A Private Madrasah Tsanawiyah in Jambi

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Abstract: *This study investigates the use of learning media in addressing learning difficulties in Fiqh among Grade IX students at Madrasah Tsanawiyah Swasta Durian Luncuk, Batanghari Regency, Jambi Province. Learning difficulties were identified mainly in understanding Fiqh concepts and performing worship practices, which are often taught using lecture-dominated methods with limited media variation. This research employed a qualitative descriptive approach involving classroom observations, semi-structured interviews, and documentation. The participants consisted of the Fiqh teacher and Grade IX students selected purposively. Data were analyzed through reduction, thematic organization, and conclusion drawing. The findings reveal that the use of visual, printed, and simple digital media helps transform abstract Fiqh concepts into more concrete and comprehensible learning experiences. Learning media also contribute to increased student engagement, motivation, and participation in the learning process. Factors influencing learning difficulties include low motivation, limited conceptual understanding, and monotonous teaching strategies. The study concludes that the systematic and varied use of learning media plays a significant role in reducing learning difficulties and enhancing the effectiveness of Fiqh instruction in Islamic secondary education.*

Keywords: *learning media, learning difficulties, Fiqh instruction, Islamic education*

Abstrak: Penelitian ini bertujuan untuk menganalisis penggunaan media pembelajaran dalam mengatasi kesulitan belajar Fiqih pada siswa kelas IX di Madrasah Tsanawiyah Swasta Durian Luncuk, Kabupaten Batanghari, Provinsi Jambi. Kesulitan belajar Fiqih ditemukan terutama pada pemahaman konsep dan praktik ibadah, yang selama ini cenderung diajarkan dengan metode ceramah dan variasi media yang terbatas. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data meliputi observasi, wawancara semi-terstruktur, dan dokumentasi dengan subjek penelitian terdiri

atas guru Fiqih dan siswa kelas IX yang dipilih secara purposif. Analisis data dilakukan melalui tahap reduksi data, pengorganisasian tema, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penggunaan media visual, media cetak, dan media digital sederhana mampu mengonkretkan materi Fiqih yang bersifat abstrak dan prosedural, serta meningkatkan motivasi, partisipasi, dan keterlibatan siswa dalam pembelajaran. Faktor penyebab kesulitan belajar meliputi rendahnya motivasi belajar, keterbatasan pemahaman konsep, dan penerapan metode pembelajaran yang monoton. Penelitian ini menyimpulkan bahwa penggunaan media pembelajaran yang bervariasi dan terencana berperan penting dalam mengurangi kesulitan belajar siswa dan meningkatkan efektivitas pembelajaran Fiqih pada jenjang pendidikan menengah Islam.

Kata kunci: media pembelajaran, kesulitan belajar, pembelajaran Fiqih, pendidikan Islam

Introduction

Learning is a process that results in changes in students' knowledge, attitudes, and skills through experience. In the context of classroom instruction, learning success is reflected not merely in final outcomes, but in how students actively engage with learning materials and demonstrate understanding during the learning process.¹ When students experience learning difficulties, these changes do not occur optimally, indicating the need for appropriate instructional strategies.

Effective learning requires active student involvement in processing information and connecting new knowledge with prior experiences.² Emphasizes that meaningful learning occurs when students are actively engaged, rather than passively receiving information. Therefore, learning activities should be designed to support students' understanding, especially when dealing with subjects that are conceptually demanding, such as Fiqh.

Learning difficulties are influenced by both internal and external factors. Internal factors include motivation and learning readiness, while external factors include teaching methods, learning media, and the learning environment.³ Among these external factors, the use of appropriate learning

¹ Abdul Haris, *Islamic Education Learning Strategies* (Jakarta: Kencana Prenada Media Group, 2023). 45

² Robert E. Slavin, *Educational Psychology: Theory and Practice*, 13th Ed. (Boston: Pearson Education, Inc, 2021). 98

³ Sugianto, *Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa* (Bandung: Alfabeta, 2025). 56

media plays a crucial role in helping students understand abstract concepts, maintain attention, and participate actively in learning. Consequently, examining the role of learning media becomes essential in efforts to overcome students' learning difficulties.

The school environment has a great influence on the learning process and outcomes of students. Teachers, curriculum, infrastructure, peers, and learning climate in schools are the dominant factors that determine the success of learning. A conducive environment will encourage student learning activities optimally, while a less supportive environment can trigger learning difficulties.

Learning difficulties are a condition when students experience obstacles in mastering study skills and completing academic tasks, which is not solely caused by low intelligence. Learning difficulties can be in the form of disturbances in reading, writing, arithmetic, thinking, or processing information, so that learning achievement is below the potential.⁴

According to Hallahan and Kauffman⁵, learning difficulties are characterized by a gap between learning abilities and achievements. These difficulties can arise in the form of difficulty recognizing and understanding reading, organizing information, and managing auditory information. Therefore, specific learning strategies and techniques are needed to help students overcome these barriers.

Learning difficulties can be classified into developmental learning difficulties and academic learning difficulties. Developmental learning difficulties are related to motor, language, perception, and social-emotional disorders that arise from an early age. Meanwhile, academic learning difficulties are related to failure to master reading, writing, and numeracy skills according to the potential of students.⁶

From an Islamic perspective, learning difficulties are seen as a test that must be faced with effort and patience. The factors that cause learning difficulties are divided into internal and external factors. Internal factors include attitudes towards learning, motivation, concentration, confidence, study habits, and students' physical and mental conditions. These factors greatly affect students' readiness to receive learning.⁷

⁴ Rita Dunn and Shirley A. Griggs, *Learning Styles and the Nursing Profession* (New York: Springer Publishing Company, 2021). 27

⁵ Daniel P. Hallahan and James M. Kauffman, *Exceptional Learners: An Introduction to Special Education, 14th Ed* (Boston: Pearson Education, Inc, 2021). 112

⁶ M. Sardi, *Psikologi Belajar Dan Pembelajaran* (Yogyakarta: Deepublish, 2022). 89

⁷ Sugianto, *Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa*.

External factors of learning difficulties include the role of teachers, facilities and infrastructure, assessment policies, school social environment, curriculum, and family and community conditions. Teachers have a strategic role as student learning coaches, so teachers' pedagogic and professional competencies greatly determine the success of learning.⁸

Learning media is any form of intermediary used to convey learning messages from teachers to students. Media functions to stimulate students' attention, interest, and learning activities, as well as help clarify abstract material. In the context of modern learning, media is an important component that is inseparable from the teaching and learning process.

The use of learning media has various benefits, including increasing learning motivation, clarifying material, varying teaching methods, and increasing student involvement in learning. Media also functions to overcome the limitations of space, time, and students' sensory abilities, so that learning becomes more effective and efficient.⁹

This study is positioned to address a research gap identified in previous studies, which predominantly emphasize the effectiveness of learning media in improving students' learning outcomes in Fiqh through quantitative measurements. Most prior research focuses on comparing specific types of instructional media and their impact on test scores or academic achievement, while limited attention has been given to how learning media are practically used by teachers to overcome students' learning difficulties in real classroom situations. In particular, qualitative investigations that explore learning difficulties in Fiqh from the perspectives of teachers and students remain underrepresented. Therefore, this study seeks to fill this gap by examining the processes, forms, and pedagogical roles of learning media in addressing students' learning difficulties in Fiqh learning contexts.¹⁰

In terms of research positioning, this study extends existing literature by providing empirical insights into the use of learning media in schools with limited educational resources. Rather than viewing learning media merely as supplementary teaching tools, this study conceptualizes them as pedagogical strategies employed by teachers to bridge the gap between the conceptual and practical nature of Fiqh materials and students' learning capacities.

⁸ Abdul Haris, *Islamic Education Learning Strategies*.

⁹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2019). 3

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Ed. (Boston: Pearson Education, Inc, 2014).

Accordingly, this research contributes to the discourse on context-based Islamic education by highlighting authentic classroom practices in Fiqh instruction.¹¹

The selection of Madrasah Tsanawiyah Private Durian Luncuk as the research site was based on both academic and empirical considerations. Preliminary observations indicated that Grade IX students experience significant difficulties in understanding Fiqh materials, as reflected in low classroom participation and limited conceptual comprehension. Moreover, despite limited facilities, teachers at this madrasah have attempted to utilize various learning media, although these practices have not been systematically studied. As a private madrasah operating with constrained resources, this institution provides a relevant and representative setting for investigating how learning media are implemented to address students' learning difficulties in Fiqh.¹²

In Fiqh learning, learning media has a very important role in overcoming students' learning difficulties. Fiqh materials that are conceptual and practical require visual, audio-visual, and interactive media so that they are easy to understand and practice. With the right use of media, teachers can help students understand Islamic laws more concretely, increase learning motivation, and minimize learning difficulties in the Fiqh learning process.

Fiqh was selected as the subject of this study because it involves conceptually demanding content that requires not only memorization but also deep understanding and practical application in daily religious life. Learning difficulties frequently arise when abstract legal concepts are taught using teacher-centered methods with limited instructional media, resulting in low student engagement and comprehension. From a learning theory perspective, Slavin emphasizes that effective learning occurs when students actively process information and connect new concepts with prior experiences, a condition that is often unmet in Fiqh instruction without appropriate learning media.¹³ Moreover, studies on learning difficulties suggest that instructional strategies and media play a crucial role in supporting students' understanding, particularly in subjects with high cognitive and procedural demands.¹⁴

¹¹ Gary D. Borich, *Effective Teaching Methods: Research-Based Practice*, 8th Ed. (Boston: Pearson Education, Inc, 2011).

¹² Robert K. Yin, *Case Study Research: Design and Methods*, 5th Ed. (Thousand Oaks, CA: Sage Publications, 2014).

¹³ Robert E. Slavin, *Educational Psychology: Theory and Practice*, 13th Ed. 365-368

¹⁴ John W. Santrock, *Educational Psychology*, 6th Ed. (New York: McGraw-Hill Education, 2018).

Method

This study employed a qualitative descriptive approach to explore the use of learning media by Fiqh teachers in addressing students' learning difficulties. A qualitative design was chosen to capture in-depth information regarding teaching practices, classroom interactions, and contextual factors within their natural educational setting.¹⁵ The research was conducted at Madrasah Tsanawiyah Private Durian Luncuk, Batin XXIV District, Batanghari Regency, selected due to its relevance to the research focus and the actual implementation of learning media in Fiqh instruction.

The participants consisted of Fiqh teachers as key informants and Grade IX students as supporting informants, selected through purposive sampling based on their direct involvement in the learning process.¹⁶ Data were collected through classroom observations, semi-structured interviews, and document analysis. The interviews were conducted using an interview guide to explore teachers' perceptions, strategies, and experiences in using learning media, as well as students' responses to and difficulties in the learning process.¹⁷ Observations focused on teacher-student interactions and the utilization of learning media during Fiqh lessons, while document analysis included lesson plans and relevant learning materials.

The collected data were analyzed using qualitative analysis procedures, including data reduction, data display, and conclusion drawing.¹⁸ Data validity was ensured through triangulation of sources and techniques to enhance the credibility and trustworthiness of the findings.¹⁹

Result and Discussion

Learning is a fundamental activity that humans do continuously throughout their lives. The learning process does not only take place in formal settings such as schools, but also in everyday life through the experiences that

¹⁵ John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th Ed. (Thousand Oaks, CA: Sage Publications, 2014).

¹⁶ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2019).

¹⁷ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Ed. (Boston: Pearson Education, Inc, 2018).

¹⁸ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th Ed. (Thousand Oaks, CA: Sage Publications, 2020).

¹⁹ Norman K. Denzin and Yvonna S. Lincoln, *The Sage Handbook of Qualitative Research*, 5th Ed. (Thousand Oaks, CA: Sage Publications, 2018).

individuals experience. Learning is understood as a conscious process that causes behavioral changes, both in terms of knowledge, attitudes, and skills, which are relatively permanent and obtained through direct experience.²⁰ Thus, learning is not just an activity of receiving information, but a process of internalizing experiences that shape an individual's personality.

Learning as a process emphasizes that learning outcomes are not the end goal, but the consequences of the process undertaken. Learning is not just remembering or memorizing, but more broadly than that, namely experiencing and interpreting learning experiences. The changes that occur as a result of learning reflect a transformation in the individual, both cognitively, affectively, and psychomotorly. Therefore, learning outcomes cannot be seen as mere material mastery, but behavioral changes that arise as a result of the learning process undergone.²¹

According to Slavin, learning is the process of achieving certain goals with experience as the main source of knowledge and skills. The learning process is characterized by changes in a person that can be observed through increased understanding, attitudes, habits, skills, and abilities.²² This process requires the active involvement of students so that learning becomes meaningful and has a long-term impact. Without active engagement, learning tends to be superficial and forgettable.

Ki Hajar Dewantara's view on learning emphasizes the balance between creation, taste, and karsa. Through the Education Trilogy, namely *Ing ngarsa sung tulada*, *Ing madya mangun karsa*, and *Tut wuri handayani*, teachers have a strategic role as role models, movers, and encouragers for students. This principle shows that the learning process is not only oriented to knowledge transfer, but also the formation of students' character and personality.²³

The learning process is ideally experienced through direct actions and active participation of students. Active engagement allows students to have a more meaningful learning experience than just hearing or seeing. Learning characteristics include being student-centered as a learning subject, having clear goals, taking place internally within the individual, not limited by space and time, and producing behavioral changes as a learning impact.²⁴

²⁰ Abdul Haris, *Islamic Education Learning Strategies*.

²¹ Yassinta, "The Nature of Learning and Its Implications in Active Learning," *Journal of Educational Sciences* 5, no. 1 (2023): 25.

²² Robert E. Slavin, *Educational Psychology: Theory and Practice*, 13th Ed.

²³ Zulher, "The Concept of Education of Ki Hajar Dewantara and Its Relevance in Islamic Education," *Journal of Education* 27, no. 1 (2020): 47.

²⁴ M. Sardi, *Psikologi Belajar Dan Pembelajaran*.

The success of student learning is greatly influenced by various interrelated factors. Internal factors include physical, mental, emotional, motivation, talents, interests, attitudes, and learning habits of students. External factors include learning methods, learning environments, infrastructure, and the role of teachers and families. The interaction between internal and external factors determines the high and low learning outcomes of students.²⁵

The learning environment has a great influence on the learning process and outcomes of students. The family environment plays a role as the foundation of education, the school environment as a center of formal learning, and the community environment as social control. Among the three, the school environment has the most dominant influence because it contains teachers, curriculum, learning facilities, and intensive social interaction between students.

Recent empirical evidence further supports the multifaceted impact of learning environments on student achievement. Research by Lestari and Lidyasari found that the combined influence of family, school, and community environments explained a significant proportion of variance in students' academic achievement, demonstrating that students perform better academically when these three environmental systems function harmoniously and supportively.²⁶ This study highlights that the school environment including teacher support, infrastructure, instructional climate, and peer interaction often serves as the most immediate and dynamic context for academic engagement, thereby exerting a stronger effect relative to other environments. Another recent investigation into family-school-community collaboration (FSCC) confirms that coordinated interactions among families, schools, and communities not only elevate academic performance but also sustain positive learning trajectories; notably, teacher feedback and students' self-regulated learning play crucial mediating and moderating roles in this relationship.²⁷

Within the family environment, multiple studies conducted within the last five years consistently reveal its pivotal role in shaping academic outcomes. Research has shown that positive family support, parental

²⁵ Sugianto, *Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa*. 56

²⁶ D. Lestari & A. T. Lidyasari, "The Influence of Family, School, and Community Environments on Students' Academic Achievement in Science Learning," *Jurnal Penelitian Pendidikan IPA* 10, no. 11 (2024): 8531–8537.

²⁷ X. Lv, R. Yan, & S. Wang, "The Relationship between Family-School-Community Collaboration and Students' Academic Achievement: A Moderated Mediation Model," *International Journal of Educational Research* 134, no. 1 (2025): 102774.

involvement, and emotional stability at home significantly enhance students' cognitive engagement and achievement, while adverse home conditions can hinder motivation and academic resilience.²⁸ In addition, surveys focused on family background and educational investment indicate that dimensions such as parental education levels and economic resources significantly correlate with both cognitive and logical thinking skills development among children.²⁹

In sum, contemporary research underscores that while all three environments contribute to student learning, the school environment often plays a central and most immediate role in facilitating academic processes through organizational structure and social interactions, the family environment fundamentally nurtures cognitive and affective dispositions that support learning, and the community environment amplifies or constrains these effects through broader social and cultural opportunities. These interconnected environmental influences demonstrate that effective educational outcomes are best understood through integrative perspectives that consider the synergy among family, school, and community contexts.

In the learning process, students are not always able to achieve optimal learning outcomes. One of the causes is learning difficulties. Learning difficulties are conditions when students experience obstacles in understanding, processing, or reconveying learning information, so that the achievements achieved are below their potential. Learning difficulties are not always caused by a low level of intelligence but can arise due to disturbances in the learning process itself.³⁰

Hallahan and Kauffman explain that learning difficulties are characterized by a gap between learning abilities and achievements. These difficulties can arise in the form of difficulties in reading, writing, thinking, arithmetic, organizing information, and managing auditory information. Therefore, students who experience learning difficulties need special learning approaches and strategies so that their potential can develop optimally.

Learning difficulties can be classified into developmental learning difficulties and academic learning difficulties. Developmental learning difficulties are related to motor, language, perception, and social-emotional

²⁸ Dedri Yasmi et al., "The Influence of Family Environment on Students' Academic Achievement at SMAN 1 Sungai Rumbai," *TOFEDU: The Future of Education Journal* 4, no. 7 (2025): 3579–88.

²⁹ X. Shen, "The Impact of Family Background and Educational Investment on Students' Cognitive and Logical Thinking Abilities: Evidence From," *The China Education Panel Survey, Fam. Sci.* 1, no. 2 (2025).

³⁰ Rita Dunn and Shirley A. Griggs, *Learning Styles and the Nursing Profession*.

disorders that arise from an early age. Meanwhile, academic learning difficulties are related to students' failure to master reading, writing, and numeracy skills according to their potential.

Recent studies reinforce this classification by emphasizing the multidimensional and cumulative nature of learning difficulties. Contemporary research indicates that developmental learning difficulties often serve as underlying predictors of later academic learning difficulties, particularly when early motor, language, or perceptual challenges are not addressed through appropriate intervention.³¹ Research in inclusive education contexts further demonstrates that weaknesses in executive functioning such as attention control, working memory, and information organization frequently mediate the relationship between developmental impairments and academic underachievement.³² This finding suggests that learning difficulties should not be viewed merely as isolated academic problems, but rather as interconnected developmental challenges that evolve over time.

Moreover, recent educational psychology literature highlights that students with academic learning difficulties benefit significantly from structured, differentiated, and multimodal instructional strategies, especially those that integrate visual, auditory, and kinesthetic elements.³³ Such approaches have been shown to reduce the gap between learning ability and achievement by accommodating diverse cognitive profiles and fostering self-regulated learning. In addition, early identification and sustained instructional support are consistently identified as critical factors in minimizing long-term learning failure and promoting academic resilience among students with learning difficulties.³⁴ These findings underline the importance of implementing responsive teaching strategies that are aligned with students' developmental and academic needs, rather than relying solely on standardized instructional methods.

³¹ Jack M. Fletcher et al., *Learning Disabilities: From Identification to Intervention*, 2nd Ed. (New York: Guilford Press, 2020). 42-45

³² Christopher J. Lonigan and Kimberly J. Phillips, *Executive Function and Learning Difficulties in School-Age Children*, in *Handbook of Educational Psychology*, Ed. L. Corno and E. M. Anderman (New York: Routledge, 2021). 301-304

³³ Marilyn Friend and William D. Bursuck, *Including Students with Special Needs: A Practical Guide for Classroom Teachers*, 8th Ed. (Boston: Pearson Education, Inc, 2022). 118-121

³⁴ American Psychiatric Association, *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders, Text Revision* (Washington DC: APA, 2022). 68-72

In an Islamic perspective, learning difficulties are seen as a test that must be faced with effort and patience. The factors that cause learning difficulties are divided into internal factors and external factors. Internal factors include attitudes toward learning, motivation, concentration, confidence, study habits, physical condition, and students' mental health. These factors greatly affect students' readiness to receive and process learning.³⁵

External factors of learning difficulties include the role of teachers, learning methods, facilities and infrastructure, assessment policies, school social environment, curriculum, and family and community conditions. Teachers have a central role as a student learning coach. The pedagogic and professional competence of teachers greatly determines the success of students in overcoming the learning difficulties they experience.

One of the efforts that teachers can make to overcome students' learning difficulties is through the use of learning media. Learning media is any form of intermediary used to convey learning messages from teachers to students. Media functions to stimulate students' attention, interest, and learning activities, as well as help clarify abstract material.³⁶

Learning media has significant benefits in the teaching and learning process, especially in improving the quality and effectiveness of instruction. The use of appropriate media can increase students' learning motivation by presenting material in a more interesting and engaging manner. Learning media also helps clarify the meaning of the material being taught, making complex or abstract concepts easier for students to understand. Through varied media, the teaching process becomes more dynamic and does not rely solely on verbal explanations.

In addition, learning media plays an important role in diversifying teaching methods. Teachers are able to combine lectures with visual displays, audio explanations, demonstrations, or simulations, which helps maintain students' attention throughout the learning process. The presence of media also encourages students to be more actively involved in learning activities, such as observing, listening, discussing, and practicing. This active involvement supports deeper understanding and better retention of learning outcomes.

Recent research further emphasizes that the effectiveness of learning media is closely related to its alignment with instructional objectives, student characteristics, and learning context. Contemporary studies indicate that learning media functions not only as a tool for message delivery, but also as

³⁵ Sugianto, *Faktor-Faktor Yang Mempengaruhi Hasil Belajar Siswa*.

³⁶ Azhar Arsyad, *Media Pembelajaran*.

a cognitive scaffold that supports students in organizing information, integrating prior knowledge, and constructing new understanding.³⁷ Well-designed media can reduce cognitive overload by presenting content in structured and multimodal formats, thereby enabling students to process information more efficiently and meaningfully.³⁸

Moreover, empirical findings from the last five years suggest that learning media contributes significantly to the development of higher order thinking skills when integrated with student-centered learning strategies.³⁹ Interactive media such as videos, simulations, and digital visualizations have been shown to promote critical thinking, problem-solving, and conceptual understanding by allowing students to actively explore learning content rather than passively receive information.⁴⁰ In this regard, learning media serves not only as a supplementary instructional aid but as an integral component of effective pedagogy that fosters engagement, autonomy, and long-term learning retention.⁴¹

Furthermore, learning media is effective in overcoming limitations related to space, time, and students' sensory abilities. Certain learning materials that are difficult to observe directly – because they are too small, too large, too distant, or happen over a long period – can be presented more clearly through media. As a result, learning becomes more efficient because students can access information in a form that is easier to perceive and comprehend.

The functions of learning media also include attracting students' attention, accelerating understanding, avoiding verbalism, and reducing boredom during the learning process. Media enhances interaction and communication between teachers and students, creating a more interactive learning environment. Moreover, by accommodating various learning styles

³⁷ Richard E. Mayer, *Multimedia Learning*, 3rd Ed. (Cambridge: Cambridge University Press, 2020). 34-38

³⁸ John Sweller, Paul Ayres, and Slava Kalyuga, *Cognitive Load Theory*, 2nd Ed. (Cham: Springer, 2020). 57-60

³⁹ and James D. Russell Sharon E. Smaldino, Deborah L. Lowther, *Instructional Technology and Media for Learning*, 12th Ed. (Boston: Pearson Education, Inc, 2022). 96-100

⁴⁰ Charles M. Reigeluth, Beatty, and Myers, *Instructional-Design Theories and Models, Volume IV: The Learner-Centered Paradigm of Education* (New York: Routledge, 2021). 141-145

⁴¹ Anastasia Kitsantas and Barry J. Zimmerman, *Self-Regulated Learning and the Role of Educational Media*, in *Educational Psychology Handbook*, Ed. K. R. Harris et Al. (London: Routledge, 2023). 212-215

visual, auditory, and kinesthetic learning media helps ensure that all students can engage with the material optimally and achieve better learning outcomes.

In its use, learning media must be selected and designed based on certain principles. There is no single media that is the most superior for all learning purposes. Media must be adapted to the learning objectives, material characteristics, and student conditions. The excessive use of media without good planning can actually confuse students and hinder the learning process.

Fiqh learning is part of Islamic Religious Education which studies Islamic sharia laws that are practical. Fiqh aims to guide students to be able to understand and practice Islamic law in their daily lives. Fiqh material includes aspects of worship and muamalah that require conceptual understanding as well as practical skills.⁴²

The purpose of Fiqh learning at Madrasah Tsanawiyah is to equip students with the ability to know, understand, and practice the provisions of Islamic law correctly in their daily lives. Through Fiqh education, students are guided not only to master theoretical knowledge but also to internalize Islamic legal values as a foundation for their behavior. This learning aims to ensure that students are able to distinguish between lawful and unlawful actions (*halal* and *haram*), as well as to carry out religious obligations in accordance with Islamic teachings.

Moreover, Fiqh learning is expected to contribute to the formation of Muslim individuals who are obedient in worship, disciplined in carrying out religious obligations, and responsible in both personal and social contexts. These values are closely related to the broader educational goals of Madrasah Tsanawiyah, which emphasize character building and moral development. Fiqh education also plays an important role in fostering students' social awareness, particularly in matters related to *muamalah*, so that they are able to apply Islamic principles in social interactions and community life.

However, in its implementation, Fiqh learning often encounters various challenges, especially those related to students' learning difficulties. These difficulties may arise across cognitive, affective, and psychomotor domains. From a cognitive perspective, students often struggle to understand abstract concepts and legal reasoning within Fiqh. Affective challenges appear in the form of low learning motivation or boredom, particularly when learning is dominated by teacher-centered lecture methods.

In addition, difficulties in the psychomotor aspect are reflected in students' mistakes when performing worship practices, such as ablution or prayer, which require correct procedures and consistency. These conditions

⁴² Anwar Sanusi, *Pembelajaran Fiqih Di Madrasah Tsanawiyah* (Bandung: Remaja Rosdakarya, 2023).

indicate that conventional teaching approaches are not always effective in facilitating comprehensive Fiqh learning. Therefore, innovative and student-centered learning strategies are needed to address these challenges, enhance students' engagement, and help them understand and practice Fiqh teachings more effectively.

Innovative learning media has a strategic role in overcoming students' learning difficulties in Fiqh subjects. Visual and audio-visual media can help students understand abstract concepts, interactive media can increase motivation and interest in learning, and practical media can help students master worship skills appropriately. With the use of appropriate and planned media, Fiqh teachers can minimize students' learning difficulties and achieve learning goals optimally.

The results of the study show that the use of learning media in Fiqh subjects at Madrasah Tsanawiyah Private Durian Luncuk has been implemented by teachers, although it is not fully optimal. Fiqh teachers not only use lecture methods, but also utilize simple media such as whiteboards, package books, worksheets, as well as visual and audio-visual media in the form of learning pictures and videos. The use of this media aims to help students understand Fiqh material which is conceptual and practical so that it is not only understood theoretically, but also applicatively.

Visual and audio-visual media are the most frequently used learning tools, particularly in teaching materials related to worship practices such as ablution, prayer, and *muamalah*. The use of these media is considered effective because the content of Fiqh learning often involves procedural and practical aspects that require clear demonstrations. Based on observations and interviews, teachers tend to utilize images, videos, and instructional displays to illustrate the correct stages, requirements, and conditions of worship practices. Through visual representation, students are able to observe directly how each practice is performed in accordance with Islamic legal guidelines.

Furthermore, the use of visual and audio-visual media provides students with a more concrete understanding of worship practices compared to learning that relies solely on verbal explanations. This approach helps reduce misinterpretation and supports students in grasping complex concepts more easily. The findings indicate that learning media plays a crucial role in connecting abstract theoretical concepts with real and applicable practices in Fiqh learning. Consequently, the integration of appropriate media contributes significantly to improving students' comprehension and the effectiveness of the learning process.

The factors that cause students' learning difficulties in Fiqh subjects come from internal and external factors. Internal factors include low motivation and interest in learning, differences in basic abilities, and difficulty

understanding Arabic Fiqh terms. Many students consider Fiqh to be a difficult subject because it contains many concepts, rules, and practices that must be understood sequentially. This condition causes students to easily feel bored and have difficulty participating in learning if it is not supported by interesting media.

Meanwhile, external factors that affect students' learning difficulties include learning methods that are still dominant in lectures and limited madrasah facilities and infrastructure. Limited facilities such as the absence of libraries, laboratories, and limited access to technology make the variety of learning media not able to be utilized optimally. A learning environment that is less conducive at a certain time also has an impact on students' concentration and focus during the learning process.

The discussion of the results of the study shows that learning media has a strategic role in overcoming students' learning difficulties, especially in the cognitive aspect. Visual media such as pictures and videos help students understand the concepts and procedures of worship more clearly and systematically. With the media, students not only hear the teacher's explanation, but also see concrete examples, so that the understanding of the material becomes deeper and more meaningful.

In addition to helping cognitive understanding, learning media also plays a role in increasing students' motivation and interest in learning. The use of varied media makes the classroom atmosphere more lively and interactive. Students become more enthusiastic, actively ask questions, and dare to express their opinions. This shows that learning media is able to reduce student boredom and encourage active involvement in the teaching and learning process.

Learning media also plays an important role in overcoming learning difficulties in the psychomotor aspects of students. In worship practice materials, video media and pictures help students imitate the movements and order of worship more precisely. Teachers also find it easier to provide direction and correction to students because the media provides clear and structured examples. Thus, learning becomes more effective and efficient.

Based on the results of the research and discussion, it can be concluded that learning media has a significant role in overcoming students' learning difficulties in Fiqh subjects at Madrasah Tsanawiyah Private Durian Luncuk. Media not only helps to improve understanding of concepts, but also increases student motivation, interest, and activeness. Therefore, it is necessary to use more varied and sustainable learning media, as well as adequate infrastructure support, so that the Fiqh learning process can take place optimally and the learning goals can be achieved properly.

Conclusion

This study demonstrates that learning media play a crucial role in addressing learning difficulties in Fiqh among Grade IX students at Madrasah Tsanawiyah Private Durian Luncuk. Visual and audio-visual media significantly support students' understanding of abstract and procedural Fiqh concepts, particularly in worship and muamalah topics, by transforming theoretical explanations into concrete learning experiences. The findings also reveal that students' learning difficulties are influenced by internal factors, such as low motivation, limited prior knowledge, and difficulties with Arabic terminology, as well as external factors, including teacher-centered methods and limited learning facilities. The use of appropriate learning media not only reduces cognitive and psychomotor difficulties but also enhances students' motivation, engagement, and active participation in the learning process. Therefore, integrating well-planned and contextually relevant learning media is essential to improve the effectiveness of Fiqh instruction and to achieve the intended learning outcomes in Islamic education.

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